

Pilot Testing an Online and Face-to-Face Self-Advocacy Skills Training Program for  
Negotiating Classroom Accommodations

By

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## Abstract

This study's purpose was to pilot test the *Access to Success* online self-advocacy skills tutorial. The *Access to Success* tutorial was implemented with four community college students and targeted their ability to negotiate Americans with Disabilities Act (ADA) classroom accommodations. This online tutorial included both knowledge and skills components. The knowledge component (KBOT) provided students with information about federal disability legislation and how these mandates protect students with disabilities; while the skills tutorial (SBOT) presented students with operational definitions and video examples of each negotiation skill and its subskills. Students' knowledge was assessed before and after completing the KBOT using several 12-question, multiple-choice assessments. Student's negotiation skills were assessed during baseline and after each time they completed the SBOT using disability specific role-play scenarios. Results showed students mastered the KBOT's concepts; while only mastering a portion of the negotiation skills. Students then completed a face-to-face training to help them master the remaining negotiation skills. Direct instruction was used to train students during the face-to-face training. This arrangement allowed the students and trainers to discuss the negotiation skills operational definitions, rationales and examples as well as demonstrate, practice and receive feedback on their deficient skills. Results showed the students mastered the majority of the remaining negotiations skills after completing the face-to-face training. Generalization and follow-up was assessed one month after training using student created role-play scenarios and a university staff member. Data from this assessment suggests students negotiation skills maintained and generalized under these conditions.

Keywords: self-advocacy skills training, online, face-to-face, ADA accommodations

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## **Statement of the Problem and Overview of Self-Advocacy Skills Training**

Students with disabilities experience more barriers when completing their post-secondary education than their non-disabled peers because of deficits to self-advocacy skills needed to negotiate accommodations (Izzo, Hertzfeld, & Aaron, 2001; Masala & Petretto, 2008; Palmer & Roessler, 2000; Stodden, 2005; Thomas, 2000; Walker & Test, 2014; White & Vo, 2006). For example, a Cornell University (2011) survey found that of the approximately 31% of students with disabilities enrolled at post-secondary institutions, only 13% completed their degree. This surveys' findings suggest students with disabilities may experience communication, self-awareness, and goal-setting skills deficits which decreases their likelihood of success. Students may improve these skills by learning how to self-advocate. Self-advocacy skills could allow students to identify and act on situations in which their rights are possibly being violated by negotiating ADA accommodations (Gregg, 2012; Layton & Lock, 2003; Lee, Palmer, & Wehmeyer, 2009; Palmer & Roessler, 2000; Roessler, Brown, & Rumrill, 1998; Turnbull & Turnbull, 2006; Walker & Test, 2013; White & Vo, 2006).

The application of self-advocacy to recruiting academic supports has been discussed throughout the disability literature (Karvonen, Test, Wood, Browder, Algozzine, 2004; Summers, White Zhang, & Gordon, 2014; Tschopp, Frain, & Bishop, 2009; Turner, 2007). Previous studies have shown that self-advocacy skills empower and improves students with disabilities quality of life because it increases their opportunities to access education and other community resources (Fawcett, et al., 1994; Getzel & Toma 2008; Hennessey, Rumrill, Fitzgerald, & Roessler, 2008; Tschopp, et al., 2009; Wehmeyer, Martin, & Sands, 2008; Wullink, Windershoven, Lantman de-Valk, Metsemakers, & Dinant, 2009).

Students with disabilities may not benefit from self-advocacy skills unless they have been trained (Fiedler & Danneker, 2007; Karvonen, et al., 2004; Merchant & Gajar, 1998; Ratts & Hutchins, 2009; Test, Wood, Browder, & Algozzine, 2004; Walker & Test, 2013; White & Vo, 2006). Some evidence suggests that students are more likely to use self-advocacy skills after training because they experience the benefits of self-advocacy during the training process (Walker & Test, 2013; White, Summers, Zhang, & Renault, 2014; White & Vo, 2006). For example, several studies have shown that students can more easily access community resources, such as: employment, transportation, housing, and recreational opportunities after training. (Hennessey, et al., 2008; Palmer & Roessler, 2000; Roessler, et al., 1998; Rumrill, 1998; Summers et al., 2014; Walker & Test, 2013; White et al., 2014; White & Vo, 2006).

The self-advocacy literature still lacks a critical analysis evaluating the training of students with disabilities (Ratts & Hutchins, 2009; Smith, Reynolds, & Rovnak, 2009; Toporek, Lewis, & Crethar, 2009). Therefore, this review critically analyzes the self-advocacy training literature. The review includes two parts. First, several case studies will be reviewed to identify components of the most commonly used self-advocacy skills training framework. This review will target the process, content, outcomes and benefits of self-advocacy training. Second, a review of self-advocacy experimental literature will be conducted.

*Pubmed, PSYCInfo, and Google Scholar* were used to identify the relevant peer-reviewed articles. This review's spanned from 2000-2014. Studies outside these dates were included only if they provided the evidence showing the effectiveness current training procedures and its components. Search terms included: *Self-Advocacy, Self-Advocacy Skills, Self-Advocacy Skills Training, Advocacy Skills Training, Skills Training, Disabilities, Physical Disabilities, Sensory Disabilities, and Learning Disabilities*. Seventy-three articles met the inclusion criteria. Twenty-

six articles were not included because they targeted students with intellectual disabilities who were not included in this study. 47 articles were included in this review. They were divided into two groups: Case studies describing the process, content, outcomes and benefits of self-advocacy training, and experimental studies evaluating self-advocacy skills training programs.

### **Self-Advocacy Skills Training Framework**

#### **Scientific Foundations for Training Self-Advocacy Skills**

The disability literature suggests several factors that have influenced consumers with disabilities need to engage in self-advocacy training programs. First, federal disability legislation such as Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act (IDEA) of 2004, has helped increase the number of opportunities consumers with disabilities have to participate. However, although federal disability legislation has increased the number of opportunities for consumers with disabilities to participate within their community, self-advocacy skills are still needed because federal disability legislation may not be enforced (Cieza & Stucki, 2008; DeLisa et al. 2011; Masala & Petretto, 2008). These claims suggest that self-advocacy training programs are needed because they increase consumers' knowledge about how to use federal disability legislation to participate within the community (Stodden, 2005; Stodden & Dorwick, 2001; Turner, 2007; Walker & Test, 2011; White et al., 2014; White & Vo, 2006).

Second, documented evidence confirms self-advocacy skills training programs are effective for people with disabilities. For example, several recent studies (i.e., Walker & Test, 2011; White et al., 2014) have shown consumers with disabilities can master self-advocacy skills using direct instruction methodology. These studies suggest that direct instruction and discrimination training are the most effective self-advocacy skills training procedures because

they allow consumers to target specific personal and environmental conditions in which self-advocacy skills are needed, such as: students' interpersonal communication, negotiation, and self-awareness skills. Furthermore, these procedures are more likely to permit self-advocacy skills generalization because training can take place under a variety of conditions

(Areepattamannill, & Freeman, 2012; Balcazar, Fawcett, Seekins, & Hopkins, 1990; Grenwelge & Zhang, 2013; Harrison, et al., 2012; Walker & Test, 2011; White & Vo, 2006). This claim suggests that students with disabilities who receive self-advocacy skills training receive immediate and long-term benefits because they are able to access to the same community resources as their non-disabled peers (e.g., transportation, housing, education, employment, and other community supports) (Cheong & Yahya, 2013; Fawcett, et al., 1994; Hennessey, et al., 2008; Mladenov, 2012; Summer, et al., 2014; Tschopp, et al., 2009; Turner, 2007; Walker & Test, 2011).

### **Case Studies and Reports Describing Self-Advocacy Skills Training**

The case studies and reports describing the process, content, outcomes, and benefits to self-advocacy training include three groups. The first group describes the development and implementation of self-advocacy skills training programs. The second group describes the training programs content. The third group describes the consumers' outcomes and benefits.

**The process of training self-advocacy skills.** Direct instruction and discrimination training are the most effective self-advocacy skills training methods. Fiedler & Danneker, (2007), Merchant & Gajar, (1998), Sievert, Cuvo, & Davis, (1988), and Test, et al. (2005) suggest a seven-step direct instruction procedure: (a) the trainer provides the student with an operational definition of the target behavior, (b) the trainer demonstrates the skill using role-play scenarios, (c) the student asks clarifying questions about the response, (d) the student rehearses

the skill, (e) the student receives feedback (f) the student demonstrates skill mastery, and (g) generalization training. These training programs are usually conducted at the group or individual level with target behaviors related to communication, self-awareness, leadership, and assertiveness skills. The discrimination training procedures are usually incorporated within the direct instruction protocols but are more intensive because they are used to teach consumers about the different conditions in which self-advocacy is needed (Fiedler & Danneker, 2007; Pocock, et al., 2002; Test, et al., 2002; Walker & Test, 2011; White & Vo, 2006).

Several case studies illustrate the application of direct instruction and discrimination training. For example, Walker and Test (2011) used a direct instruction procedure to improve three high school students' abilities to identify classroom accommodations. Walker and Test's (2013) training was designed to allow students to identify and discuss their accommodation needs with other students, while practicing and receiving feedback on their negotiation skills. Results suggested direct instruction increased the students' abilities to advocate; although, limited data was provided about whether, the students request for accommodation was granted. Sievert et al. (1998) evaluated a 12-step discrimination training procedure on the ability of four students with disabilities' to identify personal, consumer, community, and human service rights violations. Here, students received a list describing the conditions in which advocacy was needed. They were then presented with a task analysis and asked to practice those skills using direct instruction. Results showed the combined 12-step discrimination and direct instruction procedure increased all students' self-advocacy skills.

These studies illustrate the effectiveness and benefits of the direct instruction and discrimination training process. Walker and Test's (2011) seven-step direct instruction process allowed them to identify and defined 14 target skills. These skills were trained using illustrative

examples of students requesting accommodations, rehearsal prompted by role-play scenarios and descriptive feedback. Sievert et al.'s (1998) discrimination training process targeted accommodation across four conditions. The 12-step discrimination training process included discussion around the four conditions and rehearsal with role-play scenarios.

These case studies suggest direct instruction and discrimination training are the preferred and most effective self-advocacy skills training methodologies. This is because the training procedures, target behaviors, and experimental conditions task analyzed to the component level (Sievert et al., 1998; Walker & Test, 2011). Task analyses allow students and trainers to identify and target procedures that can improve self-advocacy skills deficits (White & Vo, 2006). Furthermore, functional relationships between the intervention components and target behaviors may be identified to validate the training procedures.

**The content of self-advocacy skills training programs.** A second set of case studies describes self-advocacy training programs content. These case studies provide a rationale for using direct instruction or discrimination training when teaching self-advocacy because it shows how to operationally define and task-analyze the target behaviors training components. For example, self-advocacy skills training programs typically identifies and defines communication, leadership, self-awareness, and goal-setting skills (Test, et al., 2005). These skills are presented so broadly that without a task analysis they may be difficult to acquire because they include multiple components (Fielder & Danneker, 2007; Pocock, et al., 2002; Test, et al., 2005).

Fawcett, et al. (1994) and Harrison, et al. (2012) present case studies highlighting the content of self-advocacy skills training programs. For example, both reviews suggest self-advocacy training programs include content areas targeting personal factors such as knowledge, skill deficits, self-awareness, empowerment, leadership and communication skills, and personal

values and beliefs (Fawcett, et al., 1994; Gregg, 2007; Harrison, et al., 2012 Test, et al., 2005), as well as environmental factors such as stressors and barriers to participation (Algozinne, et al., 2005; Fawcett, et al., 1994; Gregg, 2007; & Test, et al., 2005).

More specifically, Fawcett and colleagues (1994), Harrison, et al. (2012), Gregg (2007), and Anctil, et al. (2008) identify several target areas for self-advocacy skills training at the individual and group level. These include personal factors, including knowledge and skill engagement, history of reinforcement and punishment, personal values and beliefs, as well as physical and biological factors, including the consumer's degree of existing health and health impairment. Training around these content areas allows consumers to identify antecedents to community problems and change agents available to those with disabilities, set goals, problem solve, and allow consumers to have more control over their environment as a means of empowerment (Fiedler & Danneker, 2007; Izzo, Murray, Priest, & McArrell, 2011; Merchant and Gajar, 1998; Test, et al., 2005).

The content recommendations are related to the direct instruction and discrimination training process (Fielder & Danneker, 2007; Merchant & Gajar, 1998; Sievert et al., 1988) because suggestions are made about environmental arrangements improving training delivery. For example, Fawcett et al (1994) and Gregg (2007) break down environmental factors into three areas, including general environmental factors such as: barriers to their participation, lack of opportunity, discrimination, increased effort for behavioral requirements, and poverty. Support services include factors such as information and prompts, family and peer support, availability of resources, mentors, and supportive policies. Finally, the authors identify environmental approaches to training self-advocacy such as increased opportunity for involvement and goal attainment, reduction of barriers and other effortful behaviors limiting participation, economic



supports, alternative actions and prompts, increased family and peer support, increased opportunities for positive reinforcement, and policy change.

The training content is also important to the role-play scenarios used during the direct instruction and discrimination training process. The content of the role-play scenarios is usually tailored to the consumer's needs. This ensures that personal and environmental factors are incorporated into the role-play scenarios. Thus, role-play scenarios allow students to rehearse disability-related situations with a trainer or peers and practice the skills needed to achieve their accommodations. This method also helps train students to generalize acquired skills across different disabilities and contextual situations (Fawcett, et al., 1994; Fiedler & Danneker, 2007; Harrison, et al., 2012; Izzo, et al., 2011; Merchant & Gajar, 1998; Pocock, et al., 2002; Test, et al., 2005).

**Outcomes and benefits to self-advocacy skills training.** Several authors discuss the outcomes and benefits of advocacy training. For example, Balcazar et al. (1990) and Fawcett, et al. (1994) show that advocacy skills training has increased consumers' ability to self-advocate and produce community concerns reports, engage in action planning, increase access to accessible parking spaces and reduce of parking violations, improve housing conditions by advocating for home modifications, and recruit peer mentors.

Several authors also show that advocacy skills training can also increase consumers and students with disabilities' self-awareness, ability to recruit resources, and transition across environments (Anctil, et al., 2008; Gregg, 2007; & Harrison, et al., 2012). Harrison, et al. (2012) also used survey data to identify the extent to students with disabilities benefited from self-advocacy training. They concluded that self-advocacy training helped increase students' GPAs because they were more aware of the resources available. The survey also concluded that there

were no significant differences in rates of attrition between groups of students completing and not completing the skills training. Of the students who completed the training, approximately 83% of students with disabilities stated the training helped them to achieve their academic goals. Approximately 5% stated the training was not effective, while 12% did not respond to the survey.

Additional outcomes and benefits of training self-advocacy skills are related to improving the quality of life for consumers. More specifically, self-advocacy skills allow people with disabilities to more easily transition. Transitional outcomes may refer to two skill sets within the disability literature. The first occurs when consumers acquire their disability. The second describes the process by which consumers transition across different environments. Here the outcomes and benefits to self-advocacy skills training are more frequently observed in areas related to transportation, employment, and recreational opportunities. (DeLisa, et al., 2011; Getzel & Thomas, 2008; MacDonald & Block, 2005; Rumrill, 1998; Summers et al., 2014; Turner, 2007).

### **Self-Advocacy Skills Training for Students with Disabilities**

The self-advocacy literature evaluates three types of training programs, including: technology-based training programs, component-based training programs, and group-based training programs. This review will primarily cover technology and component-based programs (see Appendix A for a review of group-based self-advocacy skills training programs).

#### **Technology-Based Online Training**

Two studies have evaluated technology-based training programs on the self-advocacy skills of students with disabilities. Lancaster, Schumaker, and Deshler (2002) compared the effects of technology-based and in-person training on students' advocacy skills. Twenty-two

students agreed to participate. They were randomly assigned to one of the three groups. The first group included eight students receiving the interactive hypermedia training program, the second group included eight students receiving the in-person training program, and the third group included six students who did not receive any training.

Baseline was conducted using three 10-question knowledge and skills-based probes. Following baseline, students received a CD containing the hyperinteractive training. The hyperinteractive trainings' CD contained several lessons, including: an introductory lesson providing an overview of self-advocacy, a lesson describing each target behavior, a lesson helping students identify their strengths and weaknesses, a lesson presenting models of different skills, and a lesson showing students how to create advocacy plans. The training content was presented using text and audio-based descriptions. Each lesson also included several videos showing students modeling the advocacy skills. The technology-based training was designed to be flexible. Therefore, although a suggested training process was presented during lesson one, each student could decide whether they wanted to complete the training in that order. This training took approximately 45 minutes for students to complete.

The live instruction group completed a 45-minute training guided by handouts of the lessons presented on the CD. Students were also provided with blank materials to complete their self-assessments; while an expert trainer delivered the live instruction training using a facilitator's training manual as a guide.

Students receiving no instruction were asked to meet with the trainer prior to assessment sessions. The students were given an overview of the training procedures and asked to create a document outlining their future goals, preferences for school activities, and concerns to discuss during group assessment sessions.

The students' advocacy skills were not practiced and assessed during the same session. Instead, students from all three groups were assessed during group IEP meetings. Assessment surveys presented students with questions about their perceived ability to engage in advocacy skills and satisfaction with the training. Results showed variable effects of the training. During baseline, student one averaged 8.25 relevant responses to probe questions. His average relevant responses increased to 28.5 during training, and 50 during post-training conditions. All students receiving the technology-based training experienced similar outcomes (e.g., the students average relevant responses doubled during treatment conditions and quadrupled during post-treatment conditions). Students from the live instruction group averaged approximately 11 relevant responses during baseline; this increased to a mean 36 relevant responses during training, and 56 relevant responses during post training. Students not receiving training averaged 9 relevant responses during baseline; this increased to a mean of 21.33 during post-training conditions. These findings suggest that students benefitted more from both the hyper-interactive and live instruction training. Furthermore, a comparison of the hyper-interactive and live instruction groups show that the live-instruction training was more effective (Lancaster et al., 2002).

Woods, Kelley, Test, and Fowler (2010) compared an audio-supported text-based training with an explicit instruction-training program on knowledge about rights and responsibilities for four students with learning disabilities. This training included several materials: a CD with descriptions of ADA documents was given to the students; printed copies of the ADA related documents; and scripted lesson plans, including concept definitions, examples and non-examples of rights and responsibilities, and step-by-step instructions for prompting performance.

The training consisted of three parts. First, the researchers administered a pretest in which students and a confederate engaged in a mock interview. The mock interview allowed the student and confederate time to discuss accommodations in postsecondary educational settings. Next, a baseline condition was implemented. During baseline, students reviewed the ADA related documents and were questioned to assess their knowledge about their rights and responsibilities for accommodations. After five baseline probes, students were assigned to either the audio-based training group or the explicit training group. The third phase consisted of training students using one of the training programs. Students listened to the CD reviewing the ADA related documents about their rights and responsibilities, while following the text presented on the hard copies of ADA documents. Students' knowledge was assessed using five questions about the content of the presented materials.

Students assigned to the explicit training received training over 10 sessions. Five sessions were used to train students about their accommodations, and five sessions were used to train students about their rights and responsibilities. The explicit training occurred face-to-face. During this training students listened to the audio-based training. The students were then presented with learning objectives for the lesson. A model-lead-test procedure was used to complete the face-to-face training. This procedure allowed trainers to ask probing questions about the students' rights and responsibilities. When students did not respond correctly, an error correction procedure was used in which students repeated the probe question and correct response.

Results showed that the explicit training was more effective than the audio-only training. Baseline data for participant one showed the student averaged 2 correct responses for knowledge about rights and responsibilities, and 0 correct responses for knowledge about accommodations.

The student's knowledge increased to an average of 4 correct responses when using the audio-only training and 6.7 correct responses when using the explicit training for knowledge about accommodations. During the best treatment condition, the students' knowledge about their rights and responsibilities increased to an average of 8.5 correct responses. Data presented within the study show similar effects across participants although these effects are limited in several ways which will be discussed later.

**Strengths and limitations of technology-based self-advocacy skills training.** Lancaster et al. (2002) and Woods et al. (2010) further show how technology can be used to train self-advocacy skills. These findings highlight several additions to the literature. Lancaster et al. (2002) not only evaluated the effectiveness of the hyper-interactive training but also compared the effects with two commonly used training procedures. The groups receiving the hyper interactive training program were compared to groups receiving an in-person or no training. Thus, this study adds to the literature by evaluating the effectiveness of two commonly used training deliveries, online and in-person (VanBiervliet & Parette, 1994). At the time of the study, the majority of advocacy training programs were implemented at the group level. Results showed students could acquire advocacy skills using either technology-based or live instruction training. Lancaster et al, (2002) also suggests that technology-based training allows for flexibility in delivery. The CDROM was presented to students and included six lessons. Although the first lesson requests that students proceed through the training in a certain order, there were no rules indicating the order in which they had to complete the training. Instead, they were instructed to complete the training in whatever order they felt most comfortable. Additionally, no time limit was set for students completing the training. Although reports indicate the training took 45 minutes to complete, this finding cannot be confirmed because of the absence of duration data. It

does seem likely that students completed the training at their own pace. Thus, the authors extended the advocacy training literature by identifying a training program that allows students to navigate it freely and untimed. Finally, this study included the use of role-play scenarios to evaluate the student's skill set. The role-play scenarios used were consistent over the course of the study and across groups. Given the findings, the use of role-play scenarios under these training conditions provided additional benefits to the training literature by showing how role-play scenarios may be used across modes of delivery (Lancaster et al., 2002).

Wood and colleagues' (2010) study also provided benefits to the self-advocacy training literature. Students' knowledge about their rights and responsibilities to reasonable accommodations were targeted during this study. Although previous studies have targeted both knowledge and skill, this study added to the literature by showing how students' knowledge may be solely targeted. This finding has important implications because student self-awareness was identified as a target skill when training advocacy. Thus, this study provided evidence about training self-awareness skills so that students are aware of conditions affecting their disability. This study also showed how components of direct instruction could improve students' knowledge. For example, the students' training materials explicitly defined new concepts and target skills (step one). The prompting and error-correction procedures used to improve student knowledge were also part of the direct instruction process because feedback was provided (step six). Finally, this study also used behavioral-based measures and assessment techniques. Two independent observers collected data on the student's knowledge, while reliability scores were calculated to evaluate observer agreement during observations. The authors showed that using behavioral-based assessment techniques could produce more descriptive data. These findings suggested that training programs should operationally define target behaviors and training

programs to allow for this assessment. When knowledge and skills were broadly defined or presented as a mean; functional relationships between the dependent and independent variables were more difficult to identify.

Although Lancaster et al., 2002 and Wood et al., 2010 extended the training literature, their studies still have some limitations. For example, the in-person training was inconsistently labeled. Lancaster and colleagues (2002) labelled the in-person training as live instruction, while Wood and colleagues (2010) labelled the in-person training explicit training. The use of two different training labels suggests that it is plausible that in-person training programs were delivered differently across studies. Thus, more consistent training procedure definitions would increase their validity because similar effects would be observed across implementations. Using a term such as in-person training would allow researchers to consistently define the treatment components and outcomes.

Lancaster et al, (2002) is limited because the data presented show varying treatment effects. Although data suggest live instruction training was more effective, these conclusions are difficult to support. Across most students' baselines, the data was trending upward with overlap between the CDROM-based and live instruction training conditions. These data paths suggest the students were either in the process of acquiring advocacy skills or could not differentiate between training conditions. The data also show some students decreased their engagement in the advocacy skills during treatment. Therefore, although the authors concluded that the live instruction training was more effective; the inconsistencies in the data make these claims difficult to confirm.

Lancaster et al. (2002) is also limited because the training program and component descriptions lacked sufficient detail to allow replication. Instead, each training component was



presented as a task list the students and trainers were given the option to use. Without definitions showing students and trainers the correct response options it is unclear if the training components were implemented correctly. The limited training component description could be one reason why the live instruction was more effective than the hyper-interactive approach as the students would be able to receive more information about the skills from the trainer. Additionally, there would be more opportunity for them to practice their skills across a variety of scenarios.

Lancaster et al. (2002) findings may also be affected by students receiving different treatment dosages. The authors stated that the training components were presented in the same order for the CDROM and live instruction training. But, because of the formatting, students were able to navigate freely using the CDROM training. This description indicates that the student's training dose may have varied depending on which training they completed. The technology-based training allowed students to navigate freely through the tutorial, while the live instruction was more rigid. Including fidelity measures or collecting data about training order and dose would provide information about the similarities and differences between the treatments (Lancaster et al., 2002).

Lancaster et al, (2002) also does not include operational definitions for target behaviors and training conditions. Their study provided a list of five categories of target behaviors and sub-behaviors. Although information was provided about the target skills, the data on skills acquisition is difficult to evaluate without operational definitions. The skills data was also presented as the number of relevant responses to probe questions, yet the content of the probe questions was not discussed nor were relevant responses defined. This information would help analyze the data because the reviewer would be able to identify a functional relationship between the treatment and relevant responses. The lack of defining relevant operational responses further

limits the effects of the training, because this framing appears to target students' knowledge rather than their skills.

A further limitation is that skills data were presented unevenly across conditions. For example, each baseline condition contained 3-4 assessment probes, while training conditions were only assessed twice, and post-training conditions once. The inconsistent assessment limits the findings of Lancaster et al. (2002) because skills data do not show stability or indicate skills mastery. Additionally, the graphs described as a multiple-probe design, were depicted as a multiple-baseline design. However, this characterization is incorrect because the baselines were not staggered across consumers. The x-axis labels are also confusing because they were labeled controlled and advanced practice, but there was no definition of controlled or advanced practice. Therefore, including these descriptors limited the training's analysis because conditions were not specified (Lancaster et al., 2002).

Finally, Lancaster et al. (2002) is limited in the description of their procedures. They stated that role-play scenarios were used during training but no information was provided about their use, the extent of their use, and the content included in the scenarios. Including this information is important because it allows students to practice skills using disability-specific scenarios. (Grenwelge & Zhang, 2012; Izzo et al., 2011; Milsom et al., 2004). Additionally, most studies (i.e., Palmer and Roessler, 2000; Walker & Test, 2014; White & Vo, 2006) used role-play scenarios during assessment conditions. For this study, only surveys and group discussion were used to assess advocacy skills. The use of these measures as primary data is troublesome because they are based on the students' self-reports about their perceived ability to engage in the advocacy skills, whereas the use of role-play scenarios allows for direct skills assessment.

Woods and colleagues' (2010) study also includes some specific limitations. Their description of target behaviors and materials is limited. Although they defined knowledge as a target behavior, this measure was not consistent with the literature because more typical self-advocacy skills training targeted both knowledge and skill sets. Thus, the author's findings are limited because the key skills components were not defined or evaluated. Including these descriptions would improve the study's validity because the target behaviors would be more consistent with other training programs.

Woods et al. (2010) also did not provide a clear rationale about why audio-only based supports were the primary means used to train advocacy skills. Self-advocacy skills are usually trained using universal design of learning (UDL) video examples that are captioned so that all students may complete the training regardless of their disability (Seok, DeCosta, Kinsell, Poggio, & Meyen, 2010; Smith & Meyen, 2003; Summers et al., 2014; Wehmeyer, 2006; White, et al., 2014) The lack of similar training protocols limits the study's outcomes because the most commonly used training methods are not evaluated. Using visual training programs ensures that students with a variety of disabilities may participate. For example, an audio-formatted training is not feasible for a student with hearing loss. Based on these findings, this training program is generally limited because it cannot be applied to all students.

These authors also stated that consumers received text-based documents in addition to the audio-based lessons. Including the text-based documents limits this study's findings because it suggests the audio-based training was not the only intervention responsible for increasing student's advocacy skills. Thus it is unclear if the audio, the text, or a combination of the two were responsible for the increase in knowledge. This limitation could be because the consumer's materials were not well described. The audio-based training appears to be adapted from the

text-based documents describing the rights and responsibilities of students with disabilities. Besides this brief information no other information was provided about the training content. This information would be important for replication to determine whether audio-based training effects warrant further evaluation (Woods et al., 2010).

Woods et al. (2010) is also limited in their assessment methods because detailed information about the knowledge assessments are provided. Several assessment measures were described within the study, but the results do not provide any clarity about which measure, or combination of measures, was used to assess a student's knowledge. Previous studies (i.e., Izzo, et al., 2011; Milsom et al., 2004; White & Vo, 2006) included description of knowledge and skills assessment procedures that were confirmed via data analysis. The study's use of a multiple baseline design was also limited because the design was misapplied because data is not collected on a continuous basis. Baseline consisted of five probes, treatment consisted of two probes, and post-treatment one probe. This method is similar to a pretest/posttest design but is not an example of a multiple baseline design because treatment implementation was not staggered. Finally, there is concern about the last phase of the study, designated "Final Best Phase." During this phase, student advocacy skills were trained using the method that was most effective for each individual. Thus, some students received the audio training, while others received the explicit training. This condition is problematic because the data were displayed in a way that does not provide clear differentiation between the two training methods. Additionally, this measure confirms the initial training was not effective because more training was needed for student skill mastery. To clarify, data from each condition should be presented separately to identify a functional relationship between the training and outcomes.

### **Component-Based Self-Advocacy Skills Training**

This review shows that although the group and technology-based training programs were effective, more targeted training is needed for students to master advocacy skills. Several studies have evaluated component-based self-advocacy training programs. Component-based training programs are different than group and technology-based training programs because they target skill acquisition of operationally defined behaviors and task analyzed training procedures. Thus, evaluating the component-based training literature will help identify the functional relationship between specific training components and skill acquisition.

**Self-administered component-based self-advocacy skills training programs.** Self-administered training programs are one type of component-based training. Seekins, Fawcett, and Matthews (1987) conducted two studies evaluating self-administered self-help guides on three self-advocacy skills. Their first study was a pilot study evaluating the self-help guide with one consumer with physical disabilities.

Six months before the study, researchers collected more than 60 newspaper articles discussing independent living (IL) and disability rights issues. The articles were evaluated to ensure that written and verbal (testimonials) advocacy could be assessed. The research team developed self-help guides including three task analyses, one for each self-advocacy skill. During training, the researchers presented the consumer with a newspaper article. The consumer was asked to use the self-help guides to prepare her advocacy letters and testimonials. The researchers provided no additional prompts during the training to facilitate skill acquisition.

Independent observers collected occurrence and non-occurrence data for each self-advocacy skill. Results suggests the self-help guides were effective because they improved the consumers' advocacy skills. Data show the participant's testimonial responses averaged 38% during baseline and increased to 93% during treatment; while their letter writing responses to an

articles editor averaged 15% during baseline, and 79% after treatment. Letter writing responses to public officials averaged 26% during baseline and 89% after treatment. Letter quality data varied across the intervention but ranged between .05-3.0 on a scale of 4.0.

Seekins et al. (1987) second study compared the effects of the self-help guide with models of advocacy letters on consumer's advocacy skills. Ten consumers with physical disabilities participated. Five consumers were randomly assigned to the treatment group, while five were randomly assigned to the control group. Before the evaluation, all participants reviewed the same newspaper articles the researchers used during the pilot evaluation. Next, five consumers received the task analyzed self-help guides, while five consumers received a brief introduction to the self-help guide and advocacy letter models including examples of each skill and mastery definition. Consumers were prompted to use the materials to develop advocacy letters targeting the three areas of advocacy defined in study one. Results showed that treatment group engaged in higher levels of advocacy after using the task analyzed self-help guides. The control group's performance averaged 31%, while the treatment group's performance averaged 81% when writing letters to public officials. For writing letters to newspapers, the control group averaged 30%, while the treatment group averaged 80%. Training showed that consumers were only somewhat satisfied with the quality of the training and letters, averaging 2.5 across all groups and conditions in the study.

White, Thomson, and Nary (1997) evaluated the effectiveness of an Action Letter Portfolio (ALP) on consumers' ability to write self-advocacy letters. The ALP was a self-administered training tool that outlined the components for writing an advocacy letter, provided examples and non-examples of advocacy letters, included information about content and form, allowed consumers to practice and compared their writing samples to the exemplars, and helped

to identify target areas of concern. Participants were asked to complete the ALP training and instructed on how to use the ALP to create examples of personal advocacy letters. To rate self-advocacy letters, researchers compared the consumers' example letters to a standardized checklist to determine which structural components of the letters were included. Results indicated that the ALP was effective at helping consumers improve their advocacy letter writing skills. A multiple baseline across participants design showed the consumers as increasing the number of required elements included in the letters after training. Additionally, an error analysis verified that participants showed greater improvements to the letter's mechanics than content. A second analysis was conducted to confirm the effectiveness of the ALP. Data from this analysis suggested that consumers initially had difficulty writing self-advocacy letters when generating their own disability related concerns. Once the concerns were identified, the number of elements included in the self-advocacy letter greatly improved. Based upon these findings, two general conclusions can be made. First, when writing self-advocacy letters, consumers should focus on both content and mechanics. Second, writing self-advocacy letters is best suited if written under natural conditions where the consumer wants to advocate for their own personal concern (White et al., 2001).

#### **Strengths and limitations to self-help and self-administered training programs.**

Seekins et al. (1987) and White et al. (1997) provide several strengths to the self-advocacy training literature. Seekins et al. (1987) self-help guide and White et al. (1997) self-administered training program are examples of advocacy training programs that can be independently implemented and customized to the consumer's needs. Both studies showed that consumers completed each program independently and without researcher assistance. This process is important in the disability literature where outcomes are related to gaining independence. These

programs benefit the consumers because they allow independent and individualized skill acquisition.

Another strength is the behavioral basis of the training programs. Seekins et al. (1987) and White et al. (1997) present task analyses and models to consumers. These prompts described the step-by-step process of creating advocacy letters and testimonials recruiting community supports from local officials. This benefits the literature because previously reviewed training programs do not provide component descriptions of their training packages. Larger, more comprehensive, training packages were presented to consumers, but with less component description (i.e., Izzo, et al., 2011; Milsom et al., 2004). By creating task analyses describing how to create advocacy letters, the researchers provide a clearer picture of mechanisms responsible for increasing specific advocacy skills. This also means that more skills-based data is interpretable.

Another strength of these studies is the type of analysis used. Both studies used a multiple-baseline across behaviors design to evaluate the training's effectiveness on self-help skills. A multiple baseline design is a single subject analysis allowing different variables such as: participants, skills, or settings, to be evaluated, using a sequential implementation of the treatment. Seekins and colleagues' (1987) graph includes three advocacy skills. Data show the training for each skill is not implemented until an effect is observed for previous skills, or with the other variables. Similarly, the White et al. (1997) self-administered trainings effectiveness was shown using a multiple-baseline design. Both Seekins et al. (1987) and White et al. (1997) also used social validity assessments evaluating consumers' outcomes and nature of their engagement in the advocacy. Reports indicate that these assessments were conducted after consumers completed the training and asked questions targeting the quality of training and



identified skills. Finally, data was collected using direct observation of operationally defined advocacy skills to evaluate treatment effects. Previous studies (Izzo, et al., 2011; Milsom et al., 2004) relied on self-report and survey data to evaluate the treatment's effectiveness. Although prevalent in the training literature, self-report data sometimes produces unreliable and non-verifiable data. Using direct observation of acquired skills improves these studies enhancing validity (Seekins et al., 1987; White et al., 1997).

Seekins et al. (1987) provides some additional benefits. This study conducted a pilot evaluation at the single-subject level to confirm the training package's effectiveness. Later, a group and statistical analysis comparing the self-help guide with an advocacy letter model was conducted. Thus, this study identifies a way to empirically develop, evaluate and improve advocacy training.

A final strength is the methods researchers used to identify scenarios prompting consumers' advocacy skills. Seekins et al. (1987) collected newspaper articles describing disability related concerns and rights violations for use during training. White et al. (1997) study examples came from the media and documented consumers' right violations. Additionally, an advisory board validated each example. Using real life scenarios in advocacy skills training is beneficial because consumers are provided with examples they may have experienced.

There are some factors that limit Seekins et al. (1987) and White et al. (1997) effectiveness. Although task analyses were presented showing consumers how to engage in the advocacy skills, not all skills were operationally defined or evaluated consistently (i.e. testimonial skills in Seekins et al. (1987) (study two), or they were defined so broadly that highly variable skills data may have been produced (White et al., 1997). Additionally, neither study did a sufficient job defining mastery criteria although both stated that consumers' skill mastery was

required. Including operational definitions for all skills and defining mastery would present a refined measurement of skill acquisition. (Seekins et al., 1987; White, et al., 1997).

The multiple baseline designs were strengths of these studies but data limit the effect. In Seekins et al. (1987) the multiple baseline across skills design presented limited skills data. Reports identified that the project was conducted over a 6-month period. With this time frame more data collection should have occurred providing clearer evidence about the effectiveness of the self-help guides. These data are further confounded because skill acquisition data trends upward during baseline before implementing the self-help guide. Pre and post training measures were presented. Training data could provide more information about skill acquisition allowing a component analysis. Additionally, social validity data indicated that the consumers were only moderately satisfied with the treatment and its outcomes. If training were preferred, ratings would be higher.

Seekins et al. (1987) study is also limited for more specific reasons. First, the second study compared the self-help advocacy guides with models of advocacy letters. Although using advocacy letter models have been used to prompt performance, Seekins et al. (1987) rationale does not seem warrant this type of evaluation because advocacy letter models were not used in the pilot study. The consumer used examples of rights violations from newspapers to create advocacy letters. Also, the task analyses were developed before the advocacy letter models. Thus, it's unclear why the advocacy letter models were used with the control group as this variable could have acted as a treatment.

The findings from the second study in Seekins et al. (1987) are limited because of the way the data were displayed. Advocacy skills were reported as a mean score with 30% skills used for post-treatment for the control and approximately 80% for the treatment. Furthermore,

the small N in this study (10) make the statistical comparisons suspect. Presenting data as individual skills, as was presented using the multiple baseline design, provides a more complete comparison of the training effects because rate of acquisition and individual differences in skill engagement are detected. These data would be improved with a baseline measure. Both White et al. (1997) and the first study in Seekins et al. (1987) use baseline measures to determine at what levels the advocacy skills occurred before treatment. The second evaluation in Seekins et al. (1987) does not include baseline that would allow for a comparative analysis.

Although the newspapers helped to provide consumers with examples of disability related concerns, there are several reasons why their use is limited. Skill generalization was not assessed. Assessing generalization would validate the use of newspaper articles because it would show consumers could advocate independently after using the training prompts. Additionally, the articles used may serve no relation to the consumers own disability concerns. If this is the case, consumer outcomes may not be as robust (Seekins et al., 1987).

Finally, the study by Seekins et al. (1987) is limited in their participant selection. White et al. (1997) recruited participants from independent living centers with physical disabilities. Seekins et al. (1987) recruited not just consumers with physical disabilities but consumers with disabilities that were advocacy experts. These consumers may have already engaged in some advocacy before training. This selection bias could limit training effect because skill levels may have been higher during baseline allowing for a shorter treatment.

### **Component-Based Only Training**

Overwhelmingly, the self-advocacy literature suggests using direct instruction to train self-advocacy skills. Its application, thus far, is limited to modeling and rehearsal using role-play scenarios and performance feedback (i.e., Grenwelge & Zhang., 2012; Milsom et al., 2004).

Several studies have evaluated more direct, component-based procedures to train self-advocacy skills.

**Component-based training for students with disabilities.** Balcazar, Seekins, Fawcett, and Hopkins (1990) showed how more rigorous training procedures improve self-advocacy skills. Balcazar et al. (1990) evaluated the effects of two training manuals on the advocacy skills of consumers with disabilities as well as their ability to identify and report disability-related issues. Fourteen consumers with disabilities participated in the study. Six consumers participated in the skills training, while one participant served as group leader.

Before training, the researchers trained the group leader to conduct one-to-one training sessions. The leader's training consisted of four sessions allowing the leader to review a facilitator's training manual describing the training components and role-play scenarios. Two additional training manuals were used to improve consumers' advocacy. The first training manual operationally defined the target behaviors, provided a task analysis for written reports, and included examples of disability-related issues, completed reports, and exercises helping consumers identify relevant issues. The second training manual included descriptions of consumer responses for 35 disability related issues. The second manual provided descriptions of each response, outcomes and goals, resources available, and potential consumer consequences. The individual training sessions were conducted over a one-month period, lasting approximately 12 hours.

The researchers evaluated the training using an interrupted time series design and social validity assessments. Results suggest that the training was effective. During baseline participants averaged 0.6 disability related issues reported per meeting. After training, participants averaged 3.2 disability related issues reported per meeting. Untrained consumers averaged approximately

1.1 disability related issues reported per meeting across the study. Data on the number of disability reports closed was assessed for each group leader. Group Leader One's baseline data showed that he did not close any new disability related concerns reports. This increased to 100% of the concerns closed during post-treatment. Group Leader Two settled approximately 45% of disability related issues during baseline, while also settling 100% of issues during post-treatment. The consumers' cumulative number of engagements and outcomes was also depicted. Data indicate that trained consumers reported approximately 70 actions taken to resolve their disability concerns, while untrained consumers reported only 30 actions taken resolving their disability concerns. Additionally, trained consumers experienced approximately 20 outcomes resulting from their ability to report disability concerns. These data confirm that trained consumers received greater benefit from the training because they were able to take more actions to resolve their disability concerns. Data is not provided for untrained consumers (Balcazar et al., 1990).

Balcazar et al. (1995) attempted to confirm the findings from Balcazar et al. (1990) findings by evaluating an in-person self-advocacy skills training program on five students with learning disabilities. For this study, the researchers adapted the in-person training manuals from Balcazar et al. (1990) to teach students transition skills. The target behaviors included retaining transition goals and recruiting assistance. Recruiting assistance was a five-step process including the following behaviors: opening the meeting, making a request, seeking confirmation, handling rejections, closing the meeting.

Before baseline, students identified two-to-three transition goals and were provided with instructions to record all actions related to goal attainment during training. Research team members created 65 role-play scenarios to evaluate the students' recruiting skills. The training

consisted of 15 hour-long sessions based the training manuals described above. Before sessions, researchers identified training components by observing the consumers. The training contained two components targeting consumer knowledge and skills. The knowledge component allowed students to identify their personal strengths and weaknesses, set goals, and develop action plans. The second component targeted students' advocacy skills. It included definitions of target behaviors as well as examples showing how the behaviors may occur within the community. Students also practiced advocacy skills using the 65 role-play scenarios (Balcazar et al., 1995).

Balcazar et al's. (1995) results show that the component-based training was effective at increasing students' ability to retain transition goals and recruit assistance. A multiple-baseline across behaviors design showed that students engaged in *opening the meeting* 22.3% of the time during baseline and 75.5% during follow-up. Students engaged in *making a request* 27.1% of the time during baseline and 65.7% during follow-up. Students' *handling of rejections* averaged 40.1% during baseline and 81% during follow-up. Data also show that students identified 17 goals during the pre-baseline assessment. After training, data show the students completed 11 goals. Two goals were removed or modified and four were being completed at the study's conclusion. Data also suggest that each student completed an average 4.6 goals-related actions, totaling 77 goal-related actions across all students. Students also increased their social support group by an average of 4 consumers per student. Social validity assessments confirm that students were generally satisfied with the training.

**Strengths and limitations to component-based training programs with high school students.** Balcazar et al. (1990) and Balcazar et al. (1995) provide several additions to the advocacy training literature. They confirm the findings of Seekins et al. (1987) and White et al. (1997), validating the use of operational definitions of target behaviors and task analysis of

procedures to train advocacy skills. Balcazar et al. (1990) consumers were provided operational definitions and training manuals describing self-advocacy. These manuals provided examples and non-examples of advocacy skills engagement. Balcazar et al. (1995) provided students with operational definitions of three advocacy skills and a task analysis describing a five-step process to recruit supports. Additionally, both studies defined students' knowledge consistent with the literature, as being related to a student's self-awareness of their disability rights and responsibilities.

Both studies used role-play scenarios to rehearse and assess students' advocacy skills. These studies add to the literature because the content of the role-play scenarios was defined and applied at the individual level. Balcazar et al. (1990) used 35 disability-specific role-play scenarios, while Balcazar et al. (1995) used 65 role-play scenarios for students and trainers to practice and assess their advocacy skills. Including more scenarios allowed researchers to expose students to more general instances in which their transition skills may be used. This measure could promote skill maintenance and generalization because the students would be trained to respond under a greater number of conditions.

Researchers have suggested using component-based training because it targets students' discrete advocacy skills (Fiedler & Danneker, 2007; Test, et al., 2005; Toporek, et al., 2009; Walker & Test, 2011; White & Vo, 2006). The component-based training programs (which ones?) operationally defined skills as well as task analyzed training procedures. These descriptions were not as explicit with group and technology-based training. This finding highlights a key difference in application between group and component-based training methods. Group-based training typically included broadly defined content and group discussions with 8 students or more (i.e., Izzo, et al., 2011 and Milsom et al., 2004). Component-based training (i.e.

Walker & Test, 2011; White & Vo, 2006) used explicit descriptions of the training procedures including operational definitions and task analysis. These programs are implemented with a few students.

Balcazar et al. (1990) and Balcazar et al. (1995) provided evidence supporting single-subject designs for evaluating training programs. Balcazar et al. (1990) used an interrupted-time series design, while Balcazar et al. (1995) used a multiple baseline across behaviors design. These designs are more conducive to evaluating advocacy skills training programs because they allow the training to be evaluated across interventions, participants, skills, or setting. Additionally, the sequential intervention implementation allows the training effects to be compared across defined variables. This design allows each participant, or variable, to act as his or her own control. This provides a measure of internal validity for training components.

Balcazar et al. (1990) and Balcazar et al. (1995) identified the benefits to using surveys and rating scales for secondary data analysis. Both studies described reliability measures for target behaviors. Reliability is the extent to which two independent observers agree on the occurrence, or non-occurrence, of a target behavior. This measure is important because it confirms that the target behaviors defined correspond to the students' advocacy skills. Greater reliability scores indicate whether the operational definition of target behaviors is sufficient such that both independent observers can agree that it either did or did not occur. This measure provides validity to some already evaluated advocacy skills because skills included within these studies are consistent throughout the advocacy literature (Rumril, 1999; Seekins et al., 1987; Walker & Test, 2011; White et al, 1997).

Balcazar et al. (1995) also used a goal attainment scale to identify and track students' transition goals. The goal attainment scale was first used in this study and is important because



many advocacy-related outcomes are framed as short and long-term goals (Balcazar et al., 1995; Izzo et al., 2011; Milsom, et al., 2004; White et al., 1997).

Balcazar et al. (1990) and Balcazar et al. (1995) are also limited. For example, the researchers' operational definitions of target behaviors and task analysis of procedures are limited for several reasons. Knowledge and skills were defined as target behaviors. Yet, the knowledge definition varies across studies. Balcazar et al. (1990) defined knowledge as related to the students' self-awareness about their disability, while Balcazar et al. (1995) defined knowledge as related to the students' ability to evaluate their own disability concerns and recruit support. The knowledge definition in Balcazar et al. (1995) is more consistent with its current use in the literature. White and Vo (2006) and White et al. (2014) will describe this later.

Additionally, the definitions of target behaviors and the task analyses are inconsistently presented in these studies. For example, in both Balcazar et al. (1990) and Balcazar et al. (1995) the training manuals are not described in sufficient detail to permit replication. Both studies provide descriptions of training topics, but less emphasis was placed on describing the training components. This limitation suggests a functional analysis evaluating the training cannot be conducted (i.e., Seekins et al., 1987; White et al., 1997) because the training components are not well defined. Although Balcazar et al. (1995) listed three advocacy skills, only one, *recruiting help*, is operationally defined and task analyzed. Including task analyses of training procedures and operational definitions of target behaviors could improve these studies' validity because functional relationships between the treatment implementation and outcomes may be identified.

Balcazar and colleagues also observed other limitations. Although in Balcazar et al. (1990) the training process and materials were described, topics areas and content descriptions of the training manuals were not included. This information is important because it validates the

training's effects as well as provides empirical validation for Seekins et al. (1987) and White et al.'s (1997) findings. These studies (i.e., Balcazar et al., 1990; Balcazar et al., 1995; Seekins et al., 1987; White et al., 1997) signify changes when using advocacy-training programs from the group to individual level. Improved descriptions of the training components will allow for an evaluation of salient training components to improve future training.

Other limitations to Balcazar et al. (1990) and Balcazar et al. (1995), include limited descriptions of role-play scenario content. Both studies provide information about role-play scenarios' development and use. Role-play scenario content information is important because it allows reviewers to determine if scenarios are related to the students' needs. The articles report that an expert advisory board helped create, evaluate, and provide feedback on each scenario but how this information was used is limited.

Balcazar et al. (1995) has limitations because the students' knowledge data was not assessed. These data are important because of their relation to students' self-awareness about their disability rights and responsibilities. More importantly, the study provided a rationale describing the need for knowledge to support the acquisition and assessment of advocacy skills.

The single-subject analysis in Balcazar et al. (1990) and (1995) show advocacy training program evaluation on the individual and component level. These analyses were also limited because the single-subject designs presented showed group data instead of discrete, individualized data. The interrupted time series design data reported by Balcazar et al. (1990) was presented as a group average for both groups; while in Balcazar et al. (1995) data is depicted as six students' average engagement using their three-legged multiple baseline across behaviors design. These data may affect the study's findings because researchers implemented student-training procedures individually. Displaying the data as group averages limits our understanding

of the treatment effects since average scores can easily mask individual differences in skill acquisition. If the single-subject designs were correctly used, a more complete training evaluation would be possible because the individual skill's data would be included. Furthermore, this would benefit the study's findings because the in-person training could be tailored to those skills deficits and strengths.

A visual analysis of Balcazar et al. (1990) data is also a concern because it indicates advocacy skills improved as conditions changed from baseline to treatment. These data suggest that some students may have already engaged in prerequisite advocacy skills or have had difficulty discriminating when to report issues. Furthermore, the average number of issues reported between treatment and control groups also shows only marginal differences. These data suggest the treatment was not as effective as originally reported and that treatment group students only experience moderate treatment effects.

These findings suggest that Balcazar et al. (1990) data is not appropriate for visual analysis because students were not exposed to similar conditions. The trained group received all training conditions, while the untrained group was exposed to one condition. Limited skills acquisition data seems to indicate the researchers did not target, define, or frame the correct skills. For example, reporting disability related issues could be defined as recruiting supports. These reports further suggest the students self-advocacy skills were only moderately effected by the treatment.

Balcazar et al. (1995) findings were specifically limited as follows: First, only four of the five skills were graphed. Graphing all skills is important because it allows treatment effects assessments across all variables. These data also suggest that training sessions were implemented inconsistently. Balcazar et al. (1995) took nine days to train opening the meeting, but only one

day to train coping with rejections. The students' coping with rejections skills are variable. For example, baseline data show low response rates with limited acquisition across training and post-training conditions. These data suggest that some skills may be harder to acquire and engage in than others in the negotiation process. This data could also indicate unreliable skill definitions or, more likely, not enough skills training.

Balcazar et al. (1995) is also limited because task analyzed sub-skills data are not shown. Displaying skills class and sub skills data permit a component analysis to evaluate skill acquisition across training conditions and components.

**Component-based training for college students with disabilities** Balcazar et al. (1990) and Balcazar et al. (1995) show how component-based advocacy skills training may be used to train students with disabilities. This extension is important because students' advocacy needs change when transitioning from high school to college. Usually, high school allows school administrators to facilitate students' advocacy during IEP meetings, while college students must independently engage in advocacy (DeLisa et al., 2011; Getzel & Thoma, 2008; Gregg, 2007; Harrison, et al., 2012; Izzo, et al., 2000; Izzo, et al., 2011; Layton & Locke, 2003; Stodden, 2005).

Studies by Roessler, Brown, and Rumrill, (1998) and Palmer and Roessler (2000) extend the findings of Balcazar et al. (1995) by evaluating a component-based advocacy skills training program's effectiveness on college students' accommodations negotiation skills. Roessler, et al. (1998) evaluated an in-person advocacy skills training program, specifically, disabilities negotiation skills, with three college students.

The training used a direct instruction process. Students were trained during eight biweekly sessions. The training targeted seven classes of negotiation skills consisting of 17 sub-

behaviors. Each session trained one class of negotiation skills class and sub-behaviors. For example, session one was a training orientation, session two trained students' *personal introductions* to support staff, session three trained students to *disclose their disability*, session four trained students to *identify solutions* for accommodations, session five trained students to *identify additional resources*, session six trained students to *seek an agreement* with the support staff about the accommodation, session seven trained students to *summarize the meeting*, and session eight trained students to *close the meeting*. During training sessions, researchers described each skill's importance, provided videotaped examples of each skill, and practiced each skill using role-play scenarios with students. Feedback was provided throughout and skills practice occurred until students were confident they mastered each skill.

Three types of skills assessments evaluated students' negotiation skills. Skills were assessed using disability-specific role-play scenarios. Direct skills assessment occurred twice during baseline and twice post-training. These assessments used role-play scenarios in which students negotiated accommodations for English and math classes. Two types of generalization assessments were also conducted. Minimal generalization assessments used role-play scenarios requiring students to negotiate accommodations in physical sciences and communication studies courses. Extended generalization assessments used role-play scenarios requiring students to negotiate accommodations from an untrained course and novel instructor during in vivo sessions.

Results showed the effectiveness of the training package using a multiple baseline across behaviors design. These data indicate that students acquired and maintained each skill set after training. Data also suggest students skills generalized during training. For example, although

only 18% of skills were trained during lesson one, students engaged in approximately 35% of skills during assessment sessions.

Direct assessment data show students demonstrated between 12%-41% of the 17 negotiation skills during the pre-treatment assessments. Students' negotiation skills gradually improved to between 80%-100% during post-training assessments. Minimal generalization assessment skills data indicated students demonstrated 18%-35% of the negotiation skills during pre-training assessments and between 77%-100% during post training assessments. Extended generalization assessment skills data indicated students engaged in 25%-40% of the negotiation skills during pre-training assessments and 80%-90% during post training assessments. In general, data suggest students engaged in 10%-35% of the 17 negotiation skills before training and 80%-90% of the 17 negotiation skills after training.

Palmer and Roessler (2000) attempted to replicate Roessler et al's. (1998) by evaluating the self-advocacy effectiveness of training related to conflict resolution skills, with two groups of students with learning and physical disabilities. Fifty students participated in the study. The treatment group included 24 randomly assigned students, while the control group included 26 randomly assigned students.

Before training, students disclosed information about their disability and academic outcomes to researchers. Students then signed up for training sessions and were given disability-specific training manuals. During training, control group students reported to a private room where their advocacy skills were evaluated, while treatment group students were assigned to a room in which they engaged in informal discussions about their disability-related concerns.

Results indicated that the training program, consisting of group meetings and prompted by two training manuals, was effective for the treatment group. Advocacy skills were assessed

using several measures. First, a task specific self-efficacy scale was used to evaluate students' confidence in their ability to engage in self-advocacy and conflict resolution behaviors. This measure, using a rating scale of 0-10, indicated that treatment group students felt more confident in their ability to self-advocate and resolve conflict after training. The treatment group's self-advocacy confidence scores averaged 8.83, while the control group's self-advocacy confidence scores averaged 3.87. The treatment group's conflict resolution confidence scores averaged 4.96, while the control group averaged 0.31. Students also completed the "Rights and Responsibilities: Disability Accommodations Knowledge Survey." Results found that treatment group students felt more confident regarding their knowledge about disability-related issues. For example, the treatment group's confidence scores averaged 7.33, while the control groups averaged 6.11. Data showing the students' ability to request resources, advocacy engagement, conflict resolution indicated greater treatment group effects. Treatment group's data show average levels of engagement for advocacy and conflict resolution at 71.33 and 69.75, respectively, while the control group averaged 58.27 and 51.19 for advocacy engagement and conflict resolution skills, on a scale from 0-100. Social competency measures evaluated the student's confidence while engaging in both skills. Data indicated that treatment group students felt more socially competent than control group students averaging 11.06 and 7.25, at the  $p < .05$  significance level, respectively.

Roessler et al. (1998) and Palmer and Roessler (2000) benefit the advocacy training literature by validating the use of component-based training programs to improve the advocacy skills of students with disabilities. More specifically, both studies included operational definitions for targeted advocacy skills related to negotiating accommodations and conflict resolution. Roessler et al. (1998) included operational definitions for negotiation skills by

defining seven classes of target behaviors. Palmer and Roessler (2000) provided a list defining seven classes of conflict resolution skills as well as an inventory of 17 sub-skills. By including operation definitions, both Roessler et al. (1998) and Plamer and Roessler (200) provide evidence which suggest using operationally defined target behaviors because greater skills improvements were observed for those skills that were defined. These findings are in-line with previous studies that operationally defined target self-advocacy skills (i.e., Balcazar et al. 1995; Seekins et al., 1987; White et al., 1997).

These findings also show the benefit of using component-based training at the individual level. Previous data show that group-based training programs are usually presented using general content and less discrete training procedures. Results consistently suggest that group-based training moderately affects target behaviors (Grenwelge & Zhange, 2013; Milsom et al., 2004). Component-based training data show greater effects on advocacy skills following training (Walker & Test, 2011; White et al., 1997; White & Vo, 2006). Furthermore, Palmer and Roessler (2000) extend the literature by training students with documented disabilities. Previous studies recruited all consumers with disabilities. Although this recruitment method allows more students to participate, Palmer and Roessler's (2000) inclusion of students with documented disabilities extends the training literature by suggesting many disability-related resources require consumers' documentation of their disability for access. This finding has important future implications because it suggests self-advocacy skills training programs contain two components. A knowledge component which informs the students about federal disability legislation and a skills component which teaches students the self-advocacy skills.

Roessler et al. (1998) and Palmer and Roessler's (2000) training programs also extend the training literature by showing how behavioral-based training programs may be used to train



advocacy skills. These findings provided an empirical basis for using component-based training because better outcomes than group-based training were observed. Roessler et al. (1998) train student advocacy skills using a seven-step procedure. This procedure is similar to the direct instruction process used by Merchant and Gajars (1998). During each session trainers operationally defined and discussed the target skills with students, provided examples and non-examples of their use, practiced and rehearsed the advocacy skills using disability-specific role-play scenarios, and provided students with feedback. One skill was trained during each session, totaling eight sessions. Palmer and Roessler (2000) used two disability-specific training manuals to increase the students' ability to resolve conflict. These manuals were form adapted from similar manuals by Seekins et al. (1987), Balcazar et al. (1995), and White et al. (1997). Each training manual included operational definitions of knowledge and skills and task analyses of training procedures. Additionally, these manuals contained sufficient detail to help students independently progress through the training. In sum, Roessler et al. (1998) and Palmer and Roessler (2000) extend the training literature by validating the use of component-based training because content is described succinctly, allowing more efficient skill acquisition. These findings also suggest that using training manuals benefits consumers because it allows them to independently complete the training.

Finally, Roessler et al. (1998) and Palmer and Roessler (2000) show the benefits to using behavioral-based assessments evaluating the training programs' effectiveness. Roessler et al. (1998) used a multiple-baseline design to evaluate the treatment effects. Their findings suggest this design may be preferred when evaluating component-based training programs because it allows the treatment effects to be compared across one set of variables, including skills, setting, or participants. This design's use is consistent with other studies evaluating advocacy skills

training on an individual level (i.e. Seekins et al., 1987; Balcazar et al., 1995; White et al., 1997; White & Vo, 2006).

Other behavioral-based assessment techniques are used in both studies. For example, Roessler et al. (1998) and Palmer and Roessler (2000) collected skills data using direct observation and behavioral rating scales. Roessler et al. (1998) used a direct assessment method to evaluate students' skills. To directly assess advocacy skills, students and trainers engage in disability specific role-play scenarios. An independent observer recorded each assessment and used a checklist to determine the student's level of engagement. Reliability data were also collected ensuring target behaviors were correctly defined and skills engagement corresponded to operational definitions. Additionally, Roessler, et al. (1998) included extensive generalization measures, assessing skills outside of training conditions. Balcazar et al. (1995) outlined the benefits of generalization by showing their importance under natural conditions. Roessler's et al. (1998) evaluation extended Balcazar et al. (1995) by assessing generalization in two ways. First, they assessed minimal generalization using classroom accommodations highlighted within the training manual, but not evaluated during the direct assessment. Second, they assessed extended generalization using classroom accommodations not discussed in the training. These measures add validity to the evaluation by Roessler et al. (1998) by confirming the importance of a student's advocacy skills engagement under natural conditions.

Palmer and Roessler (2000) study also benefit the advocacy training literature by showing how component-based procedures are durable. For example, their training program targeted students at the individual level but was implemented at both group and individual levels. These findings suggest consumers benefit both training modes because individual training targets specific skills, while group training allows students to identify social supports. Furthermore, the

students skills outcomes provide external validity to component and group-based training because effects are shown across both levels.

Palmer and Roessler (2000) confirm some benefits of using self-report assessments to collect students' knowledge and skills data. These data, defined as social competency, are related to the students' perceived ability to engage in advocacy skills. These reports are closely related to social validity surveys used in the behavioral literature because they evaluated students' perceptions about the training procedures. Thus, higher social competency scores provided data about the students' satisfaction with the training procedures. The inclusion by Palmer and Roessler (2000) of these measures extends the advocacy training literature by determining if students were satisfied with the training and outcomes. Balcazar et al. (1990), Balcazar et al. (1995), Seekins et al. (1987), and White et al. (1997) implemented similar assessments with data signifying the same response options. These procedures are typically used as secondary data confirming participant's satisfaction with treatment effects.

The findings by Roessler et al. (1998) and Palmer and Roessler (2000) are limited for several reasons. The operational definitions provided are incomplete and give limited information about the skills and their engagement. Roessler et al. (1998) operationally defined seven target behavior classes. These behaviors consisted of 17- sub-behaviors that were not operationally defined or listed. These descriptions are limited because they only allow the seven behavioral classes to be evaluated, not all behaviors. Palmer et al (2000) listed seven classes of behaviors, labeled conflict resolution skills, and sub-behaviors. Although operational definitions were provided to an extent, these definitions are not sufficient to allow discrimination between target behaviors and sub-behaviors. This limitation makes it difficult to confirm whether Palmer and Roessler (2000) replicated the skills assessed by Roessler et al. (1998).

The descriptions of the training procedures in both studies are also limited. Roessler et al. (1998) verified the effectiveness of direct instruction when training self-advocacy skills. Yet, the role-play scenario descriptions used for skill rehearsal and assessment are incomplete. Other studies provided descriptions of role-play scenarios development and content. This information validated the training procedure because it ensured role-play scenarios correspond to the student's lived experience with a disability (Balcazar et al., 1995; Seekins, et al., 1987; White et al., 2001; White & Vo, 2006).

Additionally, Roessler et al. (1998) stated that direct training targeted English and math classes. Minimal generalization targeted physical science and communication classes; while extended generalization targeted undefined classes. Training around classes could limit training effectiveness because it may not allow students general advocacy skills acquisition. The literature shows training using disability-related scenarios, instead of class-based scenarios, are more effective because students may acquire knowledge and skills (Balcazar et al., 1995; Seekins et al., 1987). This finding shows the relationship between students' knowledge and skills. If students' self-awareness is deficient, their advocacy skills may be less effective.

The training procedures in Palmer and Roessler (2000) are limited for several specific reasons. Their study's goal was to replicate Roessler et al. (1998) with conflict resolution skills. Yet, the description of the training procedures is incomplete, limiting the study's findings. For example, brief descriptions of the training manual's content were included. Palmer and Roessler (2000) clarify that one training manual targeted students' knowledge and disability self-awareness, while the other included role-play scenarios targeting student's conflict resolution and advocacy skills. Additional information about the training content and process was not included. This limitation does not refute the treatment's effects, although other studies (i.e.,

Balcazar et al., 1991; Balcazar et al., 1995; Seekins et al., 1987) have shown that training manuals including component descriptions of training procedures are more effective. Including training process information could validate the procedures because functional relations are identified. This could also permit implementation fidelity assessments.

Palmer and Roessler (2000) are also limited because students could not practice skills. Role-play scenarios usually allow students to practice and assess their advocacy skills (Rumrill, 1999; Walker & Test, 2011; White et al., 2014; White & Vo, 2006). Palmer and Roessler's (2000) misapplication of role-play scenarios limits their findings because students' skills rehearsal and assessment were not evaluated consistent with the literature. The effectiveness of using role-play scenarios to practice and assess skills was beneficial across group and individual training. (Balcazar et al., 1995; Grenwelge & Zhang et al., 2011; Milsom et al., 2004; Walker & Test, 2014; White & Vo, 2006; Woods et al., 2010).

Palmer and Roessler (2000) also state that direct observation was used to collect data on student performance. Yet, their direct observation procedure was misapplied. Audio-recordings of assessments sessions were used for data analysis. The coding of audio recording allowed for assessment of verbal skills but not non-verbal occurrences, which would only be available in video or direct observation.

Finally, Palmer and Roessler's (2000) data analysis is limited because the data suggests that the study's findings do not correspond with assessment procedures. Their study reports findings for self-advocacy and conflict resolution skills, knowledge acquisition, self-advocacy and knowledge efficacy, and social competence. Although skills that are assessed are consistent with the literature, Palmer and Roessler's (2000) assessment tool inadequately assessed these skills. For example, two measures, REQ and CONSE, were supposed to assess requesting and

conflict resolution self-efficacy data. Yet, these measures are not defined in this manner. Instead, their definitions relate to students' skills engagement. These definitions make it difficult to discriminate between self-advocacy behaviors and conflict resolution behaviors, SABEH and CRBEH, respectively.

Roessler et al. (1998) is also limited by their data analysis methods. They report using a multiple baseline design. However, their study does not depict a multiple baseline design. Although the data suggest the students acquired the advocacy skills, it is not clear if their training was implemented with fidelity. The average skills engagement data were reported using three tables, one for each participant. Although these data show students acquired the advocacy skills, the data's presentation provides limited information about individual training effects. Including a multiple baseline graph would help internally validate the training program's effectiveness.

The skills data are also limited by reports that some student's skills generalized before training. One report stated that students were taught 18% of target behaviors during session one. Yet, students engaged in 35% of skills during the assessment. This finding could have several explanations. First, the effort required to engage in the skills could have varied; (i.e., some skills may have been easier to engage in than others). Second, the training could have been so effective that students' skills generalized before being taught during training. Third, these findings could suggest that the students already could engage in some prerequisite advocacy skills needed to negotiate accommodations. Therefore, training may not be needed for some skills. These findings could illustrate the difficulty of evaluating skill (Roessler et al. 1998).

White and Vo (2006) attempted to empirically validate the findings of Roessler et al, (1998) with college students with disabilities. Their study replicated Roessler's et al. (1998)

training procedures with three students, each who had a different disability (i.e., learning, physical, and sensory).

The training's three conditions were implemented over 6-8 sessions. During baseline, student's knowledge and self-advocacy skills were evaluated. The baseline knowledge assessment used multiple-choice questions to evaluate students' knowledge. The baseline skills assessment consisted of the student and researcher-trainer engaging in role-play scenarios in which students negotiated accommodations. The training consisted of three sessions. Two to three advocacy skills were targeted during each session. This arrangement helped researchers sequentially implement the training across skills. Students were trained to *Open the Meeting*, *Make a Request for Accommodation*, and *Close the Meeting* during session one. They were trained to *Ask for Suggestions* and *a Referral* during session two. Finally, students were trained to *Plan Actions* and *Summarize the Meeting*. Advocacy skills were trained using a direct instruction-like process (Fielder & Dannekar, 2007; Merchant & Gajar, 1998; Test et al. 2005). The trainers reviewed previous lessons and target behaviors, introduced and provided a rationale for the current training session, set learning objectives and defined training mastery, provided examples, non-examples, and operational definitions of the target skills taught, modeled each skill, helped students to practice and rehearse skills using role-play scenarios, and provided feedback to the students during training. This process was replicated across all three training sessions for each student. The students' skills were assessed using four role-play scenarios following each training session. The researchers conducted follow-up procedures one and three weeks post training, in which students engaged in four role-play scenarios to determine maintenance levels. Knowledge assessments evaluated students' knowledge maintenance levels. Generalization was also assessed during the first follow-up condition. A professor and four

graduate students not involved in the training served as confederates who assessed students' advocacy skills generalization (White & Vo, 2006).

Results empirically validated the training procedures used by Roessler et al. (1998), showing their effectiveness on college students' negotiations skills. Student one's baseline levels were low. Opening the meeting averaged 16%, making a request for accommodation averaged 46%, closing the meeting averaged 58%, asking for suggestions averaged 7%, asking for a referral averaged 6%, action planning averaged 13%, and summarizing the meeting did not occur. After session one, trained skills including opening the meeting, making a request for accommodation, and closing the meeting, increased to 100%. After session two, making a request and asking for a referral increased to 100%. After session three, action planning and summarizing the meeting increased to 100%. These data showed skills maintenance after acquisition except for three sessions where opening the meeting occurred at 90%, 90%, and 70% and one session where asking for a referral maintained at 75%. Follow-up data showed target behaviors maintained at these levels at one and three weeks post-training. Generalization probes show students' skills generalized to novel role-play confederates. Data for students two and three showed similar outcomes. Baseline skills data for students two and three were low and variable. Rates of responding for students two and three increased and stabilized following training implementation. Their data show skills also maintained and generalized during assessment. Students' knowledge data show low to moderate understanding about their afforded rights to accommodation under the ADA during baseline, increasing to 100% during follow-up across students. Student one answered 20% of knowledge assessment questions correctly during baseline and 100% across both follow-up conditions. Similar response patterns were observed for students two and three.



Finally, White, et al. (2014) evaluated the effects of a knowledge and skills-based training program on 52 students with disabilities negotiation skills. Their study extends Roessler et al. (1998) and White and Vo (2006) by adapting knowledge tutorial to online formats, while replicating their in-person training procedures. This study served as a pilot evaluation for online advocacy knowledge tutorials.

The training consisted of two parts. First, students completed the online knowledge tutorial. The online knowledge tutorial was an online adaptation of the ADA-related documents used in White and Vo (2006). The knowledge tutorial included five parts: (a) information about students' rights under disability law, (b) a comparison of negotiating accommodations between high school and college, (c) an inventory of reasonable and unreasonable classroom accommodations, (d) a student self-assessment to evaluate their own strengths and weaknesses for specific classes, and (e) a student self-assessment guiding the student to analyze the requirements of a specific class and identify accommodations that would best meet their needs. After completing the online training, students participated in a group-based, in-person skills training. The group training was implemented during four 1.5-day sessions. These sessions replicated the training procedures identified by Roessler et al. (1998) and validated by White and Vo (2006). A power point version of adapted from the training manual used in Balcazar et al. (1990) guided the trainer through the training. Students engaged in role-play scenarios with other students, while the trainer provided feedback.

Results of the study showed moderate effects of the training. Students correctly answered 67% of pretest questions and 85% correct of posttest questions. During the skills assessment, students averaged 42% engagement during pretest and 65% during posttest at the  $p < .01$  significance level.

White and Vo (2006) and White et al. (2014) findings are important because they empirically validate the training procedures from Roessler et al. (1998) and provide evidence suggesting that the training is effective in teaching self-advocacy skills at the individual level. Both studies also use a modified version of the training manual from Balcazar et al. (1990) to guide trainers, validating its use when training advocacy skills.

Both studies provide several additions to the training literature. White and Vo (2006) provide very descriptive operational definitions of target behaviors. This measure helped the researchers conduct a more detailed analysis of the in-person training because target and sub-behaviors were easier to identify during training. This finding suggests student outcomes improved when all target behaviors were operationally defined.

This study also provides validity to the classes of target behavior evaluated. White and Vo (2006) as well as other studies (i.e., Balcazar et al., 1995; Palmer & Roessler, 2000; Roessler, et al., 1998; & White et al., 2014) targeted both students' knowledge about their rights and responsibilities and defined advocacy skill sets. The authors' use of knowledge and skills-based behavioral classes suggests that provision of student rationales are important to their understanding of the negotiation skills.

White and Vo, (2006) also provided several methodological additions to the literature. For example, role-play scenarios were used to help students practice and assess their skills. These scenarios were a benefit because their content and assessment methods were fully described. This measure extended the self-advocacy literature because role-play scenarios were previously described but not well defined (Balcazar et al., 1990; Izzo, et al., 2011; Milsom et al., 2004; Palmer & Roessler, 2000; Roessler, et al., 1998; Seekins et al., 1987). This finding suggests using role-play scenario content descriptions within training studies because it allows

researchers to identify student outcomes corresponding to the role-play scenarios. To confirm the validity of the role-play scenarios, White and Vo (2006) conducted content and social validity assessments with four expert judges about the role-play scenarios' realism, training procedures, and outcomes.

White and Vo (2006) also identified the benefits to using a multiple-baseline design to evaluate self-advocacy across skills and participants. Their study used a multiple baseline across skills and participants design. The benefits to using this design have been discussed. White and Vo (2006) extended these findings by showing how the multiple-baseline design controlled for threats to internal validity. The training outcomes were similar across all three consumers with different types of disabilities. For example, student one was diagnosed with a physical and learning disability and experienced the same treatment effects as student two, who was diagnosed with a learning disability. Furthermore, researchers were able to assess skills generalization through the study. Consumer self-advocacy skills generalization is important because self-advocacy is needed across a variety of conditions (Fawcett et al., 1994; Rumrill, 1998).

White et al (2014) also provides several additions to the literature. For example, an online knowledge tutorial was used to teach students about their rights and responsibilities. Student's knowledge was improved using didactic training manuals in previous studies (Palmer and Roessler, 2000). Although effective, these training programs were limited by their duration. White et al (2014) thus followed the suggestions of Kotzer and Margalit, (2007) and VanBierbliet and Parette Jr. (1994) by adapting advocacy knowledge training to an online format. This format allowed distribution of the training programs across more consumers and had the potential to decrease the training duration. Furthermore, a group-level pilot evaluation of

the online and in-person training externally validated the procedures. Previous studies (i.e., Roessler et al., 1998; and White & Vo, 2006) evaluated knowledge and skills training effects at the individual level. These procedures are justified as social validity assessments show consumer satisfaction with the training.

White and Vo (2006) and White et al. (2014) studies have some limitations. White and Vo (2006) are limited, to some extent, by their training implementation and assessments. For example, their study primarily targets advocacy skills engagement whereas previous studies equally targeted knowledge and skills. White and Vo's (2006) study assessed knowledge once during baseline and in each follow-up condition, while skills were assessed throughout. They made an argument that advocacy skills engagement was more important than knowledge. The literature identifies a bidirectional relationship between knowledge and skills, suggesting the need for continuous evaluation across training components.

Another limitation is related to the operational definitions of the target behaviors. White and Vo (2006) operationally define seven target behaviors used to negotiate accommodations. Their study also stated that the seven target behaviors consisted of 18 sub-behaviors. Yet, White and Vo's (2006) study did not report operational definitions the sub-behaviors. Although data show the students acquired the negotiation skills, these data are limited because they were presented as the average engagement levels for all behaviors across skill sets. Reporting operational definitions of sub-behaviors would validate the training procedures because more discrete skills data is analyzed.

Furthermore, White and Vo (2006) study contains some additional methodological outcomes that did not extensively affect the training's outcomes. For example, although role-play scenario and training program content and social validity assessments were conducted, in-person

training procedural fidelity was not assessed. Procedural fidelity could help researchers evaluate the consistency of the training program components and the extent to which they were implemented. Additionally, the study stated that role-plays were created requiring students to negotiate for accommodations. This measure suggested more role-play scenarios were developed instructing the trainer to reject a student's initial accommodations request. White and Vo (2006) concluded that role-play scenarios asked trainers to reject approximately 75% of all initial accommodations requests. Although this measure was reported, it is unclear if students responded to role-play scenarios in this manner. Thus, data do not indicate if a ratio of 3 requests rejected to 1 accepted was maintained during the study.

White and Vo (2006) also noted that role-play scenarios used to assess generalization were related to the student's personal needs for accommodations. Including these scenarios would help researchers assess generalization because role-play scenarios would allow students to practice negotiation skills under semi-natural conditions and with non-training role-play scenarios.

Two other methodological limitations should be mentioned. First, the training duration is might be a concern because of the students' time requirements. White and Vo (2006) reported their training took 6-8 sessions to complete. The sessions were conducted over several weeks with sessions lasting up to two hours. Thus, although students acquired the negotiation skills, the training duration was similar to previously described studies (Izzo et al., 2011; Milsom et al., 2004; Roessler et al., 1998). Second, it is unclear whether the in-person training alone permitted students' skill acquisition. The study reported that after training session two one student requested a checklist guiding him through the process of negotiation. Including this measure

does not permit an analysis of the training program alone because the checklist could have prompted students' performance.

The training package in the White et al (2014) study has limitations because the online tutorial online targeted students' knowledge. Previous studies suggest that self-advocacy skills training programs target both knowledge and skills. As such, White et al. (2014) training is limited because the entire tutorial is not included online. Instead, a face-to-face training was implemented to increase student's self-advocacy skills.

White et al (2014) is also limited because knowledge-training components are not well defined. The authors stated that online training replicated the Palmer and Roessler (2000) and White and Vo's (2006) ADA and disability related materials. But, without content description, it is unclear if these materials were replicated. This limitation is consistent with other studies that have not described the ADA and disability related materials.

Finally, training implementation is not consistent because the knowledge-based training was individually implemented, while the in-person training was implemented with student groups. The in-person training's effectiveness was shown on the individual-level (White & Vo, 2006). Thus, this study's finding is somewhat limited because the training implementation was inconsistent throughout (White et al., 2014).

Two additional limitations are related to White et al. (2014) data analysis. Their data are not analyzed as rigorously as White and Vo (2006) because knowledge and skills mastery criteria were not defined. Additionally, data were reported as a group average across pretest and posttest conditions as opposed to across the training's implementation. These data do not present skill acquisition clearly. These data are further confounded because they do not show students' skill

mastery. These findings suggest that training advocacy skills at the individual level would lead to better student outcomes.

Therefore, the purpose of this study was to pilot test an online self-advocacy skills training program aimed at teaching students with disabilities the self-advocacy skills (i.e., knowledge and skill sets) they need to advocate for reasonable accommodations. In doing so, this study will: (a) determine the online knowledge and skills tutorial level of effectiveness, (b) identify which skills may be more difficult to acquire using online skills training programs by implementing a targeted face-to-face training for unmastered negotiation skills, (c) extend White et al. (2014)'s findings by confirming the online knowledge tutorials effectiveness, (d) determine the extent to which students negotiation skills maintain and generalize after completing the online tutorial, (e) identify in the current defined self-advocacy skills are still valid, and (f) identify areas in which the tutorial can be revised to improve its effectiveness.

## **Method**

### **Participants**

Four students Johnson County Community College (JCCC) students participated in the study. Each student had a documented learning, physical, or sensory disability. Student 1 was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Asperger's syndrome, student 2 was diagnosed with ADHD and Bipolar disorder, student 3 was deaf, and student 4 was diagnosed with ADHD and Dyslexia. Students were recruited with the help JCCC's disability support staff member who was responsible for helping students receive accommodations. Additionally, a JCCC disability support staff member also participated in the study. Their role was to participate in follow up and generalization role-play scenarios.

### **Settings and Equipment**

Training sessions were conducted in a classroom located near the community college's student success center. The classroom contained a large table, chairs, and laptop computer. A video camera and microphone were also used to record skills assessment sessions.

## **Materials**

The *Access to Success* training materials, listed below and described in Appendix B, include: the *Access to Success* website (<http://www.accesstosuccess.ku.edu>) which contained the online knowledge and skills tutorials (Appendix C), pre- and post-knowledge assessments (Appendix D), and student self-assessments (Appendix E). The student's face-to-face training powerpoint presentation replicated the *Access to Success* online training (Appendix F). Two sets of role-play scenario scripts, one for students and one for trainers, were used to practice and assess students' negotiation skills (Appendix G). Finally, an observational checklist was used to assess students' negotiation skills and calculate their levels of skill engagement (Appendix H).

## **Operational Definitions of Target Behaviors**

The target behaviors are influenced by target behaviors evaluated by Balcazar et al. (1995), Roessler, et al. (1998), Palmer and Roessler (2000), White et al. (2014), and White and Vo (2006). More descriptive operational definition of the target behaviors are included on the observational checklist (Appendix H). This study includes seven classes of target behaviors broken down into 18 sub-behaviors, including:

**Opening the meeting.** A series of statements in which the student provided personal information to the trainer about him/herself and the meeting's purpose. Opening the meeting began the interaction and consisted of four sub-behaviors: *the initial greeting, introducing oneself, making a statement of appreciation, and mentioning the referring party.*



**Making a request.** A series of statements in which the student provided the staff member disability-specific information and suggested an accommodation. Making a request consisted of five sub-behaviors: *describing the participant's personal situation, describing the participant's strengths and how they are related to the request, describing the participant's personal challenge, making a specific request, and providing a rationale.*

**Asking for suggestions.** A statement made, after a rejected request, in which the student requests an alternative accommodation or suggestion. Asking for suggestions consisted of two sub-behaviors: *requesting, or asking, the staff member for an alternative accommodation and analyzing the accommodations feasibility by confirming its acceptance.*

**Asking for a referral.** A series of statements made, after a rejected request, in which the student requested information about another individual who could provide accommodations. Asking for a Referral was broken down into three sub-behaviors: *asking for a referring person, asking for the referral's contact information, and asking permission to use the staff member's name when contacting the referral.*

**Planning for future actions.** A statement made confirming the student and staff members agreed upon future actions and accommodations. This statement identified: who would perform each task, what tasks they were supposed to complete and by when. *Action Planning* helped align student and trainer's expectations.

**Summarizing the meeting.** A statement made that provided an overview to confirm the negotiation process. *Summarizing the meeting* is different than *action planning* because it students were required to describe the entire negotiation process; while *action planning* required students to outline the next steps in the negotiation process. Thus, *summarizing the meeting* confirmed the entire negotiation process.

**Closing the meeting.** A stated indicating the student and trainer have completed the meeting and role-play scenario. Closing the meeting consisted of two sub-behaviors: a *statement of appreciation* and *final closing statement*.

### **Assessment Procedure**

**Mastery criteria for negotiation skills.** Mastery criteria was defined for knowledge and negotiation skills. Student's showed knowledge mastery by answering 85% of post and follow up assessment questions. Students completed additional knowledge tutorials when mastery was not demonstrated. Students' negotiation skill mastery was shown when they demonstrated 75% occurrence for each target behaviors across three consecutive sessions.

**Knowledge assessment procedures.** Student's knowledge was assessed three times during this study: during baseline, after completing the online tutorials, and before the face-to-face training. To complete each assessment, students answered 12 multiple-choice questions about consumers' with disabilities rights, responsibilities, and potential accommodations. Students used paper and pencils to complete each five minute assessment. Knowledge assessments were scored using the following formula: *number of questions correctly answered / the total number of questions x 100%*.

**Skills assessment procedures.** Students' negotiation skills were assessed during baseline, after each training session, and during generalization and follow up conditions. Each skills assessment consisted of a student and research team member engaging in four role-play scenarios (Appendix G). Role-play scenarios were presented randomly during each assessment, with one trial representing one scenario. Students were allowed five minutes to review the scenarios before completing the assessment. The students' negotiations skills data was then calculated using the observation checklist (Appendix H).

Generalization and maintenance was assessed four weeks post training. Skills were assessed using student created role-play scenarios based on their own self-assessments (Appendix E). The trainer randomly assigned the students' personal role-play scenarios before each session. Each generalization assessment included four, randomly assigned, role-play scenarios created by one of the students. As such, each student created one role-play scenario for the assessment. Before the assessment students were allowed five minutes to review the scenarios. The skills checklist (Appendix H) was used to collect data.

**Interobserver agreement (IOA).** Two independent observers assessed interobserver agreement (IOA). Observers were trained using video examples of evaluated role-play scenarios. Following each training session, the lead researcher scored and provided feedback for each observer's data. Observers were declared trained when they scored 90% agreement or greater for occurrence and non-occurrence of each target behavior across three consecutive sessions.

Observers used the operational definition checklist to collect each skills' occurrence and non-occurrence data (Appendix H). Agreements were scored when both observers agreed the target behavior occurred, or did not occur. Disagreements were scored when both observer's did not agree a target behaviors occurred, or did not occur. Most role-play scenarios required the student's demonstration of each negotiation skill. There were instances in which target behaviors occurred in a different order than presented within the training or occasions where some negotiation skills may have been skipped and scored not applicable (N/A). For example, when a student indicates he or she knows the instructor when opening the meeting; or if a student's initial accommodation request is granted without further negotiation, a score of N/A would be recorded for *asking for suggestions* and *referral*.

IOA was assessed across for 75% of all sessions. The total method for calculating IOA was applied. The formula to calculate IOA is: *number of agreements of occurrence and non-occurrence/agreements + disagreements x 100%*.

**Social validity assessment.** Social validity was also assessed following the training (Appendix I). Similar to White and Vo (2006) and White, Summers, Zhang, and Renault's (2014) validity assessments, students used 5-point Likert-type scale (ranging from 1 = strongly disagree to 5 = strongly agree) to answer 20 closed and 10 open-ended questions about the training. Students were asked questions about the trainings materials, content, procedures, anticipated outcomes, and their overall experience. The survey asked questions seeking information about the training components' utility, duration, supplemental materials, student's expectations, anticipated outcomes, and the realism of the role-play scenarios. Students were also asked to provide suggestions on how to improve future trainings and whether they would recommend the training to other students.

**Fidelity assessment.** Fidelity was assessed using the *Observation Checklist for High-Quality Professional Development Training* (Gaumer-Erickson, n.d.). This assessment evaluated the trainers' behaviors across six training tasks, including: training preparation, providing a training introduction and overview, demonstrating negotiation skills, including student engagement opportunities, evaluating student's negotiation skills, and defining mastery criteria. Observers answered 22 questions which documented the occurrence, or non-occurrence for each training task. Scores greater than 80% suggest high quality training (Appendix J).

### **Experimental Design**

A multiple baseline across students and behaviors design evaluated the trainings effects (Figures 3-4). The multiple baseline design allowed researchers to sequentially implement the

training components across students. Each multiple baseline graph presents two student's data. Each student's negotiation skills data are depicted across three panels. Panel one shows *opening the meeting* skills data, panel two displays *making a request, asking for suggestions, and asking for a referral* skills data, and panel three shows *action planning, summarizing the meeting, and closing the meeting* skills data.

Second, a multiple baseline across students and behaviors design percentage table (figures 13-15) was created to support the multiple baseline across participants' graph. This table showed the students negotiation skill acquisition using shaded cells with darker shaded cells showing higher rates of skill acquisition.

Finally, a multiple baseline across skills and participants design (figures 5-12) was used to evaluate students' sub-skill acquisition and identify which skills needed targeted training. These data supplemented the multiple baseline across participants design data by depicting the students' acquisition rates for individual sub-skills.

## **Experimental Procedures**

The experimental procedures will be described below. Table 1 presents a summary of intervention components experienced by each student.

**Conditions one: baseline.** During baseline, the student's knowledge and skills were assessed before implementing the *Access to Success* online tutorial and in-person training. This phase identified the student's knowledge and skills level before each training condition.

**Condition two: implementation of the *Access to Success* online tutorials.** Students accessed the *Access to Success* website (<http://www.accesstosuccess.ku.edu>) and completed the knowledge and skills tutorial (Appendix C). The *Access to Success* tutorial was presented as a narrated text that allowed students to read and, if desired, listen to the presented materials. Both

online knowledge and skills tutorial allowed students to navigate freely through each section. First, students completed all components of the knowledge tutorial. The knowledge tutorial described the student's rights and responsibilities as a consumer with a disability. The knowledge tutorial contained five sections: (1) an overview of a student's legal rights to accommodations, (2) a description of different types of accommodations, (3) a list of potential accommodations by disability-type, (4) a description of how student's may identify their need for accommodations, and (5) a summary section. Additionally, the online knowledge tutorial included the pre- and post-knowledge assessments (Appendix D), two student self-assessments to help them identify personal strengths and barriers (Appendix E), and supplemental materials.

Students then completed the nine section online skills tutorial. The first section provided students with information obtaining accommodations eligibility, while the last section provided a training summary. The remaining seven sections each trained one class of target behaviors and their associated sub-behaviors. Thus, section two taught *opening the meeting*, section three trained *making a request*, section four targeted *handling rejections*, section five trained *asking for a Referral*, section six taught *action planning*, section seven trained *summarizing the meeting*, and section eight *closing the meeting*. Students were provided with operational definitions of the target behaviors and sub-behavior followed by a list of examples and non-examples for each response. Each student completed the online skills tutorial three times to exposed them to examples of students with physical, sensory, and learning disabilities negotiating accommodations.

Two video examples and checklists were presented at the end of each section. The video examples showed a student and university staff member engaged in role play scenarios demonstrating the target behavior and sub behaviors, while the checklists were used to identify

whether the target skills occurred. Students were asked to watch the first example and note if the target behaviors occurred. During the first example, the checklist automatically identified when the target behavior occurred. The second video required students to identify examples and non-examples of each negotiation skill and subskill.

Students completed the *Access to Success* online tutorial three times so that they were exposed to video examples of students with learning, physical, and sensory disabilities negotiating accommodations. The video examples were randomized across students.

**Condition three: baseline.** Baseline was implemented after the students completed the *Access to Success* tutorial and using the same procedures described under condition one.

**Condition four: implementation of the *Access to Success* face-to-face training:** Students who did not master the negotiation skills participated in a two hour face-to-face training. The face-to-face training incorporated a powerpoint replication of the online tutorial (Appendix F) that provided additional training to help students learn negotiation skills (Fiedler & Danneker, 2007; Merchant and Gajar, 1998; Palmer & Roessler, 2000; Roessler et al., 1998; White & Vo, 2006). The purpose of the face-to-face meeting was to allow students to practice and receive specific feedback on their accommodation requesting skills.

Two students participated in each in-person training workshop. The trainers used a lecture and discussion format to present the training materials. Additionally, trainers and students demonstrated accommodation requesting skills and received performance feedback during the workshop. Each in-person training workshop had three objectives. The first objective allowed students and trainers to discuss federal disability legislation. Identify disability supports eligibility criteria and define the difference between negotiating high school and college classroom accommodations. Students also received a worksheet listing reasonable and

unreasonable accommodations to prompt discussion about the types of accommodations that can and cannot be provided (Appendix K). Three role-play scenarios were presented to the students (Appendix L). Students were asked to read each role-play scenario and note the student's classroom concern and two potential accommodations. For the fourth role play scenario, students used their disability concerns self-assessment to identify which accommodations were most appropriate.

The second objective allowed student to practice the negotiation accommodations steps. This objective presented the six negotiation skills in three sections: section one trained *opening the meeting*, section two targeted *making the request, asking for suggestions, and asking for a referral*, and section three taught *action planning* and *closing the meeting*. For each skill, the trainers, first, provided target and sub-behavior operational definitions. Students then asked questions and discussed rationales about the importance of each negotiation skill. Next, the students were presented objective one's role-play scenarios. Each scenario included a target behavior specific checklist on the bottom to allow student and trainer feedback (Appendix L). The two trainers demonstrated one of objective one's role-play scenarios. Students and trainers discussed the role-play scenarios before the students engaged in role-play scenario's two and three that were presented during objective one. This measure allowed students and trainers time to discuss each scenario and provide performance feedback for the students. This process was repeated with all the skills.

Students created their own scenario to complete the third objective. The students' personal scenarios were based off their self-assessments. The trainers presented slides with a task analysis for creating role-play scenarios. These scenarios were used during generalization and follow up.



**Condition five: generalization and follow up:** Generalization and maintenance was assessed one month after the face-to-face workshops. To assess generalization, students were asked to review the self-assessment influenced role-play scenarios (Appendix G) and negotiation skills checklist (Appendix L). Next, students and a university staff member not originally associated with the practice skills training completed four role-play scenarios. The trainers then evaluated students' negotiation skills using the skills checklist (Appendix H). Generalization and maintenance were assessed in this way for two reasons. First, each student created one generalization assessment role-play scenario. This allowed generalization to be evaluated between training and actual scenarios. Second, a university staff member instead of a research team member conducted assessments. This allowed generalization to be assessed under more natural conditions because students would normally be requesting accommodations from a university staff member.

## **Results**

### **Knowledge Based Online Tutorial (KBOT)**

Figures 1-2 present the student's knowledge assessments data. Knowledge assessment data indicates the KBOT was effective because it helped increase student's knowledge about negotiating accommodations. Students 1-4 answered 68%, 68%, 50%, and 68% of the pre-assessment questions, respectively; while answering 83%, 100%, 92%, and 92% of post-assessment questions, respectively. Follow up data shows students' knowledge maintained three weeks after training, observed at 92%, 100%, 92%, and 92% for students 1-4, respectively.

### **Skills Based Online Tutorial (SBOT)**

Figures 3-12 present students' negotiation skills data. With the exception of student 2, the skills assessment data suggests the SBOT helped all the students acquire, but not master, the

negotiation skills. Baseline data suggest the students rarely engaged in the negotiation skills. Opening the meeting baseline levels averaged 19%, 16%, 19%, and 0% for students 1-4, respectively. Making the request baseline levels averaged 20%, 30%, 30%, and 35% for students 1-4, respectively. Asking for Suggestions baseline levels averaged 0%, 19% for students 1 and 2 and 38% for students 3 and 4, respectively. Students 1 and 3 never asked for a referral during baseline, while students 2 and 4 averaged 13%. Summarizing the meeting was not observed during baseline for students 1-3, but averaged 13% for student 4. Action planning baseline levels averaged 0% for students 1-3 and 13% for student 4, respectively. Finally, closing the meeting baseline levels averaged 13% for students 1 and 2, 25% for student 3, and 6% for student 4.

Students' negotiation skills showed marginal, but highly variable, improvements after completing SBOT one. Students' opening the meeting skills engagement averaged 6%, 31%, 25%, and 13% for students 1-4, respectively. Students' making the request skills engagement averaged 35% for students 1 and 4 and 45% for students 2 and 3. Students' asking for suggestions skills averaged 25% for students 1 and 4 and 50% for students 2 and 3. Students 1 and 4's asking for referral skills averaged 0%, while students 2 averaged 50% and student 3 averaged 67%. Students 1 and 2 action planning engagement averaged 25%, while students 3 and 4 did not action plan. Students 1, 2, and 4 did not summarize the meeting, while student 3 summarized the meeting skills averaged 25% engagement. Finally, students' closing the meeting skills averaged 50%, 100%, 63%, and 38% for students 1-4, respectively.

Students' negotiation skills showed more moderate, but still variable, improvements after completing SBOT two. Students 1-4 opening the meeting skills engagement averaged 25%, 88%, 44%, and 19%, respectively. Students' making the request skills averaged 65%, 85%, 45%, and 65% engagement for students 1-4, respectively. Asking for suggestions averaged 100%, 75%,

38%, and 50% engagement for students 1-4, respectively, while their asking for referral skills averaged 67%, 50%, 42%, and 67% for students 1-4, respectively. Students' action planning skills averaged 25%, 100%, 50%, and 25% for students 1-4, respectively. Summarizing the meeting averaged 75%, 50%, 0%, and 50% for students 1-4, respectively. Finally, closing the meeting averaged 88%, 100%, 63%, and 50% for students 1-4, respectively.

SBOT three data suggests students mastered some of the negotiation skills after completing the tutorial. Negotiation skills data were observed at higher, more stable levels, compared to SBOT's one and two. Students 1-4 opening the meeting skills averaged 50%, 94%, 88%, and 19%, respectively. Students' making the request skills averaged 65%, 95%, 75%, and 65% for students 1-4, respectively. Students 1-3 asking for suggestions skills averaged 100%, while students 4 averaged 88%. Asking for referrals averaged 75%, 92%, 67%, and 17% for students 1-4, respectively. Students 1 and 2's action planning skills averaged 75%, while students 3 and 4's action planning skills averaged 100% and 50%, respectively. Summarizing the meeting averaged 75%, 100%, 50%, and 75% for students 1-4, respectively. Finally, students 1-4 closing the meeting skills averaged 50%, 100%, 88% and 50%, respectively.

#### Face-to-Face Training (FTF)

Figures 3-12 depict the student's face-to-face training negotiation skills data. Baseline data suggests students maintained their negotiation skills at stable, yet moderate, rates. Opening the meeting averaged 50% for students 1 and 3, while averaging 81% for student 2, and 44% for student 3. Students 1-4 making the request skills averaged 70%, 95%, 85%, and 45%, respectively. Asking for suggestion skills averaged 88% for students 1 and 3 and 100% for students 2 and 4. Additionally, students 1 and 2's asking for referral skills averaged 50%, while student 3 and 4's averaged 75%. Action planning skills averaged 50% for students 1 and 4, while

averaging 75% and 63% for students 2 and 3, respectively. Finally, closing the meeting skills averaged 25%, 100%, 63% and 38% for students 1-4, respectively.

Face to face skills assessment data suggests the in-person training helped students master the majority of the negotiation skills. Students 2 and 3 exhibited mastery of all the negotiation skills. Student 1 mastered the making a request, asking for suggestions, asking for a referral, and action planning skills, while averaging 81% and 63% for opening the meeting and closing the meeting skills, respectively. Student 4 mastered opening the meeting, asking for suggestions, asking for a referral, action planning, and closing the meeting, while averaging 80% for making the request skills.

Follow up assessment data suggest students' mastery of the majority of the negotiation skills maintained and generalized one month after the face-to-face training to assessment sessions conducted by a university staff member. For example, students 2, 3, and 4 exhibited mastery of all the negotiation skills; while student's 1 and 4 mastered all the skills except Action planning.

### **Reliability, Social Validity, and Fidelity**

Two independent observers assessed Interobserver Agreement (IOA) across 65% of sessions. Both opening the meeting and closing the meeting averaged 100% agreement across all sessions in which IOA was assessed. Making the request for an accommodation averaged 93% agreement across sessions. Additionally, asking for suggestions and asking for a referral averaged 97% agreement across sessions, while action planning and summarizing the meeting averaged 88% and 84% agreement across sessions.

Social validity assessments suggested that the students were satisfied with the online and face-to-face training. Using a 5-point Likert-scale the students indicated they were generally

satisfied with the online and face-to-face training. Student's social validity scores averaged a 4.6 for the *Access to Success* online training and 4.8 for the face-to-face training. These findings suggest the students preferred the face-to-face training over the online training. Additionally, students either agreed or strongly agreed that the online and face-to-face training components were appropriate and provided sufficient information for them to learn the skills. All students also reported that they would recommend the training to a peer and that the *Access to Success* online tutorial could be improved with more interactive examples.

Fidelity of the trainers' face-to-face training implementation was also reported. This data shows the trainers were able to complete each section of the training and relevant examples. Fidelity data shows mean agreements of 100% across conditions for each of the fidelity measures.

## **Discussion**

The purpose of this study was to evaluate the effects of an online and face-to-face self-advocacy skills training program on community college student ability to negotiate classroom accommodations. The discussion below is organized in the following order: (a) a summary of the study's findings and overview of how this study contributes to the self-advocacy skills training literature, (b) a review of broader discussion points, (c) a description of the main limitations to the study, and (d) a brief conclusion discussing future suggestions.

### **Summary of findings, strengths, and contributions to the literature**

The present study evaluated the effects of an online and face-to-face self-advocacy skills training program on students' knowledge and skills related to negotiating classroom accommodations. The student's knowledge and skills data suggest that the *Access to Success* online tutorial was somewhat effective because the students mastered the knowledge tutorial's

information, while only mastering some of the negotiation skills. For example, the students KBOT's pre-test assessment data shows they correctly answered between 50%-68% of pre-test assessment questions. After complete the KBOT the students correctly answered between 83%-100% of post-test and follow-up assessment questions (see figures 1 & 2).

The *Access to Success* SBOT tutorial was marginally effective because the students exhibited negotiation skills at variable rates throughout the training and because only one student mastered the negotiation skills after completing the SBOT tutorial. Furthermore, the students had to complete the SBOT three times in order for their negotiation skills to be effected. The face-to-face training was needed for the student to master the negotiation skills. The student's knowledge and negotiation skills data justify these conclusions because the student's negotiation skills occurred at low, and highly variable rates, during the initial baseline. The SBOT's implementation gradually increased and reduced variability in the student's negotiation skills although mastery was not achieved until after the face-to-face training.

This study's outcomes confirm the findings of Cease-cook et al. (2005), Lancaster et al. (2000), White et al. (2014), and Woods et al. (2010), which suggest online self-advocacy skills training programs are moderately effective at helping some students master their advocacy skills, while face-to-face training programs are more effective and usually needed after students complete online training protocols to help them master their skills. For example, Cease-cook et al., (2005), Lancaster et al. (2000), Woods et al. (2010) showed students engaged in self-advocacy skills at greater rates after completing a face-to-face skills training when compared to students who completed an online training. White et al. (2014)'s study was different because they evaluated an online knowledge tutorial and face-to-face skills tutorial. Their study found that both online and face-to-face training programs were high effective as students exhibited

knowledge and skills mastery. Thus, the current study confirms the findings of Cease-cook et al. (2005), Lancaster et al. (2000), White et al. (2014), and Woods et al. (2010) by showing the *Access to Success* online tutorial was moderately effective. Only one student mastered all the negotiation skills after completing the tutorial, while the face-to-face training was needed to help the remaining students master and maintain their negotiation skills. These findings suggest that many online self-advocacy skills training programs are limited because they do not allow the students to practice or receive feedback on their negotiation skills. Allowing students to practice and receive performance feedback was identified as one of the most important steps in the direct instruction process because it allows students to improve their skills during the training and before they are assessed (Fielder & Dannekar, 2007; Merchant & Gajar, 1998; Test et al., 2005).

Lancaster et al. (2000), Cease-cook et al. (2005), Woods et al. (2010), and White et al. (2014) are also strengthened by this study's findings because it shows how face-to-face self-advocacy skills training programs can be adapted and delivered online. Although the literature suggest face-to-face self-advocacy skills training program are more effective and preferred to online training programs, increasing the number of online training programs could change this preference because more a systematic evidence-base showing online self-advocacy skills training programs effectiveness will be created. This will result in online self-advocacy skills training programs that are more systematic and efficient; as well as a sounder evidence-base showing how to develop and transition face-to-face training procedures online. Furthermore, consumers with disabilities will benefit from using online self-advocacy skills training programs because they can administered at their convenience. This finding is important for consumers with disabilities because online self-advocacy skills training programs help increase their

independence within their community (Cease-cook et al., 2005; Lancaster et al., 2000; Walker & Test, 2011; White et al. 2014)

By adapting an empirically validated face-to-face self-advocacy skills training program (e.g., Roessler et al., 1998; Palmer & Roessler et al., 2000; White & Vo, 2006; White et al., (2014) for online delivery this study also extends the self-advocacy training literature by suggesting online self-advocacy skills training use a component-based format with task analyzed negotiation skills. Previous studies (i.e., Cease-cook et al., 2005; Lancaster et al., 2000; Woods et al., 2010) do not implement component-based online tutorials with task-analyzed skills. Instead students were presented with the entire online tutorial and asked to complete it at their own pace. The current study differs from previous studies by evaluating a component-based online self-advocacy skills training curriculum with task analyzed skills. For example, the *access to success* online tutorial presented students with knowledge and skills components. These components were broken down further so that students could more easily receive the materials. The knowledge component (KBOT) included five sections discussing federal disability legislation, different types of accommodations across disability types, and self-assessments to help students identify their strengths and weaknesses; while the skills component (SBOT) contained nine sections each target one negotiation skill and associated subskills. Students from this study showed greater improvements to their negotiation skills after completing the online tutorial than in previous studies. Although only one student mastered the negotiation skills after completing the *access to success* tutorial and the face-to-face training was needed to allow students to master the negotiation skills; students from this study showed greater gains after completing the online self-advocacy skills tutorial than students assessed by Cease-cook et al. (2005), Lancaster et al. (2000), and Woods et al. (2010). As such, these findings show the importance of using



component-based online self-advocacy skills training programs because it allowed the students to increase their negotiation skills more efficiently and with greater improvements to their skills than in previous studies. Furthermore, the current study's outcomes also suggest the task analyzed negotiation skills be presented around knowledge and skills components. Summers et al. (2014) and White et al. (2014) suggest including knowledge and skills components because the knowledge component could provide students with rationales explaining the importance of using the negotiation skills and so that they can evaluate their own strengths and weakness' to determine which accommodation is most appropriate; while the skills component would only be used to train the specific negotiation skills. This measure could help students learn to discriminate between conditions when self-advocacy skills are and are not needed and between different types of accommodations (Fielder & Danneker, 2007; Test et al., 2005).

Adapting a face-to-face training for online delivery also extends the literature showing the effectiveness of self-administered self-advocacy skills training programs. The *Access to Success* online tutorial could be considered a self-administered self-advocacy skills training program because students were allowed to complete the tutorial based upon their needs. Previously, Seekins et al. (1987) and White et al. (1997) showed that their paper-based self-administered self-advocacy skills training programs were highly effective with consumers with disabilities. Because the *Access to Success* tutorial was somewhat effective, this study extends the self-administered self-advocacy skills training program by suggesting self-administered training programs can be adapted and delivered online. Adapting self-administered self-advocacy skills training programs for online delivery would extend the self-administered skills training literature because consumers would be provided with a more accessible method for delivering self-advocacy training that they can complete anywhere and at their own pace, while receiving

similar benefits as face-to-face and didactic training programs (Seekins et al., 1987; Woods, et al., 2010; White et al., 1997 White et al., 2014).

White et al. (2014) evaluation of a self-advocacy skills training program is also extended in several ways. First, this study extends the findings of White et al. (2014) by confirming the KBOT's effectiveness. Their study showed that the KBOT effectively increased a group of student's knowledge about federal disability legislation to mastery levels. The current study replicated these findings by showing four students knowledge about federal disability legislation increased and maintained after completing the KBOT and under post-test and follow up conditions. This outcome is important because it suggests the information presented within the KBOT was useful to students and potential used outside of training conditions. This finding has two implications. First, it suggests that online self-advocacy skills training programs contain knowledge and skills components. This arrangement will allow students to specifically target areas of need. Second, any knowledge tutorial information should be applicable to the student's needs because it provides them with rationales describing the importance of self-advocacy skills.

This study also extends the literature by showing the students negotiation skills maintained and generalized. The students' data show all students maintained their negotiation skills at mastery level during a four week follow up condition. Furthermore, this data also suggest their negotiation skills generalized across two dimensions. First, their negotiation skills generalized from training role-play scenarios to scenarios based upon their real life experience. Second, skills assessments were conducted with a university staff member instead of a research. These findings are important because if students can not engage in the negotiation skills outside of a research setting the chances of them accessing the resources they need to be successful decreases. Furthermore, these findings extend the literature because likelihood that students have

support when negotiating accommodations is not high once they reach post-secondary education settings because advocacy is conducted on an independent and more individualized basis.

Previous studies (i.e. Cease-cook et al., 2005; Lancaster et al., 2000; Roesler, et al., 1998; White & Vo 2006; White et al., 2014) did not evaluate skill generalization and maintenance. These findings suggest it is important that skills be trained to maintain and generalize after training. This finding, additionally, shows one advantage to using online self-advocacy skills training programs; as long as the student has access to the materials, he/ she can access them to learn any skills that may be deficient.

Showing the students negotiation skills maintained and generalized after completing the online and face-to-face training shows the importance of using role-play scenarios to allow students to demonstrate, practice and assess their self-advocacy skills. For example, this study used 25 role-play scenarios to help students practice and assess their self-advocacy skills. Previous studies have also used a multitude of role-play scenarios/ examples to train consumers' advocacy skills. For example, Balcazar et al. (1995) used approximately 35 role-play scenarios, Seekins et al. (1987) used over 65 role-play scenarios and examples, and White et al. (2014) and White and Vo (2006) used approximately 48 role-play examples to help train consumers advocacy skills. As such, the *access to success* study adds to a growing literature confirming the need to use a multitude of role-play scenarios when training self-advocacy skills because consumers experienced greater, and more durable, outcomes in their self-advocacy skills than those were not exposed to as many role-play scenarios. Furthermore, increasing the number of role-play scenarios encourages self-advocacy skills maintenance and generalization because the consumers can practice, demonstrate, and receive feedback on their advocacy skills across a variety of conditions, disabilities, needs to accommodations, and settings (Fiedler & Danneker,

2007; Merchant & Gajar, 1998; Test et al., 2005; Toporek, et al., 2009; White et al., 2014; White & Vo, 2006).

The self-advocacy skills training literature is also extended because the *Access to Success* website was designed using universal design of learning (UDL) principles. Using UDL principles allowed students to complete the tutorial regardless of their disability (Seok, et al., 2010; Wehmeyer, 2006; White et al., 2014). For example, the *Access to Success* online tutorial allowed students to complete the sections at their own pace by using position markers to track their progress across each section. Students could also adjust the tutorial's font size and had the option to read the presented materials, listen to a voice over of the text, or a combination of the two. Additionally, all videos were captioned. Previous studies that evaluated online self-advocacy used UDL principles on a limited basis. For example, Cease-cook et al. (2005) only gave students voice over options for presented materials, while Lancaster et al. (2000) did not discuss the use of UDL principles when designing and implementing their tutorial. Although this study's skills outcomes are similar to Lancaster et al. (2000) and Cease-cook et al. (2005), the use of UDL principles is important when designing training, both online and face-to-face, programs for people with disabilities because it allows them to access the materials regardless of their disability. Therefore, these findings extend the self-advocacy skills training literature by showing the importance of using UDL principles when designing training programs for students with disabilities.

This study also extends the literature by suggesting revisions to the seven-step negotiation process. The seven-step negotiation process was developed by Roessler and colleagues (1998) and validated by Palmer and Roessler (2000), White et al. (2014), White and Vo (2006). Figures 3-15 present the students negotiation skill and subskills data. These data

suggest that some skills such as *Action Planning* and *Summarizing the Meeting* were more difficult to acquire because the training did not allow them to fully discriminate between the two skills. Although training for mastery would be ideal, under conditions in which online tutorials are used this may not be feasible as students are expected to acquire the skills after completing the tutorial once. One way to increase the likelihood they master the skills is to evaluate their rate of skill and subskill acquisition to determine a negotiation skill's priority list. This list would identify the skills that were deemed most necessary for students to negotiate their accommodations. Furthermore, it would increase the likelihood the students mastered the skills after completing the tutorial once as only the priority skills could be trained to mastery.

### **Broader Discussion of Sufficiency versus Mastery**

One question we hoped to answer was whether or not the *access to success* online tutorial was sufficient helping students master the negotiation skills. The *access to success* study outcome suggest the online tutorial was not sufficient at training students to negotiate their accommodations because only one student mastered the negotiation skills after completing the tutorial three times, while the remaining students needed the face-to-face training to master the skills. These findings may not be as limiting as they are presented because in many cases the students may not need to have the negotiation skill set mastered to receive an accommodation. Therefore, these findings suggest that although the online tutorial did allow students to master the negotiation skills, their gains were sufficient enough to allow them to receive an accommodation. To confirm this findings, the staff member conducting the maintenance and generalization skills assessments was asked to rate the student's negotiation skills before, during, and after completing the *access to success* tutorial. They reported that the students' skills were not sufficient to receive an accommodation before training but were sufficient to receive an

accommodation during and after training. A review of the students' individual skills data (see Figures 5-12) also suggests students acquired and mastered many of the skills associated with *making the request for an accommodation* and *asking for suggestions/ an alternative accommodation* while completing the online tutorial. Thus, these findings suggest although the *access to success* online tutorial was only moderately effective at helping the student's master the negotiation skills, it sufficient enough to increase their skill sets in areas around the accommodations request to allow them to receive the accommodation. This outcome implies that online self-advocacy skills training programs only need to be effective to the extent that they allow consumers to negotiate and receive an accommodation; which could be achieved without the consumers mastering the entire skill set.

### **Study Limitations**

This study is limited in several ways. First, although the online tutorial was moderately effective, one could argue that because the students did not acquire their skills after completing the online tutorial the first time that it was not effective. Only one student mastered negotiation skills after completing the SBOT three times, while the other students needed the face-to-face training to master their negotiations. Ideally, students should exhibit negotiation skills mastery after completing the tutorial once. Furthermore, because the self-administered approach permits students to complete the training at their own pace, it is implied that they should acquire and master the majority of the negotiation skills after completing the tutorial once. Therefore, the *access to success* online tutorial is limited because students did not show negotiation skills mastery after completing if the first time.

This study is also limited because the *access to success* online tutorial's content could not be systematically manipulated. Across all participants, the tutorial's content was held constant

while the video examples were manipulated. This allowed each student to review video examples of students with learning, physical, and sensory disabilities negotiating accommodations while reviewing the same materials. This arrangement limits the study's impact because the participants were only exposed to examples of students with a relatable disability negotiating accommodations once. If the content could also be manipulated the *access to success* online tutorial may have been more effective because the students would be exposed to diverse examples of students negotiating accommodations related to their own disability.

Another study limitation is that the skills assessment data are unevenly weighted because the six negotiation skills contain an uneven number of subskills. Negotiation skills data are presented as means based on the number of negotiation subskills completed. Each negotiation skill contained between 1 and 5 subskills. For example, opening the meeting data contained four subskills, making the request for an accommodation contained five subskills, handling rejections contained two sub skills, asking for a referral contained three subskills, action planning contained one subskill, and closing the meeting contained two subskills. This arrangement may have skewed some negotiation skills data because it made them harder to master. Skills such as *opening the meeting* and *making the request for accommodation* maybe easier to master because they contain more subskills; allowing students to master them with some errors. Skills such as *Action Planning* and *closing the meeting* maybe more difficult to master because they contain less subskills; requiring students to respond with less errors.

Another limitation is that student's negotiation skills were assessed more frequently during the online training conditions than the face-to-face training, follow-up and generalization conditions. This arrangement allowed students' negotiation skills to be assessed three times during the online training conditions and once during the face-to-face training and follow up and

generalization conditions. Assessing negotiation skills using this arrangement may limit the study's effects because student's negotiations skills data cannot be compared across conditions. Assessing data multiple times across each condition is important because the online tutorial skills assessment data, showing students' negotiation skill acquisition and mastery, was used during the face-to-face training to target the student's negotiation skills not acquired. As such, more frequent skills assessments could have been completed during for the face-to-face training, follow up, and generalization conditions. This arrangement would have benefitted the study because student's negotiation skills acquisition, mastery, maintenance, and generalization could be assessed and compared across conditions.

Furthermore, this study was limited because *summarizing the meeting* was only assessed during the online training conditions, while the remaining skills were assessed throughout the entire study. *Summarizing the meeting* was removed from the study because the skills and social validity data suggest the students had difficulty discriminating between it and *Action Planning*. This arrangement may have skewed the data because an uneven number of skills were assessed across the treatment conditions. Removing *summarizing the meeting* from the face-to-face training limit's the study's findings because conclusions cannot be made about the each treatment effects on each negotiation skill. This study's findings would have been strengthened if the face-to-face training was redesigned to train and evaluate each negotiation skill across conditions.

The similarities between *summarizing the meeting* and *action planning* suggest some of the studies negotiation skills operational definitions are limited because they are similar. Student's negotiation skills and social validity data suggest that these negotiation skills were more difficult to acquire because students could not easily discriminate between the skills or



subskills. For example, data suggest students had difficulty acquiring *Action Planning* and *Summarizing the Meeting* because both skills were similarly defined as occurring after an accommodation was negotiated and consisted of statements that reviewed the previously agreed upon accommodation. Across all participants, negotiation skills data shows the students either engaged in *Action Planning* or *Summarizing the Meeting* but usually never both until mastery was achieved. Data also suggest that some students had trouble discriminating between the subskills *describe your personal scenario*, *strengths*, and *personal challenge* subskills that comprised *Making the request for an accommodation*.

This study is also limited because the online tutorial's structure may have facilitated students experiencing slightly different treatment doses. The online tutorial was created using universal design for learning, UDL, principles. This arrangement allowed students with a variety of learning, physical, and sensory disabilities complete the online training because they could access the tutorials materials using a variety of methods. Yet, using UDL principles may have limited the study's findings because students did not receive the same treatment dosage. The online tutorial allowed students to either read the read presentation or listen to a voice over of the materials. This option created differences in amount of training each student received. For example, students two and three chose to read the tutorials materials, while students one and four used the voice-over materials. Data show that the students who read the materials averaged 27 minutes to complete the materials, while those who used the voice-over materials averaged 47 minutes. Furthermore, those that read the materials were able to master the skills at a much quicker rate than those who used the voice-over materials. As such, the study's findings may be limited because some student's skill mastery was achieved using different treatment doses.

Additionally, the online tutorial included several skills-based checklist students were asked to complete after reviewing each skill. The skills checklist were used to test students' knowledge about negotiation skills and subskills. These checklist were limited because students did not receive rationales for correct and incorrect response, students were able to advance through the training regardless of if they completed the checklist, and because data was not collected on students correct and incorrect responses. Including these measures would have helped probe students negotiation skills knowledge and improved the training outcomes because more data could be collected on negotiation skill deficits.

The online tutorial's structure is also limited because feedback was not delivered immediately following the students' skills assessment. During each session, students were asked to complete the skills tutorial and assessment. The assessment sessions were recorded for data collection purposes. This arrangement did not allow the researcher to provide feedback until the follow session because time was needed to review the data. Providing immediate feedback could have helped students improve their negotiation skills quicker because they would have more time to review and rehearse unmastered skills before the next training session. This arrangement could have been adjusted to provide students feedback more immediately. For example, arrangements could have been made to collect data within sessions then review it with the students.

The study final limitation is related to the skills assessment's role-play scenarios. The skills assessment role-play scenarios may be a limitation because they were not completely realistic for the setting. The current study was conducted within an urban community college setting. Yet, the skills assessment role play scenarios were created to be used in a traditional, four year university setting. This arrangement is a limitation because the process of requesting accommodations was identified as being different than traditional, four year colleges. In general,

traditional, four year universities, requiring students to request accommodations independently. Therefore, students would need to meet with university staff members and acquire the appropriate materials independently to obtain their accommodations. Community colleges seem to be more similar to high schools as students usually have a team of staff members they regularly meet with to discuss accommodations. In many instances the accommodations are easily provided to them and arranged by the staff member. These arrangements shows a need to use two sets of role play scenarios, one for four year colleges and one for community colleges to account for differences in the negotiation process.

### **Conclusions and Future Directions**

This study showed that the *access to success* online tutorial was moderately effective at helping student's master the target negotiation skills. At the same time, data do suggest it was sufficient and allowed them to acquire a portion of the skill set that allowed them to negotiate and receive an accommodation. These findings suggest online self-advocacy skills training could be designed with two goals in mind. For example, if the goal of the training is to allow students to fully master the negotiation skill set then a more intensive online tutorial should be designed to allow students more opportunities to practice and receive feedback; but, if the goal of the training is to provide students with a sufficient skill set allowing them to simply negotiate accommodation then the tutorial's revisions should focus on including a more diverse number of examples the students can review.

The student's negotiation skills data suggest some revisions could be made to the *access to success* online tutorial. For example, a programmed instruction approach may be taken in which students are more frequently probed about the training content. A revised online tutorial could ask students multiple-choice, fill-in-the-blank, true/false, and short-answer questions after

they complete each tutorial section to ensure they understand the presented materials.

Furthermore, the number of video examples can be increased so that students are exposed to more diverse examples of students engaging in the negotiation skills, while the number of target negotiation skills and subskills can be revised based upon the students individual skills data presented in figures 3-12.

Future studies should continue to evaluate the *access to success* tutorials effective using programmed instruction methodology to identify ways to promote skill mastery after completing the tutorial one time. Furthermore, future studies should compare the effects of the *access to success* online tutorial at community college, traditional four year colleges and high school settings. This assessment will identify more diverse examples of students negotiation accommodations as well as identify differences within the negotiation process across settings. Additionally, the *access to success* online tutorial may be adapted to include other types of self-advocacy related to consumers with disabilities access to employment, education, and transportation.

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Table One				
Table of Intervention Components				
KBOT	SBOT 1	SBOT 2	SBOT 3	Face-to-Face Training
Time: 42:02  Delivery: Listened to transcription  Examples: N/A	Time: 44:27  Delivery: Listened to transcription  Video Examples: Sensory Disability	Time: 53:55  Delivery: Listened to transcription  Video Examples: Learning Disability	Time: 37:50  Delivery: Listened to transcription  Video Examples: Physical Disability	Time: 2 hours  Delivery: Face-to-Face  Role-play examples: Multiple Disabilities
Time: 35:21  Delivery: Read Text  Examples: N/A	Time: 42:15  Delivery: Read Text  Video Examples: Physical Disability	Time: 26:47  Delivery: Read Text  Video Examples: Sensory Disability	Time: 20:42  Delivery: Read Text  Video Examples: Learning Disability	Time: 2 Hours  Delivery: Face-to-Face  Role-play examples: Multiple Disabilities
Time: 25:02  Delivery: Read Text  Examples: N/A	Time: 35:00  Delivery: Read Text  Video Examples: Learning Disability	Time: 32:31  Delivery: Read Text  Video Examples: Sensory Disability	Time: 22:10  Delivery: Read Text  Video Examples: Physical Disability	Time: 2 Hours  Delivery: Face-to-Face  Role-play Examples: Multiple Disabilities

Time: 37:26	Time: 48:58	Time: 47:49	Time: 48:34	Time: 2 Hours
Delivery: Listened to transcription	Delivery: Listened to transcription	Delivery: Listened to transcription	Delivery: Listened to transcription	Delivery: Face-to- Face
Examples: N/A	Video Examples: Sensory Disability	Video Examples: Physical Disability	Video Examples: Learning Disability	Role-play Examples: Multiple Disabilities

Table One: Table of Intervention components: Overview of conditions each student experienced

during the training.

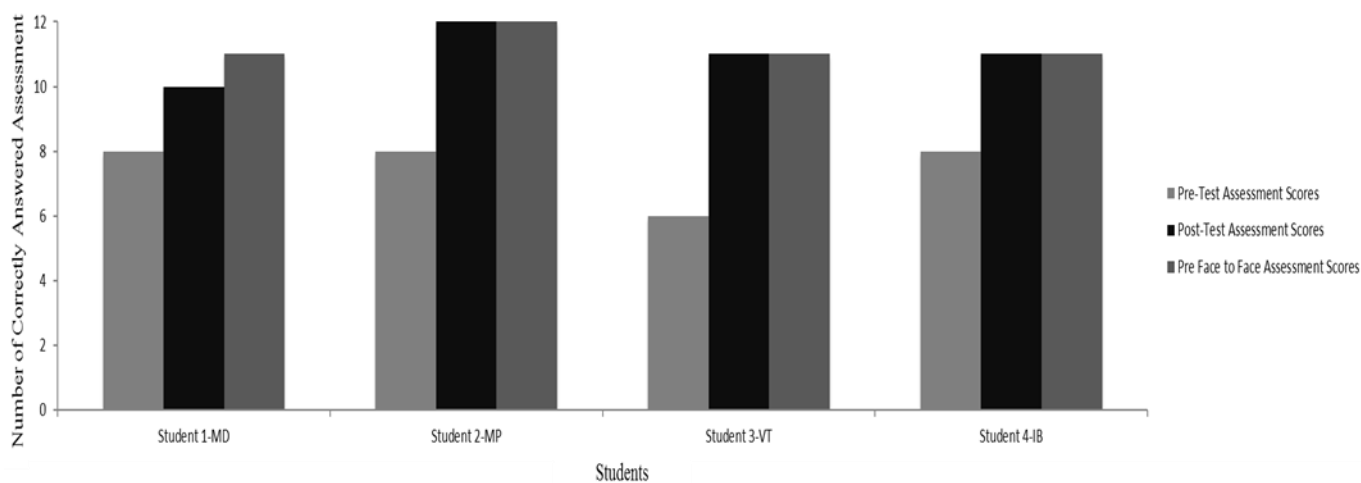


Figure One: Student’s Knowledge Assessment Data-Number of Correctly Answered Assessment Questions

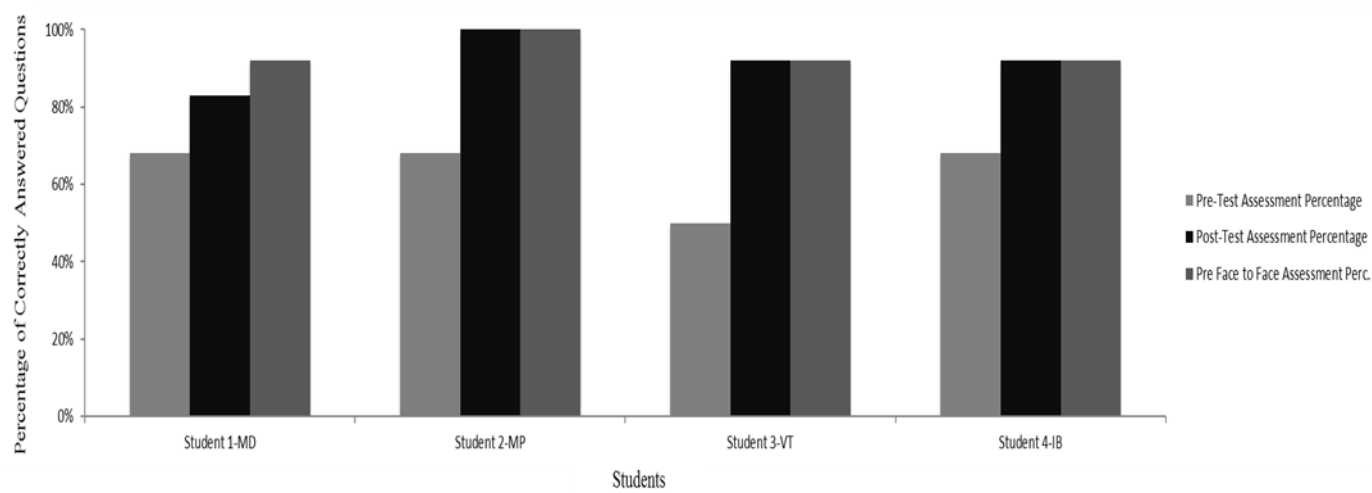


Figure Two: Student's Knowledge Assessment Data-Percentage of Correctly Answered Assessment Questions

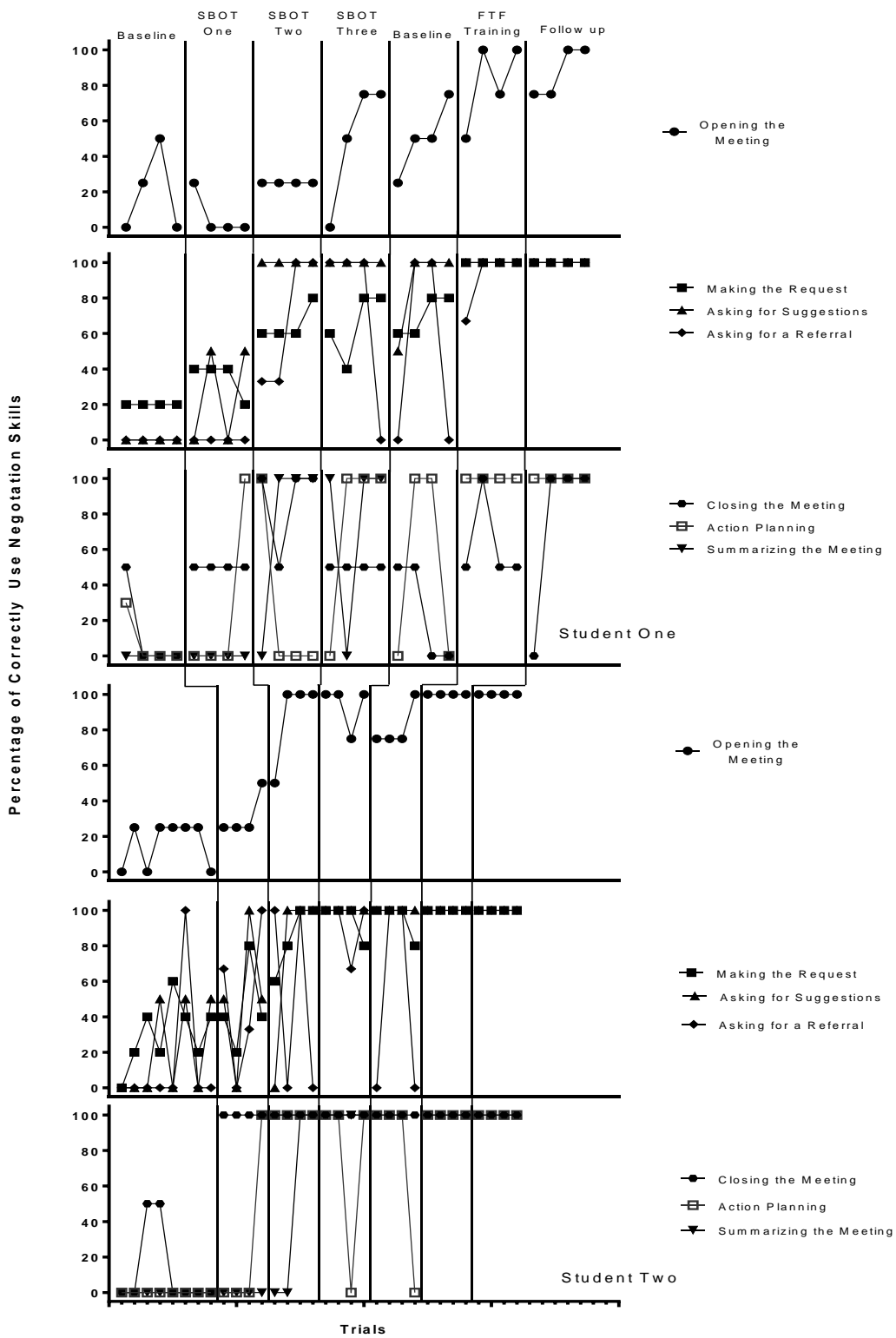


Figure Three: Multiple Baseline across Participants and Skills Design for Students One and Two



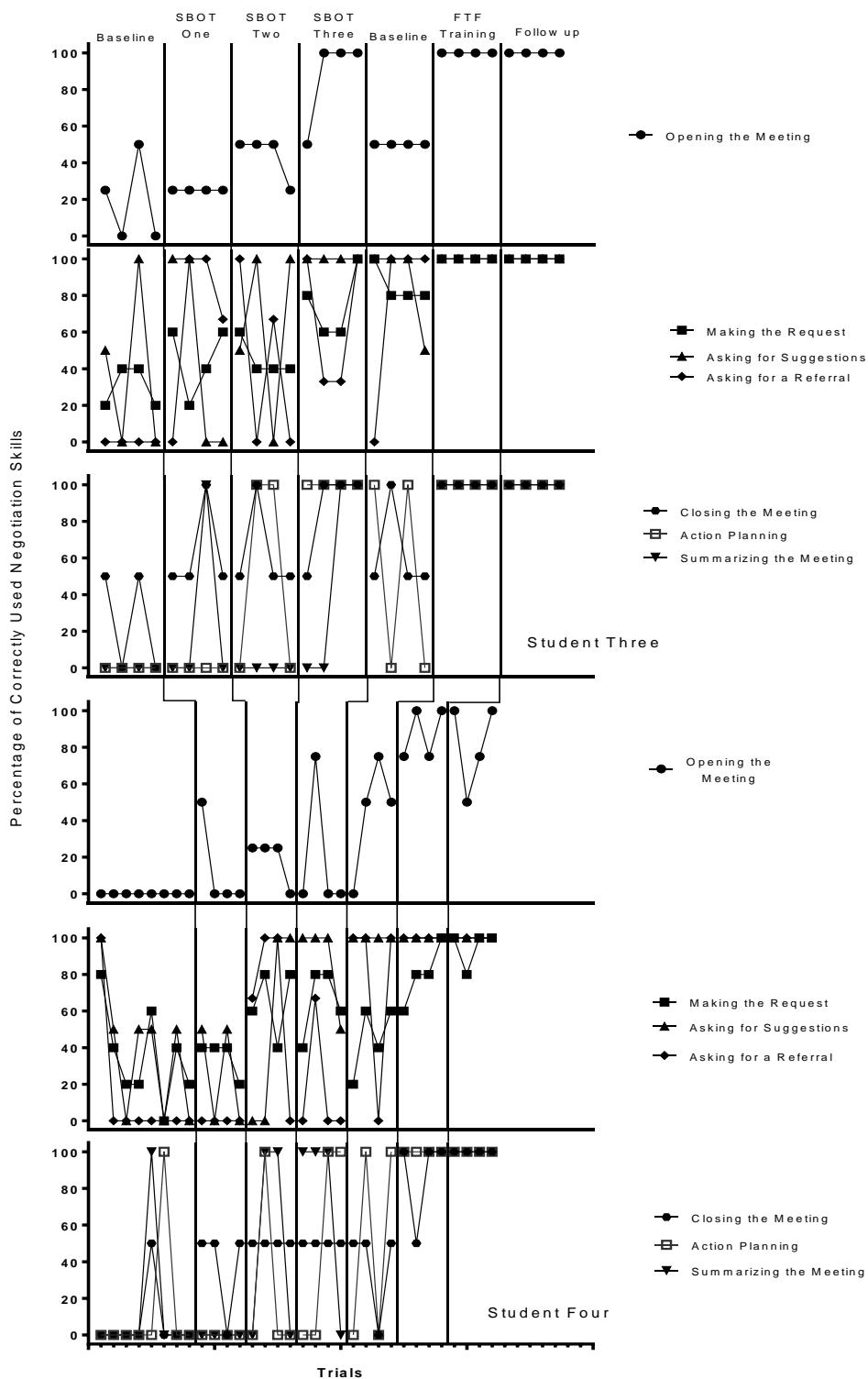


Figure Four: Multiple Baseline across Participants and Skills Design for Students Three and Four

Table 2	
Interobserver Agreement (IOA) Scores	
Negotiation Skill	Score
Opening the Meeting	100%
Making a Request for an Accommodation	93%
Asking for Suggestions	97%
Asking for a Referral	97%
Action Planning	88%
Summarizing the Meeting	84%
Closing the Meeting	100%

Table Two: Negotiation Skills Reliability Scores

Skill	Student One				Student Two				Participant One				Participant Two				Participant Three				Participant Four				Participant Five				Participant Six															
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
Scenarios	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Opening the Meeting																																												
Making a Request																																												
Asking for Suggestions																																												
Asking for a Referral																																												
Action Planning																																												
Summarizing the Meeting																																												
Closing the Meeting																																												
Key:																																												
0% - 20%																																												
21% - 40%																																												
41% - 60%																																												
61% - 80%																																												
81% - 100%																																												
No Opportunity to Respond	NO																																											
Skill Not Applicable	NA																																											

Figure Five: Multiple Baseline across Participants and Skills Design Percentage Table for Students One and Two

Skill	Student Three				Student Four				Student Five				Student Six				Student Seven				Student Eight											
	Baseline				SPOT One				SPOT Two				SPOT Three				Baseline Two				Face to Face Training				Follow up and Generalization							
Scenarios	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Opening the Meeting	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Making a Request	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Asking for Suggestions	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Asking for a Referral	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Action Planning	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Summarizing the Meeting	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Closing the Meeting	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Key:																																
0%-20%	[Diagonal lines pattern]																															
21%-40%	[Horizontal lines pattern]																															
41%-60%	[Vertical lines pattern]																															
61%-80%	[Black fill pattern]																															
81%-100%	[White fill pattern]																															
No Opportunity to Respond	NO																															
Skill Not Applicable	NA																															

Figure Six: Multiple Baseline across Participants and Skills Design Percentage Table for Students Three and Four

Table Two

Summary of Findings: Mean Levels of Negotiation Skills Engagement Across Conditions

Condition	Baseline 1				SBOT 1				SBOT 2				SBOT 3				Baseline 2				Face-to-Face TX			
Students	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Opening Meeting	19	16	19	0	6	31	25	13	25	88	44	19	50	94	88	19	50	81	50	44	81	100	100	88
Make Request	20	30	30	35	35	45	45	35	65	85	45	65	65	95	75	65	70	95	85	45	100	100	100	80
Ask Suggestion	0	19	38	38	25	50	50	25	100	75	63	50	100	100	100	88	88	100	88	100	100	100	100	100
Ask Referral	0	13	0	13	0	50	67	0	67	50	42	67	75	92	67	17	50	50	75	75	92	100	100	100
Action Planning	0	0	0	13	25	25	0	0	25	100	50	25	75	75	100	50	50	75	50	50	100	100	100	100
Summarize Meeting	0	0	0	13	0	0	25	0	75	50	0	50	75	100	50	75	Summarizing the Meeting incorp							
Closing Meeting	13	13	25	6	50	100	63	38	88	100	63	50	50	100	88	50	25	100	63	38	63	100	100	88

Table Three: Students Negotiation Skills Engagement Mean Percentage Table

## **Appendix A**

### **Review of Group-Based Self-Advocacy Skills Training Programs**

The self-advocacy training literature suggests using group-based training methods because it encourages the development of social supports when training advocacy skills. Group-based training resembles focus groups because information about disability-related concerns can be discussed freely around a specific topic (Batavia, DeJong, Eckenhoff, & Masterson, 1990; Burns, Batavia, Smith, DeJong, 1990; Fawcett, et al., 1994; Gilmartin & Slevin, 2009; Test, et al., 2005; White, et al., 2010). Several studies evaluating group-based training programs have reported moderate, but variable, outcomes (i.e., Fawcett, et al., 1994; Grenwelge & Zhang, 2013; Harrison, Arreepattamannil, & Freeman, 2012; Izzo, Murray, Priest, McArrell, 2011; Milson, Akow, & Thompson, 2010). This review will help to understand the mechanisms responsible for these outcomes.

Izzo et al., (2011) and colleagues compared the effects of two levels of student learning communities (SLCs) (beginners and advanced) on students' advocacy skills. SLCs are groups of students who complete activities organized by common goals. Eighty-three high school and community college students with disabilities participated. The beginner's level training included 67 high school seniors and community college students, while the advanced level training included 16 community college students. The beginners and advanced level training had similar content areas, such as self-awareness training, self-advocacy and self-determination training, assistive technology training, career exploration training, networking training, targeted skills training, and goal setting. Training variations occurred at the participant, goal identification, outcomes, and content levels. For example, the beginner's level targeted residential high school and community college students with disabilities, while the advanced level targeted four-year college and graduate students. Beginner's level goal setting and outcomes targeted transition to

college, degree selection, and resource selection, while advanced level goal setting targeted degree completion and job placement. The beginner's level content targeted the student's evaluation of university programs, while the advanced level targeted student's evaluation of graduate programs and career opportunities.

Weekly training sessions allowed students to meet with a career specialist, disability support staff, assistive technology specialists, and university support staff to discuss their academic needs. Once a week, students met in a simulated classroom setting to discuss specific topics, such as time management, resume development, and interview skills. Students' self-awareness was evaluated using personality, interest, and learning style assessments about their disability and strengths and weakness to their participation. Results provided inconclusive evidence about the treatment's effects. Survey data suggests the findings were not significant and are limited because the student's advocacy skills were not measured. Beginner's level students increased their GPA by .06% from 2.95 before to 3.062 after training, while advanced level students increased their GPA by 0.15% from 2.97 to 3.12. A five-point Likert-scale showed beginner's level students favorably viewed topics related to disability self-awareness and recruiting resources (mean: 4.55; range 4.10-4.73), while advanced level students favorably viewed topics related to their interaction with community members and resources (mean: 4.30; range: 3.83-4.60). Students used a four-point Likert scale indicating self-awareness (3.79), transitional services (3.68), self-advocacy (3.67), and knowledge about learning styles (3.64) should be targeted in future trainings (Izzo et al., 2011).

Grenwelge and Zhang (2012) evaluated a summer leadership-training forum with 68 high school students with physical and learning disabilities regarding self-advocacy and leadership skills. Both treatment and control groups included thirty-four randomly assigned students. The

treatment groups training consisted of seven topics, including (a) disability history, (b) team building and leadership skills, (c) self-advocacy, (d) legislative advocacy, (e) post-secondary education, (f) employment, and (g) volunteerism. Experienced consumers using a workshop style format administered training sessions. During sessions, participants' disability related concerns were discussed and practiced using situation-specific role-play scenarios. This arrangement increased the student's opportunities to practice and receive feedback on their skills.

The program was evaluated using descriptive and inferential analyses. A pre/post training questionnaire helped obtain performance measures for the treatment and control groups, while an analysis of covariance (ANCOVA) provided inferential statistics further identifying the trainings effects across participant characteristics, including: age, disability type, and gender. These measures showed treatment group students improved their advocacy and leadership skills at a greater level than the control group. For example, the treatment group's advocacy scores improved by 5.56 percentage points on the post-training questionnaire, while the control group's scores improved by 1.03 percentage points. The ANCOVA identified a between group  $F$  value of 6.04, significant at the .05 level, indicating treatment effect differences across training and control groups (Grenwelge & Zhang (2012).

Finally, Milsom and colleagues (2004) evaluated the effects psychoeducational learning groups' on eight high school students with learning disabilities ability to self-advocate and transition to college. Students were recruited because of they indicated a desire to continue their education.

The training consisted of two parts. During sessions one through three, students received an overview and engaged in discussions about the relationship between transition planning and advocacy during sessions one through three. Sessions four through eight involved a more



comprehensive skills-based training with disability experts. More specifically, students were introduced to the concepts of self-awareness, skill evaluation, and types of accommodations during session one. During session two, students discussed the importance of disability self-awareness and completed a personal assessment form to identify their needs. During session three, the differences between high school and college-level disability support services were discussed. During sessions four and five, students were provided with information about federal disability legislation as well as how to locate available resources. In session six, students were provided with a 10-step assertiveness plan that they were asked to complete outside of training. Once completed, the students discussed their concerns with the group, while group co-leaders helped students frame their findings in relation to self-advocacy. During session seven, group facilitators helped students break down the assertiveness plan into small components to practice the skills. Finally, session eight presented a training overview.

Data were collected using a pre/ posttest questionnaire evaluating the student's knowledge about disability related concerns and training program efficacy. Results of the study identified limited to moderate but insignificant training effects. For example, students rated their ability to identify their disability as 6 on a 7-point likert scale during pre-assessment, and 6.7 during the post assessment. Similar gains were observed for knowledge about support services, use of peer supports, and self-awareness using the pre/post assessments. The majority improvement was reported for knowledge categories related to the students' understanding of their disability and the law. Here, students increased their scores by an average of 5 points between pre/post-test. The pretest-posttest evaluation described does not report on the student's *actual* skill engagement; rather, they report on the students' perceived ability to engage in advocacy and leadership skills.

**Strengths and limitations of group-based self-advocacy skills training.** Izzo and colleagues, (2011), Grenwelge & Zhang (2012), and Milsom and colleagues (2004) identify several advantages to using group-based methods to train self-advocacy skills. For example, all group-based training programs were comprehensive, including multiple knowledge and skill components, topics areas, training sessions, and settings. Izzo and colleagues' (2011) study compared two training programs that included different content, skills engaged, and goals for beginners and advanced level consumers. These variations helped train students using skill-level appropriate procedures. These methods allowed researchers to compare the effects of the beginners and advanced level training across students and settings, including high schools, community colleges, and four-year universities. Similarly, Grenwelge and Zhang (2012) and Milsom and colleagues (2004) identified a need to implement and evaluate comprehensive training programs in their evaluations of a summer leadership and advocacy training camp and psychoeducational training program, respectively. Both programs used multiple components allowing students to interact and practice skills with peers and advocacy experts. For example, Grenwelge and Zhang's (2012) summer training program was conducted over six days and included seven sessions, while Milsom and colleagues' (2004) evaluation occurred over several weeks, including eight training sessions.

Second, across these studies there was consensus about the general classes of behaviors to be targeted during self-advocacy training. Each study identified communication, leadership, self-advocacy, and transition skills. These skills were previously defined as self-advocacy training targets behaviors (Test, et al., 2005; Toporek et al., 2009; Ratts & Hutchins, 2009; and Smith, et al., 2009). Thus, studies of group-based self-advocacy trainings provide evidence that

supports targeting communication, leadership, self-advocacy, and transitional skills when training self-advocacy (Grenwelge & Zhang, 2012; Izzo, et al., 2011; Milsom, et al., 2004).

Third, the group-based training provides some validity to using direct instruction to train advocacy skills (Fiedler & Dannekar, 2007; Merchant & Gajar, 1998). All the group-studies allowed students to ask clarifying questions about their disability, support services, and advocacy skills; while relying on skill rehearsal and performance feedback using role-play scenarios to practice advocacy skills (Grenwelge & Zhang, 2012; Izzo, et al., 2011; Milsom, et al., 2004).

Grenwelge and Zhang, (2012), Izzo, et al, (2011), and Milsom et al, (2004) provide validity to the materials used to evaluate advocacy skills. Data were collected using pre and post-training knowledge surveys, process evaluations identifying the student's skill levels, and statistical analyses comparing the effects of the training. In using these techniques systematically across studies, the authors provided some validity to their application, as findings were similar across training procedures, groups of students, and disability type.

These studies also have several limitations. First, although comprehensive, the amount of time needed to complete each training program is a limitation because of the increased consumer and trainer effort. Izzo and colleagues' (2011) training program was implemented during 10 weekly, 90-minute sessions, while Grenwelge and Zhang's (2012) weeklong training program required participants to travel to the training site, and Milsom et al.'s (2004) pilot program was implemented over eight weeks. These reports show that all participants spent several weeks completing each advocacy skills training program. While the training programs do provide some consumer benefit, the cost response for busy students may outweigh these outcomes. These findings suggest that more efficient training programs could be developed and evaluated, yet have similar effects and less participant effort (i.e., Walker & Test, 2011; & White & Vo, 2006).

Second, the descriptions and definitions of the procedures, target behaviors, and participants are not sufficient for replication. For example, Izzo and colleagues (2011) do not describe characteristics of beginners and advanced level students, training facilitators, and components in sufficient detail to permit future replications. This study provides broad consumer descriptions making it difficult to discriminate between those at the beginner and advanced level training. The training procedures were also broadly presented making it unclear which training component was responsible for which skills acquisition. Izzo and colleagues (2011) evaluation could improve the validity of their study by including these descriptions, allowing easier replication.

Grenwelge and Zhang (2012) and Milsom et al., (2004) are similarly limited. Grenwelge and Zhang (2012) include descriptions of students with physical, learning, sensory, and intellectual disabilities but lack definitions of workshop structure and training components. This information is important because participants experiencing varying degrees of abilities may require different training doses or components to increase skills. A task-analyzed description of the training would lend some validity to Grenwelge and Zhang's (2012) procedures because they could evaluate and compare their program to other programs. This study is also limited because the trainers' tasks and roles are not clearly described and because the comparison group's activities were not controlled. Identifying the trainers duties could improve this study's validity because it would provide a reader with information about how the training was targeted for each participant. Also, by not controlling for the comparison groups activities, the treatment effects are unclear because a comparison of the treatment and control group cannot be made.

Milsom and colleagues (2004) evaluation of psychoeducational groups is also limited in the same ways. For example, the authors state that students completed a 10-step training program

to improve their advocacy skills. Nowhere in this study are the advocacy skills defined nor are the components of this training listed, or even discussed. Similarly, assessment procedures and materials are only briefly mentioned, but not discussed in enough detail to allow replication.

The inconsistent application and description of the direct instruction training process is another limitation. All studies allowed students to practice their advocacy skills using role-play scenarios, receive performance feedback, and ask clarifying questions about their advocacy. None of the studies provided evidence that other components of the direct instruction method were implemented (Fiedler & Dannaker, 2007; Merchant & Gajar, 1998; Sievert, et al., 1988). Evidence from the group-based training literature already suggests that the advocacy skills and training components were poorly defined. Although the use of the seven step direct instruction process was unlikely, additional information about the trainers' ability to model the skills as well as data about skill mastery and generalization would provide evidence about the extensiveness of the direct instruction process. Including this information could improve these studies' validity because detailed information about the training procedures were provided. The lack of information about the training process further limits these studies because it is unclear as to whether the students actually acquired and used the advocacy skills (Grenwelge & Zhang, 2012; Izzo, et al., 2011; Milsom, et al., 2004).

Limitations about the outcome data also limit these studies. Although all studies used pre and post training assessments, process assessments, and statistical analyses to evaluate the treatment effects, the assessment materials and formulas used to confirm the training effects vary across studies. For example, Izzo and colleagues (2011) used surveys designed to evaluate student learning communities, Grenwelge and Zhang (2012) used surveys designed to evaluate the youth leadership forum, and Milsom et al (2004) used surveys evaluating students'

perceptions of empowerment, knowledge, and perceived ability to self-advocate. These studies are limited because outcome data were based on self-reports. Milsom et al's, (2004), data are not presented as the engagement in advocacy skills, but as the student's *perceived* ability to engage in advocacy. This limitation could be addressed by directly observing advocacy skills to evaluate training programs. The group-based studies could have included skills data by collecting observations during students' skill rehearsal using role-play scenarios.

Other methodological issues limit these studies. Izzo and colleagues (2011) is limited because the beginners and advanced level training groups were not evenly populated. The beginner's level group included 67 students, while the advanced level group included 16 students. This distribution limits the findings because comparative effects are based on nonequivalent groups. The low number of advanced level students also raises questions about the validity of the study's findings because advanced level students received beginner's level training before the evaluation. Thus, the effects from the advanced level training may not be as robust as originally reported and may be a cumulative effect of two training procedures. These data are also limited because assessment techniques targeted beginner's level students. The survey methods described identified one survey assessing the advanced level training, while three surveys assessed the beginner's level. Although the surveys provided some evidence about the training effectiveness, without more specific skills data, these findings are limited.

Similar limitations are observed in the evaluations conducted by Grenwelge and Zhang (2012) and Milsom and colleagues (2004). Grenwelge and Zhang (2012) do not directly evaluate the students' skills. Instead, several leadership and empowerment surveys rated the students' perceived ability to engage in the advocacy skills. Although these surveys were validated, their intended use was to rate the training program and not assess students' skills. Thus, Grenwelge

and Zhang (2012) assessment materials and tools were inadequate to evaluate outcomes of the training program. Milsom and colleagues (2004) conduct a more limited analysis of the training than Izzo et al (2011) and Grenwelge and Zhang (2012). A group-comparison design was not used to compare the treatment effects. Instead, the treatment effects were assessed with one group of students. The analysis of their findings is not thorough because a description of the findings was not included. Outcome measures are also framed in relation to the way student's perception about their knowledge and ability to engage in self-advocacy skills.

## **Appendix B:**

### **Training Materials Description**

***Access to Success online knowledge and skills tutorial tutorial.*** The *Access to Success* website (Appendix C) (<http://www.accesstosuccess.ku.edu>) included the online knowledge and skill tutorials, pre and post-knowledge assessments (Appendix D), student self-assessments (Appendix E) and supplemental materials. The online tutorials were created using e-Learning Resource Authoring (ERA) methods and were programmed using universal design for learning (UDL) principles (Meyen, Poggio, Aust, & Smith, 2008). This measure helped all student participants complete the tutorial. Students independently completed the tutorial using an assortment of navigation tools, position indicators, and sub-menus. Additionally, students were allowed to read or listen to the tutorials as all materials were transcribed and closed captioned. The online knowledge tutorial provided information to students about their legal rights and responsibilities as consumers with disabilities. The knowledge tutorial included five sections:

***Section 1.*** Students were presented information about their rights and responsibilities as a consumers with disabilities. These materials showed how federal disability legislation, including: the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act of 1990 (ADA), and Individuals with Disabilities Education Act (IDEA) protects students with disabilities rights encouraging them to negotiate accommodations (DeLisa et al., 2011 & Getzel and Thoma, 2000).

***Section 2.*** Section two described various types of available accommodations. This section aimed to help students identify the difference between reasonable and unreasonable accommodations as well as technological and non-technological accommodations.



**Section 3.** Students were provided a list of appropriate accommodations for consumers with learning, physical, sensory, and intellectual disabilities.

**Section 4.** Students completed two self-assessments evaluating their strengths, challenges, and potential classroom accommodations (Appendix E) Self-assessment one used a checklist to help students assess their strengths and challenges across six content areas, including: academic, classroom participation, test taking, homework, campus accessibility and mobility, and social and self-advocacy skills. Self-assessment two used open-ended questions helping students evaluate and select an appropriate accommodation based upon class-specific expectations. Here, students evaluated a self-identified classroom environment across six content areas, including: environmental challenges, academic, classroom, homework expectations, and social and advocacy expectations.

**Section 5.** A knowledge tutorial summary and skills tutorial preface was presented in section five.

The *Access to Success* online helped trained student's negotiation skills. The online tutorial included nine sections. The first and last tutorial sections presented a tutorial and summary and overview. The remaining sections presented the seven negotiation skills to students. Each section targeted one skill. Each tutorial section trained student's negotiation skills by presenting operational definitions, rationales, and examples of each target and sub-behavior. Finally, students viewed two videos and completed two checklists in which they identified student's accommodations negotiation skills. Each video was specific to the section's trained target and sub-behaviors.

***Access to Success face-to-face training power point tutorial.*** The *Access to Success* face to face training used power point tutorial that replicated the *Access to Success* online

tutorials contents (Appendix F). This format helped students and trainers more easily access and discussion materials as well as incorporate any revisions. For example, slides containing information about acquired skills could be revised, removed, or reinserted based on assessment data.

The face-to-face power point tutorial contained three components. Each component was identified using title slides. Component one allowed students and trainers to review knowledge tutorial information. Students also received a handout outlining reasonable and unreasonable accommodations (Appendix K) as well as three role-play scenarios in which they were asked to identify a disability-related issue and two accommodations (Appendix G). Finally, student's discussed their self-assessments.

Component two contained three sections training students' negotiation skills. Each section targeted 1-3 negotiation skills and associated sub-skills. Section one trained *opening the meeting*, section two training *making a request, asking for suggestions, and asking for a referral*, and section three trained *action planning and closing the meeting*. Before each section a slide was presented showing the target skills place within the negotiation process. These slides also included information about different response options (i.e. when it is appropriate to skip a step). Each section contained two components. The first component prompted student and trainer discussion around each negotiation skill and sub-skills operational definition and rationale. Additionally, students and trainers discussed several examples and non-examples of each skill set. The second component allowed students and trainers to demonstrate and practice their negotiation skills. During this component, the students, first, received component one's three role-play scenarios on worksheets with negotiation skill-specific checklist (Appendix L). The trainers then demonstrated the first worksheet's role-play scenario; while the students used the

checklist to identify negotiation skill and provide feedback. Next, students' practiced their negotiation skills using the role-play examples and checklists from worksheets two and three. Feedback was provided after each student's role-play practice scenario. Students were then shown a task analysis and asked to create a role-play scenario in component three (Appendix L). These scenarios were used during follow up and generalization assessments.

**Face-to-face training Facilitators Manual.** The face-to-face training facilitator's manual guided the training implementation (Appendix F). The manual replicated the face-to-face training presentation. Additional notes and task analyses were included with each slide to guide the trainers' performance. Information presented within these notes included: examples of federal disability legislation, operational definitions and rationales for each negotiation skills and sub-skills, negotiation skills examples and non-examples, and role-play scenarios.

**Role-Play Scenarios.** 24 role-play scenarios were created and randomly assigned to one of six groups of scenarios used to assess negotiation skills (Appendix G). Each set included four role-play scenarios and were associated with one of the six training conditions: baseline, online skills training 1-3, face-to-face training, and follow-up and generalization. Each scenario was created to address accommodation requests across disability types, students, university staff members, accommodations, and settings. The advisory board evaluated each role-play scenario to ensure they were realistic and required similar effort.

Students' negotiation skills were evaluated using one set of four role-play scenarios. Before each session, the trainer randomized each set role-play scenario set to control for order effects. Students were given 5 minutes to review the scenarios. The student's skills were then evaluated by completing four skills assessment trails with trainers. Following each assessment, student data was scored to determine their negotiation skill engagement level.

**Role-play scenario scripts.** Each role-play scenario contained a student and trainer's scripts, prompting their performance. The student's script (Appendix G) included brief, contextual information about the request listing information about: the student's disability and disability-related concern, course and classroom setting, and staff member information. The trainers' script (Appendix G) included more detailed information about the students' need for accommodations as well as examples and non-examples of different response options.

**Observational Checklists:** The observational checklist (Appendix H) was used to evaluate the student's negotiation skills engagement levels. This checklist included operational definitions of all target and sub-behaviors, examples, and non-examples of each target behavior and sub behavior, and a scoring column to determine if the target response occurred.

## Appendix C:

### Access to Success Homepage and Navigation Page

# ACCESS TO SUCCESS

A FREE ONLINE TRAINING FOR COLLEGE STUDENTS  
WITH DISABILITIES

CLICK TO **START**

#### Learn to:

Request accommodations (supports that help you succeed)

Advocate for yourself

Students who have disabilities can succeed in college. It is easier if they know their rights and how to ask for them.

If you are a student with a disability who plans to attend college, make sure you have "Access to Success"!

#### This online course gives you:

**Information:** Learn about your rights and responsibilities under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

**Skills:** Learn the steps for requesting supports from your instructors and institutions. Text and videos show you how to communicate successfully - to advocate for yourself. These skills will help you after college, too, in work and other activities.



Produced by the University of Kansas Research and Training Center on Independent Living (RTC/IL). Funded by the National Institute on Disability and Rehabilitation Research, grant number H133G090222.

#### FOR MORE INFORMATION

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## **Access to Success: A Free Online Training for College Students with Disabilities**



### **Warm Up** [Find Out What You Already Know \(Quiz\)](#)

Let's take a moment to find out what you already know about the Americans with Disabilities Act (ADA). Click the title above to begin a short multiple choice exercise.



### **Lesson 1** [Know Your Rights - and Yourself](#)

Click the title above or use the links below to navigate to the various sections of the lesson. The "Main Presentation" link is the primary lesson content. "Outline", "Notes", "Glossary" and "Handouts" support the main content and are designed to help you process the information in the lesson.

<a href="#">Main Presentation</a>	<a href="#">Outline</a>	<a href="#">Readings</a>
	<a href="#">Notes</a>	<a href="#">Handouts</a>
	<a href="#">Glossary</a>	<a href="#">Self Assessment 1</a>
		<a href="#">Self Assessment 2</a>



### **Lesson 2** [How to Ask for an Accommodation](#)

Click the title above or use the links below to navigate to the various sections of the lesson. The "Main Presentation" link is the primary lesson content and includes videos that show how to request an accommodation.

[Main Presentation](#)



### **Cool Down** [Find Out What You Learned \(Quiz\)](#)

Before you go, let's find out what you learned from our lessons on the Americans with Disabilities Act (ADA) and seeking accommodations. Click the title above to begin a short multiple choice exercise. Feel free to return to Lessons 1 and 2 if you need a refresher!

**Appendix D:****Pre and Post Knowledge Assessment: Question and Answer Key**

Knowledge Tutorial Pre-Test:

Correct Responses in Bold

1. When deciding what accommodations you need for your classes, you should think about:
  - A. The physical layout of the classroom: Is the classroom accessible to people using wheelchairs, does it have distractions such as windows and noisy areas?
  - B. The academic expectations of the class: Does the professor or instructor use lectures, discussions, reading assignments, projects and tests?
  - C. The social expectations of the class: Will you be expected to take part in group discussions, team projects or have a lab partner?
  - D. All of the above.**
  - E. Don't Know.
  
2. Which of the following is an example of a non-technological accommodation?
  - A. A student is provided a clipboard to steady papers while taking notes.
  - B. A student is provided a speaking computer for communication.
  - C. A student is given priority registration to ensure the availability of classes.**
  - D. A student is given an electronic hearing aid.
  - E. Don't Know.
  
3. Which of the following should you NOT do if you want to succeed in higher education?
  - A. Avoid classes that might be hard for you.**
  - B. Learn skills to take part in class, such as taking notes, participating in discussions or being able to concentrate in distracting areas.

- C. Learn test-taking skills such as being able to complete a test within a specific time, working under pressure and writing essay questions.
  - D. Learn homework skills such as managing time, reading and researching information and writing reports.
  - E. Don't Know.
4. After you and the professor have agreed about the accommodation, you should:
- A. Tell him or her good-bye and don't take up any more of his or her time.
  - B. Get the agreement in writing.
  - C. **Summarize the next steps by stating what each of you will do, when, and where.**
  - D. Email the Disability Support Office with the details of your agreement.
  - E. Don't Know.
5. Students with disabilities can ask for accommodations to get to:
- A. Classrooms and laboratories.
  - B. Classrooms, libraries and study areas.
  - C. All campus buildings, including unions, restaurants and dormitories.
  - D. **All of the above.**
  - E. Don't Know.
6. Institutions of higher education must make 'reasonable' accommodations so that students with disabilities have equal access to education. Which of the following is an example of an 'unreasonable' accommodation?
- A. Asking an instructor to wear a special system when talking so that a person with a hearing impairment can listen using headphones.
  - B. Having more time to complete a test.
  - C. **Having free accessible parking.**
  - D. Having someone take notes for you.



- E. Don't Know.
7. An institution of higher education must make accommodations for students with disabilities if:
- A. It is a public college, university, community college or vocational school (funded by state or local tax dollars).
  - B. It is a private college, university, community college or vocational school, but receives some federal dollars.
  - C. It is a private college, university, community college or vocational school but receives NO federal funds.
  - D. All of the above**
  - E. Don't Know.
8. If the professor does not accept your request for the accommodation, you should:
- A. Ask if he or she has any alternative suggestions.**
  - B. Report him or her to the Disability Support Office.
  - C. Drop the class.
  - D. Put a comment about your meeting on Facebook.
  - E. Don't Know.
9. You should talk to your professor about an accommodation you need for a class:
- A. When it is time for the first test.
  - B. When you start having struggles in the class.
  - C. Before the semester begins.**
  - D. After you have already lined up a note taker.
  - E. Don't Know.

10. When requesting an accommodation, you should:
- A. Explain your challenge and wait to see what the professor suggests
  - B. Suggest a specific accommodation and explain why it would help you**
  - C. Tell the professor that you have a right to accommodations because of your disability.
  - D. Tell the professor about accommodations that were helpful to you in other classes.
  - E. Don't Know.
11. Students with disabilities in higher education institutions are eligible to receive accommodations if:
- A. They had an Individualized Education Plan (IEP) in high school.
  - B. They have a record of their disability from a health professional and are certified by their institution's Disability Services Office.**
  - C. They can describe their problem to their professors and agree to an accommodation.
  - D. They have an obvious disability such as using a wheelchair or a seeing eye dog.
  - E. Don't Know.
12. What guarantees students with disabilities equal access to higher education?
- A. The U.S. Constitution
  - B. The Individuals with Disabilities Education Act
  - C. State laws
  - D. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990**
  - E. Don't Know.

Knowledge Tutorial Post-Test:  
Correct Responses in Bold

1. When you request an accommodation, you should:
  - A. Avoid telling the professor any information about the nature of your disability.
  - B. Be clear and brief in explaining what specific accommodation you need and why.**
  - C. Give the professor a chance to come up with a solution on his or her own.
  - D. Bring a friend with you so you will have back-up support.
  
2. When thinking about the expectations of courses in higher education in order to identify accommodations you need, you should consider:
  - A. The physical layout of the class (whether it is accessible to people using wheelchairs, or whether it has distractions such as windows and noisy areas).
  - B. The academic expectations of the class (whether the professor uses lectures, discussions, reading assignments, projects, kinds of tests).
  - C. The social expectations of the class (whether you will be required to participate in group discussions, team projects, or have a lab partner).
  - D. All of the above.**
  
3. Which of the following services do Disability Services Offices in institutions of higher education typically NOT provide:
  - A. Advising the student about documentation needed to prove he or she has a disability that qualifies for accommodations.
  - B. Lending the student assistive technology for educational purposes.
  - C. Providing the student with a disability with free tutoring services.**
  - D. Helping the student with a disability to talk to a professor or instructor to get accommodations.

4. If the professor suggests an alternative accommodation that you don't believe will help you, you should:
- A. Accept it because you don't want to get on his or her bad side.
  - B. Wait until after the first test and confront him or her with the unacceptable consequences of this alternative.
  - C. Evaluate the alternative suggestion politely and explain why it will or won't work.**
  - D. Report the professor to the Disability Support Office.
5. Students with disabilities may request accommodations in order to access:
- A. Classrooms and laboratories.
  - B. Classrooms, libraries, and study areas.
  - C. All campus buildings, including unions, restaurants and dormitories.
  - D. All of the above.**
6. The law requires higher education institutions to provide effective assistive technology supports, but they are not required to provide the most advanced technology available. Based on this, which one of the following four examples would a higher education institution NOT be expected to buy for a student?
- A. Software to enable a vision-impaired student to hear a written document on his or her computer.
  - B. Help from the Disability office to fill out an application for a new motorized wheelchair from the state Vocational Rehabilitation Office
  - C. A new iPad2.**
  - D. Audio recording equipment to record a lecture.
7. When you need to request an accommodation for a class, you should:
- A. Get a certification document from your Disability Support Office to prove you are eligible for an accommodation.

- B. Make an appointment with the professor before the semester starts to discuss your needs for accommodations.
  - C. Prepare for the meeting by thinking about your strengths and why you will be a success in the class if you have an accommodation.
  - D. All of the above.**
8. The law protects students with disabilities in higher education from discrimination, which means:
- A. People are not allowed to call students with disabilities names.
  - B. Teachers cannot fail a student with a disability in any class.
  - C. The institution of higher education must accommodate or modify their program to make it accessible to students with disabilities.**
  - D. Institutions of higher education are required to enroll any student with a disability in their program.
9. Students with disabilities in higher education institutions are eligible to receive accommodations if:
- A. They had an Individualized Education Plan (IEP) in high school.
  - B. They provide documentation of their disability from a health professional and are certified by their institution's Disability Services Office.**
  - C. They are able to describe their problem to their professors and they agree to the accommodation.
  - D. They have an obvious disability such as using a wheelchair or a seeing eye dog.
10. Institutions of higher education must provide 'reasonable' accommodations to ensure students with disabilities have equal access to educational opportunities. Which of the following is an example of an "unreasonable" accommodation?
- A. A sign-language interpreter.
  - B. Extended time to complete a test.

- C. **Free tutoring.**
- D. Having a note-taker.

11. If you need to ask if there is someone else who can help you, you should:
- A. Ask politely if there is anyone else who can help.
  - B. Get that person's contact information (phone, e-mail, etc.)
  - C. Ask for permission to tell that person the professor has referred you to him or her.
  - D. **All of the above.**
12. When thinking about your strengths and needs to be successful in higher education, which of the following is something you should NOT consider:
- A. **Areas where you are weak academically, so you can avoid those classes.**
  - B. Skills related to classroom participation, such as note-taking, participating in discussions, or being able to concentrate in distracting areas.
  - C. Test-taking skills such as being able to complete a test within a specific time, working under pressure, writing essay questions.
  - D. Homework skills such as managing time, reading and researching information, writing reports.

## Appendix E:

### Participant Self-Assessments

#### SELF ASSESSMENT ONE: Assess Your Strengths and Challenges:

Think about the kinds of activities you will be doing in your higher education program. Then think about the kinds of strengths you have to do those activities well and also the kinds of challenges that you will need to think about to determine what accommodations you may need.

Instructions: In the next section, we have listed skills in six categories of activities that are typical in a higher education setting. **For each of the skills listed, check whether that skill is (a) a strength, (b) a challenge, or (c) neither a challenge nor strength for your personality.**

**Academics:** Think about areas of basic school work skills that every student needs to be successful.

1. Reading:

- a. Speed: Is your reading speed a strength, a challenge, or neither for you?
- b. Understanding: Is your understanding of reading material a strength, a challenge, or neither for you?

2. Math:

- a. Completing word problems: Is completing word problems in math a strength, a challenge, or neither for you?
- b. Calculating: Is performing calculations in math a strength, a challenge, or neither for you?

3. Writing:

- a. Grammar and spelling: Is grammar and spelling while writing a strength, a challenge, or neither for you?
- b. Composition and writing style: Is your composition and writing style a strength, a challenge, or neither for you?

4. Other: Is there an additional academic skill that is a strength, a challenge, or neither for you?

**Classroom Participation:** Think about skills every student needs to get the most out of participation in a typical class (for example, group lectures, small group discussions, lab activities).

- 1. Taking notes: Is taking notes in lecture, group discussions or during other academic activities a strength, a challenge, or neither for you?
- 2. Paying attention to instructor: Is paying attention to the instructor during lecture a strength, a challenge, or neither for you?

3. Avoiding distractions: Is avoiding distractions in lecture, group discussions or during other academic activities a strength, a challenge, or neither for you?
4. Reading what the professor writes on the board or other visuals: Is this a strength, a challenge, or neither for you?
5. Participating in discussions: Is participating in discussions in lecture, group discussions or during other academic activities a strength, a challenge, or neither for you?
6. Other: Is there an additional classroom participation skill that is a strength, a challenge, or neither for you?

**Test Taking:** Think about skills every student needs to show teachers what they have learned in a class.

1. Working under a time limit: Is taking timed tests a strength, a challenge, or neither for you?
2. Taking multiple-choice tests: Is this a strength, a challenge, or neither for you?
3. Writing test essays: Is this a strength, a challenge, or neither for you?
4. Dealing with test anxiety: Is this a strength, a challenge, or neither for you?
5. Remembering course information: Is this a strength, a challenge, or neither for you?
6. Other: Is there an additional test taking skill that is a strength, a challenge, or neither for you?

**Homework:** Think about skills every student needs to study effectively and complete homework assignments.

1. Organizing your study space: Is this a strength, a challenge, or neither for you?
2. Managing time: Is managing your time to get homework assignments completed a strength, a challenge, or neither for you?
3. Managing disruptions: Is managing disruptions while studying a strength, a challenge, or neither for you?
4. Doing library research: Is this a strength, a challenge, or neither for you?
5. Reading: Is reading homework assignments a strength, a challenge, or neither for you?
6. Taking notes: Is taking notes while doing homework assignments a strength, a challenge, or neither for you?



7. Reviewing notes: Is reviewing your lecture and homework notes a strength, a challenge, or neither for you?

8. Completing writing assignments (including reports): Is this a strength, a challenge, or neither for you?

9. Completing worksheets or lab reports: Is this a strength, a challenge, or neither for you?

10. Other: Is there an additional homework skill that is a strength, a challenge, or neither for you?

**Campus Accessibility and Mobility:** Think about areas of the campus every student needs to access and utilize in order to have a successful academic and social life.

1. Finding your way around the campus and residential areas: Is this a strength, a challenge, or neither for you?

2. Accessing classrooms, dorms, unions, libraries: Is this a strength, a challenge, or neither for you?

3. Other: Is there an additional campus accessibility and mobility skill that is a strength, a challenge, or neither for you?

**Social / Self-Advocacy with Peers and Professors:** Think about the social skills every student needs to have a successful academic and social life.

1. Participating well with other students in discussions or group assignments: Is this a strength, a challenge, or neither for you?

2. Explaining your needs and accommodations confidently: Is this a strength, a challenge, or neither for you?

3. Speaking up for your rights: Is this a strength, a challenge, or neither for you?

4. Other: Is there an additional social/self advocacy skill that is a strength, a challenge, or neither for you?

**SELF-ASSESSMENT TWO: Review Your Environment and Select Accommodations**

**Review the Expectations of the Environment:** Think of an example of a class or campus life situation – this may be a class you recently took, or it may be one you plan to take next fall. Or, you could choose a non-classroom environment you find challenging **because of your disability** (library, study area of your dorm, etc.).

**Your task is to think about the particular accommodations you will need to be successful in this environment.** Think about how you will be able to use your strengths,

---

**Write the title of the class in the space provided:**

- 
1. Environmental Challenges: Think about the classroom space, its layout, and where it is located on campus. Examples might include auditorium seating, poor lighting, noise distractions, visual distractions, etc. Write down anything that might be challenging about the classroom here:

What personal strengths can you use to meet these challenges?

What accommodations could you use to meet these challenges better?

2. Academic, Classroom, and Homework Expectations: Think about the requirements for the class and the work you will be expected to do. You may want to look at the class syllabus to help you think about these things. For example, does the professor primarily use lectures? Are there group discussions? Will there be projects or reports? How much reading is required? Are the tests open-ended, multiple choice or other formats? Write down some of those expectations here:

What personal strengths can you use to meet these challenges?

What accommodations could you use to meet these challenges better?

3. Social and advocacy expectations: For some students, working with others can be a challenge, while for others, having a study partner or working on a team brings out their best. For the class you are thinking about, what are the social requirements? Does the instructor expect you to participate in class discussions? Are there small group discussions? Team

projects? Will students have partners (for example, a lab partner)? Write down some of those expectations here:

What personal strengths can you use to meet these challenges?

What accommodations could you use to meet these challenges better?

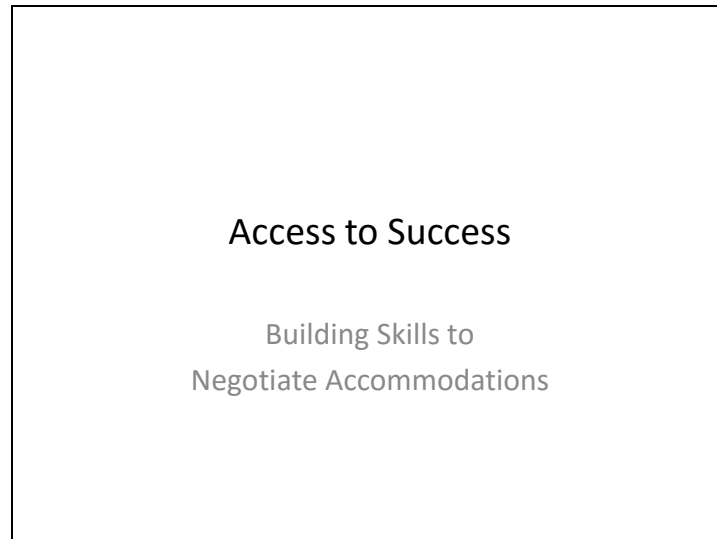
- 4. Putting it all together:** Looking back at the challenges and accommodations related to the class you are thinking about, think about:  
Which accommodation would be MOST important for your success?

Think about whether a technology-based (for example, a tape recorder) or a non-technology based (for example, more time to take tests) is the best accommodation for you. Why?

Looking back at the description of reasonable and unreasonable accommodations, is this a reasonable accommodation? Why or why not?

Now that you know how to think about choosing an accommodation in one class, you may want to do the same thinking for your other classes. You may even want to use this to think about how to get accommodations in non-academic settings, such as the library, dorm or other community settings.

**Appendix F:**  
***Access to Success Face-to-Face Tutorial and Facilitators Guide***



## Slide 2

### Objectives for this Workshop

- Review what you learned from the online lessons
- Practice the steps for requesting accommodations
- Develop your personal scenario

Slide 3

Objective 1: What did we learn?

## Slide 4

What are my legal rights for accommodations?

- The Rehabilitation Act of 1973 (Section 504)
- The Americans with Disabilities Act

**Invite Discussion: Ask: What does this mean to YOU? Can you think of examples of accommodations that are now universal in our country? [Solicit discussion – examples such as curb cuts, handicapped parking spaces, work discrimination, etc.]**

If students need help, refer to this background information:

The rehabilitation act of 1973, also known as Section 54, states: "No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section 504 requires all students demonstrate what they have learned in ways that do not discriminate against qualified students with disabilities. This means that instructors in higher education institutions must, when it is appropriate, provide accommodations to students with disabilities to ensure they have an equal opportunity to access their educational community and demonstrate their skills.

The Americans with Disabilities Act of 1990 (ADA) protects students with disabilities from discrimination in all higher education institutes whether or not the institution receives federal funds. Different sections of laws are called "Titles." "For example, Title II protects state-funded schools, such as universities, community colleges and vocational schools, while Title III protects private colleges. Private colleges are not administered or funded by local, state or national governments.

Slide 5

**How do these laws work for me in higher education?**

- Compare: How did you get accommodations in high school?
- How is this different in college?
- How do I know if I am eligible for accommodations in college?

**Ask: Did any of you get accommodations in high school? Do you remember how people decided what accommodations to give you? Elicit a brief discussion and examples about the IEP meeting.**

**Ask: What did you learn from the online tutorial about how this is different in college?**

**Ask: How did you get in touch with your Disability Support office here (use actual name of your disability support office)? How did you prove you were eligible?**

A key difference between high school and college is that high school and community colleges typically allow students to advocate for accommodations with support of an IEP team. Typically IEP meetings occur once a year. During this meeting, your team discussed your strengths and challenges as they related to completing the academic coursework. As a group, you decided what accommodations may help you to succeed in class. After your accommodations were agreed upon, your school was then legally responsible to provide you with the agreed upon accommodations. For many students, all this seemed automatic because accommodations were assigned as promised.

Some students may not learn about their disability until after they have enrolled in a post secondary educational setting. If this is the case, you may have learned about your disability after having trouble in a class. Maybe one of your teachers advised you to see a counselor, maybe you



found a counselor on your own, or maybe you took some tests and received a diagnosis. You may have felt embarrassed to learn that you had a disability, or maybe you felt relieved to know that there was a reason for your struggles. Now, because you want to be successful in school, you want to do something about it.

Whether you have known about your disability all your life, or whether you are just now learning about your disability, getting the accommodations you are legally entitled to have is much different at the higher education level than it was in high school. In higher education, there is NO IEP and NO requirement to bring together your teachers and professionals to make a plan for you. You are responsible to talk with your teachers to request accommodations. Most schools have specific policies and procedures for students to follow when requesting accommodations. However, you don't have to go about it alone.

## Slide 6

**What is the difference between reasonable and unreasonable accommodations?**

An accommodation is “unreasonable” if:

1. The Accommodation would cause a direct threat to the health and safety of others.
2. The Accommodation would change an important part of the curriculum.
3. The Accommodation would cause an excessive financial or administrative problem for the institution.

Here are the three criteria in the Law that allows people to opt out and say that an accommodation is unreasonable. Elicit discussion: Why do you think this is done this way.

Slide 7

**Activity: Reasonable versus  
Unreasonable**

- Look at the handout with the list of accommodations and put an “R” next to ones you think are reasonable and a “UR” next to ones you think are unreasonable.
- Discuss the answers. Why are some accommodations “reasonable and some “unreasonable”?

**Facilitator will distribute Handout #1, List of Accommodations**

Give the students a few minutes to read the checklist and indicate their answers. If some of the students in the group have a reading disability, you can read the items aloud and ask the group to indicate whether the item is “reasonable” or “unreasonable”

Discuss

Slide 8

**Activity: Reasonable versus  
Unreasonable**

- Look at the handout with the list of accommodations and put an “R” next to ones you think are reasonable and a “UR” next to ones you think are unreasonable.
- Discuss the answers. Why are some accommodations “reasonable and some “unreasonable”?

**Facilitator will distribute Handout #1, List of Accommodations**

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Discuss

## Slide 9

**Reasonable & Unreasonable  
Accommodations**

Which are reasonable and unreasonable  
accommodation requests and Why?

- Interpreter
- Study Guides
- Real-time Captioning of Class (remote or on-site)
- Sleeping in Class
- Captioned Films
- Tutoring
- Auditory amplification system worn by instructor

Review this material about the definitions of reasonable and unreasonable accommodations from Appendix A: Know Your Rights- and Your Self or online tutorial.

Based on this definition, ask students to provide answers while viewing this slide.

Slide 10

Reasonable & Unreasonable Accommodations	
Which are reasonable and unreasonable accommodation requests and Why?	
<input checked="" type="checkbox"/>	Interpreter
<input type="checkbox"/>	Study Guides
<input checked="" type="checkbox"/>	Real-time Captioning of Class (remote or on-site)
<input type="checkbox"/>	Sleeping in Class
<input checked="" type="checkbox"/>	Captioned Films
<input type="checkbox"/>	Tutoring
<input checked="" type="checkbox"/>	Auditory amplification system worn by instructor

Discuss why the checked answers are correct and the unchecked are not included as reasonable accommodations.

Continue in the same manner for the next few slides.

## Slide 11

### Reasonable & Unreasonable Accommodations

Which are reasonable and unreasonable accommodation requests and Why?

- Providing word processing programs (Word)
- Free disability parking
- Substituting a course for a required course
- Banning all chemicals from campus
- Reducing background noises (shutting doors, adding carpet, or ceiling covering to absorb sound)
- Open book test

## Slide 12

## Reasonable & Unreasonable Accommodations

Which are reasonable and unreasonable accommodation requests and Why?

- ✓ Providing word processing programs (Word)
- Free accessible parking
- ✓ Substituting a course for a required course
- Banning all chemicals from campus
- ✓ Reducing background noises (shutting doors, adding carpet, or ceiling covering to absorb sound)
- Open book test

Refer to handouts about accommodations



Slide 13

**Activity:**  
**Analyze Scenarios**

- Look at the handout with three scenarios we will use today

For each scenario, consider:

- What is the problem this student is facing?
- What would be a good accommodation?
- What would be a good second choice?

**Facilitator distributes Handouts #2, #3, and #4.**

Explain to the students that we will be using these scenarios throughout the workshop. This is the first introduction. The purpose at this point is to think about the accommodations that would be best in these situations.

Take each scenario in turn:

- Read the scenario out loud
- Ask the students to discuss what the problem is.
- Ask the students to suggest an accommodation. Solicit discussion: why do they need this? What will it do for them? Is their suggestion reasonable?
- Pose the situation that the teacher or college staff member might refuse. What is a second choice? Why would this work or not work?

**It is important to go through all three scenarios to give the students an advance organizer when they use these scenarios later on in the workshop as role play practice scenarios. In addition to learning about accommodations, a second objective here is to help them think ahead of time and have some content in mind while practicing the negotiation behaviors.**

Slide 14

### What are my strengths and needs?

- Pull out your self-assessment of your strengths and needs
- What kinds of reasonable accommodations work best for you?

**Facilitator: Distribute Handouts #5 and #6. These are the self-assessment and accommodations worksheets that the students completed in the Knowledge Based Online Training, Lesson 1. If you collected these after they completed the online training, distribute them now. If you asked the students to print them out and bring to the face-to-face training, ask them to pull them out at this point.**

Discuss:

Why do you think we asked you to identify your strengths? Elicit discussion. If the students don't have any ideas, suggest:

- Knowing your strengths helps you to think about the kinds of careers or other future courses you will do best in
- You can use your strengths to compensate for your weaknesses sometimes (e.g., if you are a hard worker and willing to spend more time on homework)
- Knowing your strengths gives you confidence

What are some of the challenges you identified? Elicit discussion

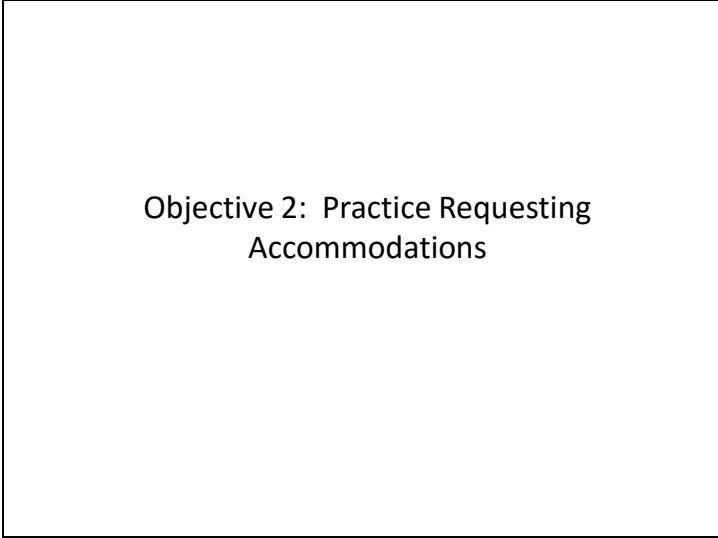
Looking at the accommodations worksheet, can you share some of the accommodations you have had in the past?

Now that you know more about accommodations, are there any new accommodations that might be helpful to you?

Think about:

- technological assistants (e.g., note taking pens)
- other possible accommodations?

Slide 15

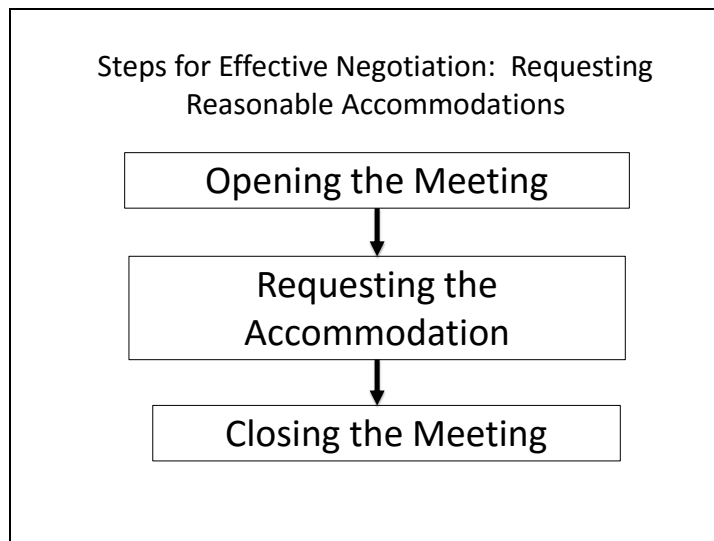


Objective 2: Practice Requesting  
Accommodations

Now we are going to move to Lesson Two from the Online Tutorial and give you more opportunity to practice the skills involved in negotiating accommodations.

You should not feel discouraged that you did not pick up every little thing from the Skills Based Online Tutorial. Athletes and musicians don't learn their skills just by reading about it. Nobody can fully master a new skill just without practice!

## Slide 16

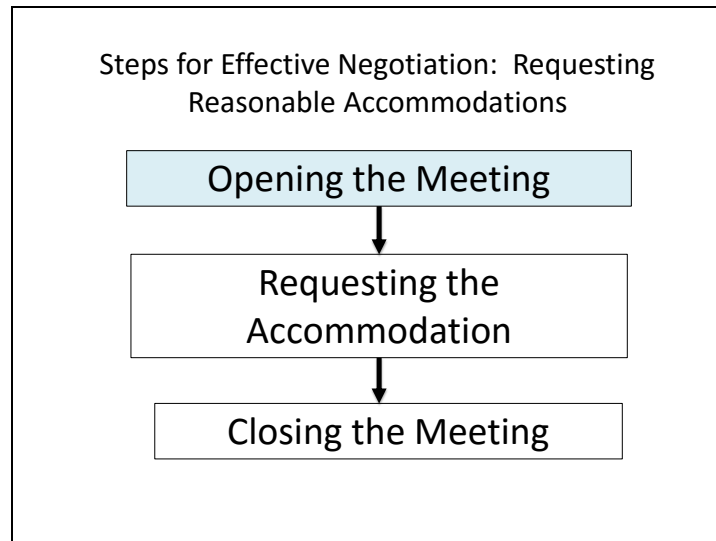


You have completed the online lesson about the steps for requesting accommodation.

You will probably remember that we had seven steps in the negotiation process in the on-line training, and that each step had some specific behaviors within it. To help you practice, we have divided the process into three “chunks” that include the seven steps you learned about in the online training. We are hoping this will make it easier to think about how to organize your approach to requesting accommodations.

Today we will talk about these steps, think about why they are important, and then practice the steps, one at a time.

Slide 17



First, let's talk about Opening the Meeting.

## Slide 18

### Opening the Meeting

**Step One: Provide a Greeting:**

- **How would you define providing a greeting?**  
A greeting consists of (a) words of a salutation and (b) the person's name.
- **Why is it important?**  
Keep in mind that first impressions are important.  
It's also a good practice to act professionally and express a pleasant greeting before proceeding further.

This slide has the answers hidden – **Ask** students how to define “providing a greeting” before clicking on the power point to reveal the answer.

**Operational Definition:** The first step in the negotiation process is opening the meeting. We define providing a greeting as using some salutation, and the person's title and name.

**Ask:** Why do we emphasize this? Why is it important?

- Keep in mind that first impressions are important.
- It's also a good practice to act professionally and express a pleasant greeting before proceeding further.

Slide 19

## Opening the Meeting

**Step One: Provide a Greeting**

- What are some effective examples?
- What are some non-effective examples?

Group Discussion: Examples of effective and non-effective greetings.

Elicit discussions. If students do not come up with examples of their own, use these (or others):

Effective examples:

- "Hello, Ms. Thomas"
- "Good morning, Dr. White"

Non-Effective examples:

- "Hey Bro, what's up?" (This statement is too casual.)
- "How's it going?" (This statement is also too casual.)
- "Yeah, I am here to meet with you about an issue." (No Salutation given.)

Slide 20

### Opening the Meeting

**Step Two: Introduce Yourself:**

- How would you define a statement that introduces yourself?  
A statement made, that: (a) identifies who you are, and (b) includes your first and last name and other information if needed.
- Why do you need to introduce yourself?  
(a) it's good manners, and (b) you shouldn't assume the person remembers who you are.

**Script (Read):** The second step in the negotiation process is to introduce yourself. This is a statement that is made to the person you are meeting. It should include your first and last name, and some additional, but brief, information that helps to identify who you are.

**Ask:** Why do we emphasize this?

You can't assume the person remembers your name, unless they say your name when you come into their office. Don't embarrass the person by making him or her look forgetful!



Slide 21

## Opening the Meeting

### Step Two: Introduce Yourself:

- What are some effective examples?
- What are some non-effective examples?

Group Discussion: Examples of Each Skill-We will read over the effective examples

Elicit discussion. If students don't come up with examples of their own, use these:

Effective examples:

- "My name is Mary Jones, and I am a student in your Monday/Wednesday history class."
- "I am Margaret Larson. I live in the Scholars Hall."

Non-effective examples:

- "I'm a student here." (This statement doesn't give vital information, such as your name.)
- "My name is Jon. Can you see me now?" (This statement does not provide your full name and is too demanding in requesting the person's time immediately.)

Slide 22

## Opening the Meeting

### Step Three: State Appreciation for Meeting:

- How would you define a statement of appreciation?

A positive statement that lets the person know you appreciate taking their time to meet with you.

- Why is this important?

Stating your appreciation is courteous and shows you are professional

The next step in the negotiation process is to state your appreciation for meeting with the person.

**Ask:** How would you define this. Elicit discussion before clicking on the answer.

**Ask:** Why do we emphasize this? Elicit discussion before clicking on the answer.

Slide 23

## Opening the Meeting

### Step Three: State Appreciation for Meeting

- What are some Effective Examples?
- What are some Non-Effective Examples?

Group Discussion: Examples of Each Skill-We will read over the effective examples

Effective examples:

- "It's a pleasure to meet you."
- "Thank you for taking the time to see me."
- "I appreciate this opportunity to meet with you."

Non-Effective examples:

- "Good. You agreed to meet me!" (Statement expresses doubt; may sound threatening.)
- "I've been waiting for hours!" (Not good to begin with a complaint.)
- "It's really cold out here in the hall." (Also a complaint.)

Slide 24

### Opening the Meeting

**Step four: Mention the Referring Person:**

- **How would you define a statement that mentions the referring person?**  
A statement at the beginning of the meeting that mentions who suggested you meet with that person (if relevant), and who that person is.
- **Why is this important?**  
Exchanging information will help the person understand more about why you want this meeting.

**Script (Read):** The final step for opening the meeting is labeled mentioning the referring person.

**Ask:** How would you define this: Elicit discussion before clicking on the answer.

**Ask:** Why are we emphasizing this? Elicit discussion before clicking on the answer.

This may be defined as a brief statement during the beginning of the meeting that mentions the name and title of the person who referred you to talk to this person. This information helps to break the ice because it allows the staff member to identify who the student interacts with. This information is useful because it could help the student obtain the accommodation because the referring and requesting parties are familiar with each other.

This is not always a necessary step. When would it not be necessary or useful? Elicit group discussion.

Slide 25

## Opening the Meeting

### Step Four: Mention the referring person:

- What are some effective examples of mentioning the referring person?
- What are some non-effective examples of mentioning the referring person?

Group Discussion: Examples of Each Skill-We will read over the effective examples (these will be changed based upon the role play scenarios and videos we decide to use in the training)

Effective examples:

- "Ms. Jacobs from the financial aid center suggested that I talk with you."
- "I was talking with Mr. Cannon at the Center on Developmental Disabilities. He suggested that I contact you."

Non-effective examples:

Slide 26

### Opening the Meeting: Activity

Please take out your handout with Scenario Number One, and follow along as the facilitators demonstrate “Opening the meeting.” Check off whether the facilitators did each step correctly.

**Facilitators distribute the handout with Scenario Number One (Handout #7).**

Direct students’ attention to the first set of behaviors in the checklist at the bottom of the page – the ones for Opening the Meeting.

Facilitators demonstrate Opening the Meeting using Scenario Number One.

Get comments or discussion – did we do that correctly?

Slide 27

**Opening the Meeting:  
Activity**

Now, it's your turn. Please use the handouts with Scenarios Number Two and Three. Pair off with your partner to practice.

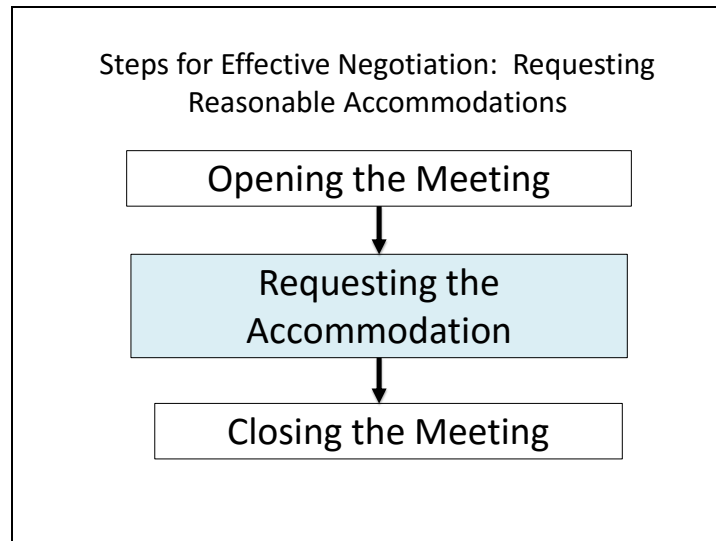
**Facilitator distributes Handouts #8 and #9 – Scenarios Two and Three. Direct attention to the first block of behaviors at the bottom of the page.**

Notice these are the same scenarios we used earlier when we talked about reasonable accommodations.

Please pair off with another student. Decide who will play the role of the student and who will be the staff member for Scenario Number Two. The person who is playing the role of the staff member will use the checklist to check off whether or not their partner has done the four steps in Opening the meeting.

Now, switch roles and use Scenario Number Three. Repeat the process of practicing Opening the Meeting.

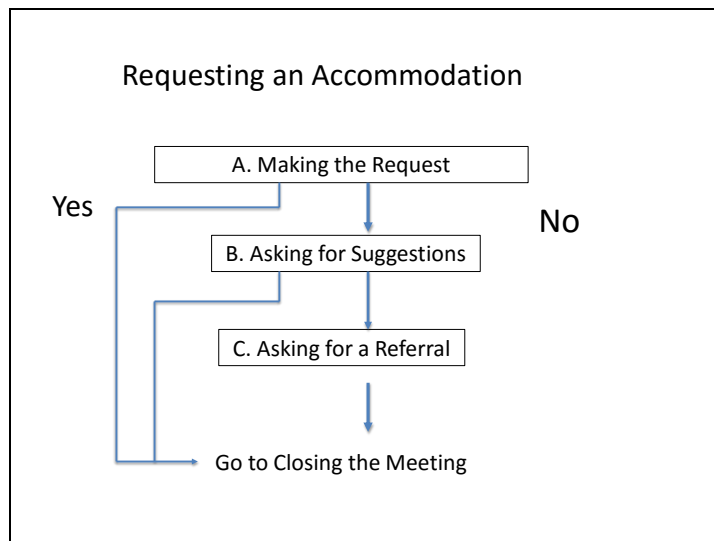
Slide 28



Now let's turn to the second "chunk" of the negotiation skill steps: Requesting the Accommodation.



## Slide 29



In the online tutorial, we covered three big steps, each with several sub-steps. Whether you actually have to go through all three steps depends on the answer you get from the person you are negotiating with.

In the majority of cases, we know that your teachers are eager to be helpful and that they will very likely fill your requests. The purpose of our training, however, is to equip you with the skills for the real world, where people do not always fill your requests just exactly the way you want them. To be a good self-advocate, you have to be prepared in case you get a refusal. We want you to be able to leave the meeting with SOMETHING accomplished, even if it is only the name of someone else who might be able to help you.

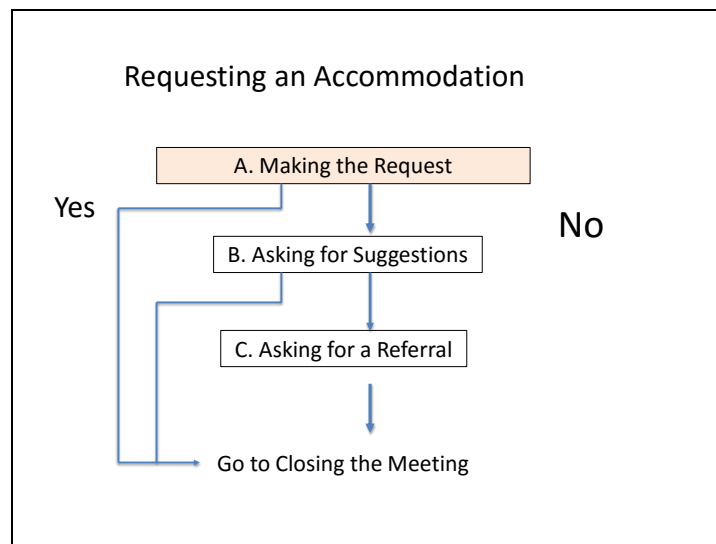
So, as you practice this step, notice that it is really a flow chart that helps you think through what to do next, depending on whether the answer is “yes” or “no.”

Let’s suppose you go and make a request for an accommodation. If the person says “Yes,” What is the next step in the meeting? Elicit discussion, draw attention to the line leading from “making the request” to “Closing the Meeting.”

If the person says “no,” what’s next? Elicit discussion, draw attention to the line leading to “Asking for Suggestions.” If you find a satisfactory “Plan B,” what’s next? Elicit discussion, draw attention to the line leading from “Asking for Suggestions” to Closing the Meeting.

So let’s suppose you and the person you are talking to do not reach a satisfactory solution – OR, maybe the solution IS talking to somebody else. What is the next step? Elicit discussion, draw attention to the line leading from “Asking for Suggestions” to “Asking for a Referral.”

Slide 30



So, the first part of the steps in Requesting an Accommodation is Making the initial request. We will spend more time on this and there are more steps at this point. This is because, if you are successful at this stage, you won't need steps B and C!

Slide 31

## A. Making the Request

### Step One: State Your Personal Situation:

- How would you define stating your personal situation?

A statement providing the person with general information about you and your disability.

- Why is this step important?

This statement gives the listener context about why you need an accommodation.

The first step to making your request is to discuss/ state your personal situation to the person you are meeting with.

**Ask:** How do you define stating your personal situation? Elicit discussion before clicking on the answer.

**Ask:** Why is this important? Elicit discussion before clicking on the answer.

Slide 32

## A. Making the Request

### Step one: State Your Personal Situation

- What are some effective examples for stating your personal situation?
- What are some non-effective examples?

Elicit group discussion of effective and non-effective examples:

Effective examples:

- "I use a wheelchair most of the time and I am a chemistry major. I am taking 15 credit hours this semester."
- "I am a student with a visual impairment. One of my classes requires several library research projects."

Non-Effective examples:

- "I use a wheelchair and enjoyed chemistry in high school." (Too vague and does not communicate essential information.)
- "I'm too tired to attend class 100% of the time." (This statement is not clearly connected to the accommodation request.)
- "I'm taking more credits than I've ever taken before." (This statement is not clearly connected to the accommodation request.)

Slide 33

## A. Making the Request

### Step Two: Describe your Personal Strength:

- How would you define a description of your personal strengths?

Specific information related to your strengths that show you can meet the requirements of the class or other situation.

- Why is this important?

You are showing the person that you are serious and that you have the ability to do the work of the class or other situation; you are not just asking for a “free ride.”

**Ask:** How would you define describing your personal strengths? Elicit discussion before clicking on the answer.

**Ask:** Why is this important? Elicit discussion before clicking on the answer.

Slide 34

## A. Making the Request

### Step Two: Describe your Personal Strength:

- What are some effective examples of describing your personal strength?
- What are some non-effective examples?

Group Discussion (Probing Question): Ask about the difference between describing their personal situation and their strengths as a student-How are they the same and how are they different?

Group Discussion:

Effective examples:

- “I have a strong interest in biology and chemistry, and have been successful in many of my classes in this area.”
- “I can read Braille proficiently and know how to use a screen reader that puts audio voice to electronic text and files.”

Non-Effective examples:

- “I can play classical guitar in the style of Andrés Torres Segovia.” (Not relevant.)
- “My guide dog helps me safely navigate all across the higher education campus and not get lost.” (Too vague and not relevant to the accommodation request.)

Slide 35

### A. Making the Request

**Step three: Describe your Challenge:**

- How would define a statement describing your challenge?  
A statement providing the person with specific information about the challenge related to your request for an accommodation.
- Why is this important?  
This information provides the person with the *exact* reason why you need an accommodation
- How is this different from describing your situation?

The next step in the process for making a request for accommodation is to describe the challenge that you are facing in the class. This statement should provide information about **what parts of the class are personally challenging to you.**

Elicit discussion: How do you define describing your challenge. Click on the answer

Elicit discussion: Why is this important? Click on the answer

Elicit discussion: How is this different from describing your situation, which we talked about back in Step Two?

When you described your general situation, earlier, you may have mentioned your disability. The person may not be familiar with that disability and may not understand what that has to do with your ability to be successful in his or her class. Therefore, when you describe your challenge, you are telling him or her **specifically** what parts of the requirements of the course, or other campus situation, will need to change.

Slide 36

## A. Making the Request

### Step Three: Describe your Challenge:

- What are some effective examples of describing your challenge?
- What are some non-effective examples?

Elicit discussion:

What are some effective examples?

- "I have difficulty lifting heavy things and reaching items that are high."
- "I cannot read printed materials with a font size of less than 12 points."

What are some non-effective examples?

- "It will be hard for me to do what other students do while working in the lab." (Not specific.)
- "I cannot read some printed material." (Does not convey exactly what is needed regarding printed materials.)



Slide 37

## A. Making the Request

### Step Four: Making a Specific Request for the Accommodation:

- How would you define making a request for accommodation?

Your specific request that you think will solve your challenge.

- Why is it important?

The more specific you are, the better the person will understand what you need. Also, you are in control and not simply asking for the person to solve your problem for you.

Probably one of the most important steps in the negotiation process is making the specific request for an accommodation. This skill is defined as a statement made in which the student asks the person for a specific accommodation that will help him/ her meet their educational goals.

Making a specific request for accommodation is important because an instructor or staff member may have preconceived notions about your disabilities. These assumptions may be correct or incorrect. Thus, providing a specific request for accommodation provides a staff member with information about what you need and what the solution may be. The more specific you are in requesting your accommodation the more likely the person will understand your need for an accommodation and the more knowledgeable you seem about your understanding of your disability.

Slide 38

## A. Making the Request

### Step Four: Make a Specific Request for the Accommodation:

- What are some effective examples of making a specific request for accommodation?
- What are some non-effective examples?

Here is a story you can tell if you have time: Karen Jung in the March 2003 *Journal of Sociology and Social Welfare* told this story of student who had to deal with assumptions. "I did have to request accommodation, and it's interesting how each teacher was so individual ... one of the things that I found was that if there was someone who was disabled in the class before you, then your teacher automatically assumed that you required the same accommodations that the other person did. So, sometimes that would work very, very well, but no two people with arthritis are the same, just as no two people are the same with MS. And if you had a teacher who really couldn't process that you weren't the same as that person, then you ran into conflict, you ran into this big barrier because you had to try and educate as you were going along and also trying to be seen as an individual and not this other person who might have been brighter, or more creative, or a talker, or whatever, but not you. . . ."

What are some effective examples of making a specific request?

- "Would it be possible for me to get assistance with my laboratory assignments in the chemistry lab? Some of the chemicals are too heavy for me to lift."
- "May I have an assistant to help me read and record on tape the research articles I need for my assignments?"

What are some non-effective examples?

- "My arms are too weak to lift heavy things." (Not a request and does not refer to a specific accommodation.)
- "I need an accommodation." (Not specific nor is it a request.)

Slide 39

## A. Making the Request

### Step Five: State the Potential Benefit of the Accommodation:

- How would you define a statement identifying the potential benefit of the accommodation?

A statement that lets the person understand clearly why the accommodation will help you succeed.

- Why is this important?

Stating how your specific solution will help, gives a clear picture to the person about how to match the accommodation with your needs.

Stating the potential benefit for the accommodation is the final step in the making request process. Here, the student provides the staff member with specific information about how/ why the requested accommodation is important to them and how it will help them succeed academically. This statement will also help the staff member better understand your position and the nature of your request. In doing so, the student benefits because the staff member may be more easily able to match your need for accommodations with opportunities and resources they have available. If not, they may be able to point you in the direction in which your accommodations may be met.

Elicit discussion: How would you define identifying the benefit of the accommodation? Then click on the answer

Elicit discussion about why this is important before clicking on the answer.

Slide 40

### A. Making the Request

#### Step Five: State the Potential Benefit of the Accommodation:

- What are some effective examples of stating the potential benefit of the accommodation?
- What are some non-effective examples?

Group Discussion:

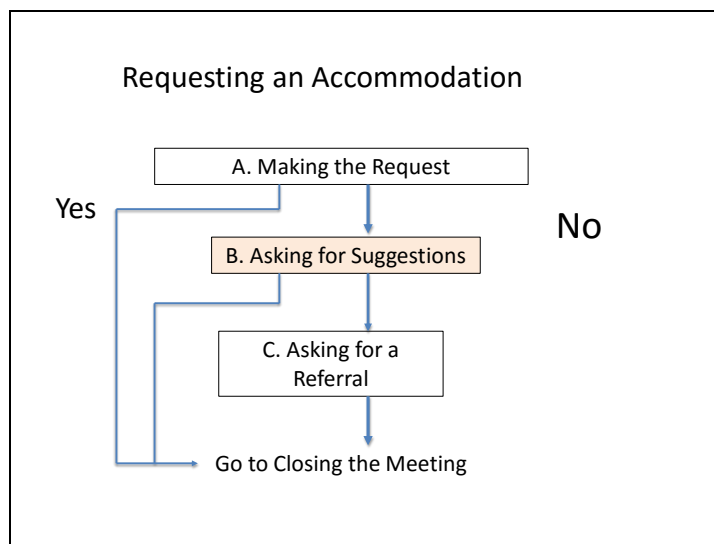
What are some effective examples:

- "The assistance would help me complete my lab experiment without spilling dangerous chemicals."
- "The recorded tape will give me access to the research articles I need to complete my assignments."

What are some non-effective examples?

- "I really need this accommodation." (Does not mention how the accommodation would benefit you.)
- "It's important that I get a college degree." (Does not tell person how the accommodation will help achieve your goals.)

## Slide 41

**Script:**

The first part, Making the Request, was the longest and has the most sub-steps. Nine times out of ten, that's all you will need to do. Your teachers and others want the best for you. Plus, if you follow the sub-steps we outlined, how can they refuse? 😊

However, that still leaves the question: What happens if the answer is no? Will you hang your head and leave the meeting? Will you get mad and threaten to go to the person's boss? Neither one of these will get you what you need in the long run!

So, we have added some steps in Requesting an Accommodation, that you will be able to use, just in case the answer to your first request is "no."

In this step, "Asking for Suggestions," we talk about having a "Plan B" and also getting information from the person about what might be acceptable in the way of an accommodation.

Slide 42

## **B. Asking for Suggestions**

### **Step One: Ask for Alternatives or Suggestions If the Initial Request Was Refused**

- How would you define a statement asking for suggestions? You could:
  - Present your own suggestion about a possible action that could fulfill your request, or
  - ask the staff member about possible alternative actions that could be taken.

**Ask:** How would you define asking for alternatives? Elicit discussion before clicking on the answer

Note that there are two parts here: You can either present a suggestion yourself, or you can ask the person for an idea. You stay in control if you have your own Plan B!

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## B. Asking for Suggestions

### Step One: Ask for Alternatives or Suggestions If the Initial Request Was Refused

- Why is it important to ask for or make a suggestion after the initial is refused?

Asking for alternatives or making suggestions can encourage the person to see the situation from your point of view and open up the possibility of still getting help.

**Ask:** Why is this important? Elicit discussion before clicking on the answer.



Slide 44

## B. Asking for Suggestions

### Step One: Ask for Alternatives or Suggestions If the Initial Request Was Refused

- What are some effective examples of students asking for suggestions?
- What are some non-effective examples?

Group Discussion: Examples

What are effective examples? Elicit discussion:

- "I'd appreciate your help finding other alternatives. What would you do in my situation?"
- "What could be another alternative to help me with my experiments?"
- "What other ideas do you have that would help me to get the articles?"

What are some non-effective example? Elicit discussion:

- "What am I supposed to do?" (Implies anger)
- "OK. Thanks anyway." (Does not ask for a suggestion)
- "That's OK. I'll manage." (Passive and discourages further planning to get you what you need.)

Slide 45

**B. Asking for Suggestions**

**Step Two: Analyze Feasibility of the Suggestion**

- **How would you define a statement that analyzes the feasibility of the suggestion?**  
Consider whether a suggestion will work in terms of practicality or your past experience.
- **Why is this important?**  
You are showing that you are open to other possibilities, but also that you are figuring out what is best for you.

**Facilitator: You do NOT have to accept whatever alternative solution the person suggests, unless the suggestion makes sense to you. You are a self-advocate, and you will need to think carefully about what the person is suggesting.**

Elicit discussion: How do you analyze a suggestion?

- Is the suggestion practical?
- Have you tried it before and could possibly try it again in a different way?
- Has someone else used it before?

Elicit discussion: Why is this important?

When you analyze the feasibility of the situation you make a statement that presents your conclusions about how ideal the accommodation is. This statement is typically made to the party that makes the initial suggestion in which you need to decide whether or not the accommodation is good for you. When you perform this step, you are making sure that the suggestion is practical and that you have some idea of how to perform it independently. Additionally, you make want to obtain some information about whether, or not, the accommodation has been made before. Furthermore, you are showing that you are a careful person and that you are in charge of the decision

Slide 46

## B. Asking for Suggestions

### Step Two: Analyze Feasibility of the Suggestion

- What are some effective examples of analyzing the feasibility of the suggestion?
- What are some non-effective examples?

Elicit discussion:

What are effective examples?

- "That sounds like a good alternative to place the small bottles of chemicals on the table so they can be within my reach."
- "That's a good idea. If the articles can be scanned and transferred to Microsoft Word, my computer can read them and I can keep up with the rest of the class."

What are some non-effective examples?

- "Great, that will do it." (Does not repeat the suggestion to be sure you understand what the person said.)
- "I have no idea if that will work – what do you think?" (Shows indecision and lack of awareness of your own accommodation needs.)
- "That's a dumb idea." (This is rude. Also non-specific – does not explain why you think it won't work.)

**Example situation for Discussion, if time, or if students need further information:**

An example of this is the way Devin Jones, a sophomore in the pre-engineering program, discussed her needs with reference librarian, Thomas Turner, about the class-assigned reference articles available only in a print form:

Devin said, "Do you have any ideas that would help me get the research articles in a format that is accessible for me?"

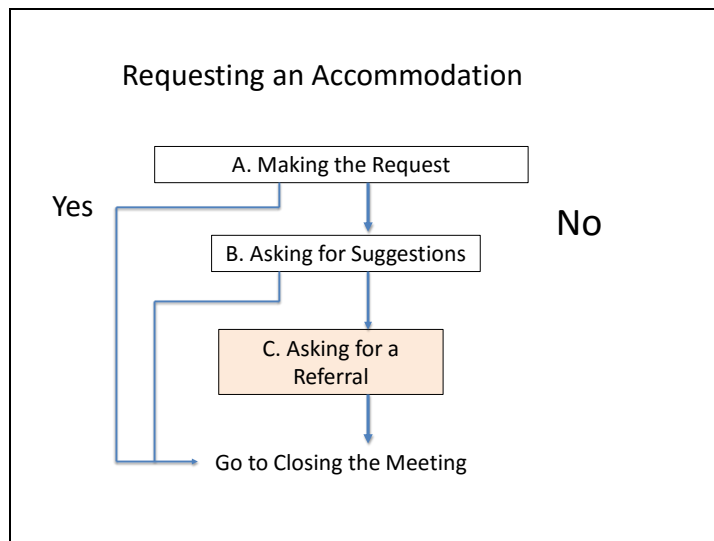
Thomas said Devin might check out the campus radio station to see if someone might record them.

"You have a good point," Devin said. "But my assignments are due every week. If it takes more than a month to have the articles recorded, I will become further behind in my readings for this class."

As Thomas looked over a list of names in the library staff, he asked whether it would help if he could get the article information to her electronically.

"That's a good idea," Devin said. "If the articles can be scanned and transferred to Microsoft Word, my computer can read them."

## Slide 47

**Script:**

Okay, so now let's suppose you have made your request and the person has refused that first request. Let's further suppose that you and the person you are meeting with couldn't come to an agreement about a Plan B. Rats.

NOW what do you do? Well, we have a Plan C!

The point now is, not to leave the meeting empty-handed. You can ask the person for a referral to somebody else who might know more or who might be able to address your problem. This is what the "Asking for a Referral" step is all about.

Slide 48

### C. Asking for a Referral

#### Step One: Asking for a Referral

- How is the skill asking for a referral defined?

A statement made that asks for the name of another individual that may be able to help the student receive their accommodation.

- Why is this important?

Maybe the person you are meeting with has no authority to grant your request, so you will be able to talk to someone who can help you.

Or, maybe you will have an opportunity to “appeal” the person’s decision and get the help you need.

**Ask:** How do we define “asking for a referral”? Elicit discussion before clicking on the answer.

**Ask:** Why is this important? Elicit discussion before clicking on the answer.

**Script:** The first step when asking for a referral is to get the name of the person in which you are being referred. This is a statement that asks the person for the name of someone else who may be able help you receive your accommodation. Asking for a referral may help both you and the person you are meeting with because there may be some instances in which their position does not allow them to fully ok an accommodation. In asking for a referral you are allowing yourself to receive the accommodation that you need while allowing the staff person to not overcommit to something that he or she may not be able to provide.

Slide 49

**C. Asking for a Referral**

**Step One: Asking for a Referral**

- What are some effective examples of a student asking for a referral?
- What are some non-effective examples?

Group Discussion: Examples of Each Skill

Elicit discussion: What are some effective examples of asking for a referral?

- "Do you know anyone else who could advise me on this requirement?"
- "Is there another person who could help me make the research articles more accessible so I can read them in time for my class quizzes?"

Non-effective examples:

- "Is that ALL you can do for me?" (Accusatory and not likely to generate future cooperation.)
- "Do you want me to speak to your supervisor?" (Threatening and likely to be perceived as disrespectful.)
- "There must be someone who understands the law here." (Threatening and will prevent further negotiation.)

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### C. Asking for a Referral

#### Step Two: Ask for the Necessary information to Contact Referral

- How would you define the skill of asking for contact information?

Ask for enough information to enable you to contact the person: Spelling of name, title, address, email address, phone number, position, and how this person might be helpful.

- Why is this important?

You need enough information to be able to follow up and meet with this referral.

**Ask:** How would you define getting contact information? Elicit discussion before clicking on the answer.

**Ask:** Why is this important? Elicit discussion before clicking on the answer

When seeking a referral it is important to get as detailed of contact information as possible. This will help to ensure that your request is met in a timely fashion. When requesting information, it is important that you get the referral's full name, title, office address, email address, phone number, and potential way this person may be able to help you. **Be sure and write it down!** If you can not obtain all of this information, get as much information as you can to enable you to contact the referral.



Slide 51

### C. Asking for a Referral

#### Step Two: Ask for the Necessary information to Contact Referral

- What are some effective examples of students requesting a referral's contact information?
- What are some non-effective examples?

Group Discussion: Examples of Each Skill-We will read over the effective examples

Effective examples:

- "Do you have an email address and phone number for Mr. Smith?"
- "Is the correct spelling J-A-C-O-B-S?"
- "When do you think would be a good time for me to contact Dr. Thompson?"

Non-effective examples:

- "Will this person be more helpful to me than you have been?" (Impolite and insulting to person.)
- "I need this in a hurry. Can I just drop by her office?" (Does not show good manners and appreciation of referral's time.)
- "Cool! So that guy can help me, huh?" (Too casual and does not ask for the referral-related information.)

Slide 52

### C. Asking for a Referral

#### Step Three: Ask Permission to Use the Higher Education Staff Member's Name

- How is asking for permission to use the person's name defined?

This is a brief statement seeking permission to use the person's name when meeting with the referral.

- Why is this important?

Asking to use the person's name is important because it acknowledges that they attempted to help you, and it provides the referral with information about who you initially met with and why that meeting occurred.

**Ask:** How would you define “asking to use the person’s name”? Elicit discussion before clicking on the answer

**Ask:** Why is this important? Elicit discussion before clicking on the answer.

The final step when asking for a referral is asking for permission to use the higher staff members name when contacting the referral. This step constitutes only a brief statement when asking for permission but is important because it acknowledges the person's efforts and provides the referral with information about who and what has been done to help you obtain your accommodation.

Slide 53

### C. Asking for a Referral

#### Step Three: Ask Permission to Use the Higher Education Staff Member's Name

- What are some effective examples or students seeking permission to use the staff member's name?
- What are some non-effective examples?

Group Discussion:

Effective Examples

- "May I use your name when I contact this person?"
- "Is it OK if I tell Ms. Robbins that you gave me her name and number?"

Non-Effective Examples:

- "Can I tell the person you sent me because you weren't helpful?" (Disrespectful and discounts help the person is giving.)
- "I'll tell him you recommended I contact him." (Does not ask for permission to use the higher education staff member's name when contacting the referral.)

Slide 54

**C. Requesting the Accommodation:  
Activity**

Please use your handout with Scenario Number One, and follow along as the facilitators demonstrate “Requesting the Accommodation.” Check off whether the facilitators did each step correctly.

**Facilitators refer the students back to Handout #7, and directs attention to the part of the chart containing all the behaviors for Requesting an Accommodation**

**Facilitators then use Scenario Number One to demonstrate Requesting the Accommodation**

Elicit discussion about what went well and what did not.

Slide 55

Requesting the Accommodation:  
Activity

Now, it's your turn. Please use your handouts with Scenarios Number Two and Three. Pair off with your partner to practice.

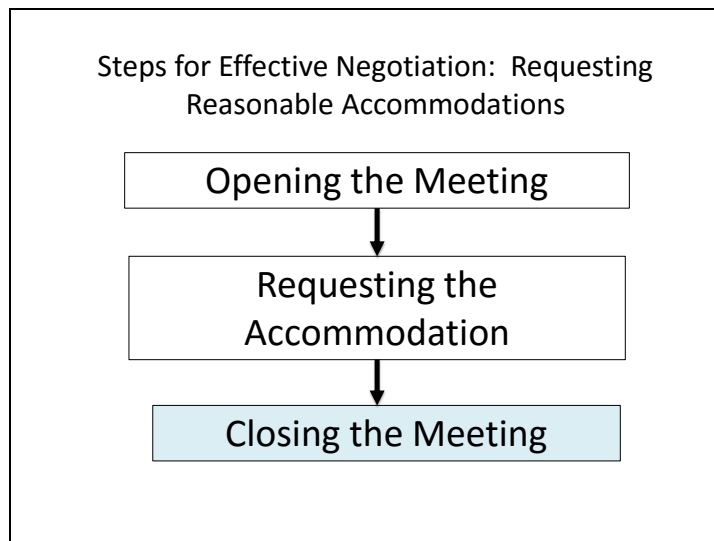
**Facilitators draw the students' attention to Handouts #8 and #9, which they received earlier.**

**Direct attention to the section of the chart containing the behaviors for Requesting an Accommodation.**

Please pair off with another student. Decide who will play the role of the student and who will be the staff member for Scenario Number Two. The person who is playing the role of the staff member will use the checklist to check off whether or not their partner has done the all the steps in Requesting the Accommodation. When you are playing the role of the staff person, if possible, try to refuse the first request in order to give your partner a chance to practice Asking for an Alternative an Requesting a Referral.

Now, switch roles and use Scenario Number Three. Repeat the process of practicing Requesting an Accommodation.

## Slide 56



Now let's turn to the third and last "chunk" of the negotiation skill steps: Closing the meeting.

There are several steps that we all need to do to make sure the meeting went well and that everyone remembers what they are supposed to do. Also there are certain polite and professional things that you need to do when a meeting is over, to leave the person with good feelings about the meeting.

Slide 57

## Closing the Meeting

### Step One: Action Planning

- How would you define action planning?  
An action plan is a statement that tells everyone the "who," "what," "when," "where" and "how" of the agreement that you and the person reached.
- Why is it important?  
An action plan keeps everyone on the same page and makes sure both you and the person you met with agree about what happened.

**Ask:** What is an action plan? Elicit discussion before clicking on the answer

**Ask:** Why is this important? Elicit discussion before clicking on the answer.

**In the online tutorial, we had “Action Planning” and “Summarizing the Meeting” as separate steps. However, one thing we want to change is to combine these two steps. For most of your accommodations requests, the action plan would be simple and summarizing the meeting would simply mean repeating the action plan.**

An action plan is an important part in the negotiation process because it explicitly lays everyone’s roles in providing the student accommodations. This step consists of a statement that tells the student, higher education staff member, and everyone in the process the specific steps of what do next. It states, who will do the step, when the step will happen, where it will happen, and how it will happen. This statement serves as an agreement and confirmation of the negotiation process.

- Your action plan will answer:
  - *What* are the specific next steps?
  - *Who* will do them (you, the higher education staff member, or someone else)?
  - *When* will these steps happen?
  - *Where* will these steps happen?

- *How will the steps happen?*
- Action planning is always suggested, whether the person agrees with the original request, offers an alternative suggestion that you think is acceptable, or gives you a referral that needs further action.
- This is because the action plan lays out, and makes explicit, what everyone's roles are in the negotiation and provision of accommodations process.



Slide 58

### Closing the Meeting

Step One: Action Planning

- What are some effective examples of action planning?
- What are some non-effective examples?

Group Discussion:

Effective examples:

- "Okay, I will find a student in the class who is willing to reach the chemical bottles on the top shelf and lift them for me, and you will give me a list of the chemicals I need for him to make sure they are the right ones. We will get together with this classmate before the first lab session and make sure we are all on the same page. Is this your understanding?"
- 
- "So, the actions we will take are that you will send the readings for the whole semester to the Disability Support Office right away, and they will scan them into a reader for me and e-mail them to me at least a week before I have to read them for the class. Then I will be sure and read my assignments and will let you know and the Support Office know if there are any problems with the scanning. Do I have that right?"
- "I will contact Mr. Jones at the Housing Department about getting the broken ramp fixed that leads to my dorm today, and I will tell him you gave me his name and number. Then if the ramp isn't fixed by next week, I will let you know. Right?"

- "As I understand it, you have agreed that I can have extended time for tests in a distraction-free place if the Disability Support Office can provide that space and the supervision. You will send your exam schedule to the Support Office so that they can reserve a testing room for me on the right days this semester, and then you will send the tests to them the day before each test. I will go there to take the tests and they will send you the completed test forms after I have finished. Is that how you understand it?"

Non-Effective Examples:

- "I don't have time to write this information down now, can I call you tomorrow to get it?" (Does not show appreciation for person's time and assistance.)
- "How can I find that office, I don't know this campus well." (Shows unwillingness to follow through on information given. Also, using a campus map to find the office you need will help you to learn where things are on campus.)
- "Thanks for the information." (Does not ask about needed information to get the requested accommodation.)

Slide 59

## Closing the Meeting

### Step Two: Statement of Appreciation to the Person you Met With

- How is the statement of appreciation defined when closing the meeting?  
A statement showing appreciation to the higher education staff member for their time and assistance in making a request.
- Why is this important?  
Leaving on a positive note will make the person more likely to help you again in the future.

The next part of closing the meeting is to make a statement of appreciation to the person for taking their time to meet with you. This step is important because it is always good to end all your interactions on a positive note. In doing so, you are showing the person that you are courteous and value their time, opinion and suggestions made for accommodations. Additionally, showing appreciation may also increase the likelihood that the higher educational staff member will help you again in the future.

Why is this important?

- Now that you have agreed on an action plan and you have summarized your request, it is time to end the meeting.
- No matter what happened in the meeting, it is always good to end with a positive note.
- Being courteous and showing your appreciate to the staff member will let them know that you value their opinion, time, and suggestions.
- Furthermore, this statement may also make the higher education staff member more likely to help you again in the future.

Slide 60

## Closing the Meeting

### Step Two: Statement of Appreciation to Higher Education Staff Member

- What are some effective examples of student stating their appreciation to close the meeting?
- What are some non-effective examples?

Group Discussion:

Effective Examples:

- "I really appreciate your time."
- "Thank you so much for your help,"
- "Your assistance will really help me with my accommodation request."

Non-Effective Examples

- "Sorry to bother you." (Could be interpreted as resentful.)
- "Well, I don't want to waste your time any longer." (Indicates that you might consider the meeting to have been a waste of your time.)

Slide 61

### Closing the Meeting

#### Step Three: Making a Final Closing Statement

- **How would you define the skill making a final closing statement when finishing your meeting?**  
An announcement made at the end of the meeting that says the meeting is over.
- **Why is this important?**  
Showing that you understand the importance of a polite, final closing such as "Good-bye" shows that you know how to act appropriately in formal settings such as meetings with higher education staff and will cause others to perceive you as having good social skills.

**Ask:** What do we mean by “a final closing statement”? Elicit discussion before clicking on the answer.

**Ask:** Why is this important? Elicit discussion before clicking on the answer.

**Script (Read):** The last step in the negotiation process is making a final closing statement. A closing statement is an announcement made at the end of the interaction that indicates the meeting is over. This is important because making a final closing statement shows that you understand the importance of being polite and exhibit the social skills needed to interact with higher education staff members. A final statement such as "Good-bye" shows that you know how to act appropriately in formal settings such as meetings with higher education staff and will cause others to perceive you as having good social skills.

**Group Discussion:** What are the differences between a final closing statement and statement of appreciation. How are they used together and separately within the negotiation process.

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### Closing the Meeting

Step Three: Making a Final Closing Statement

- What are some effective examples of a final closing statement?
- What are some non-effective examples of a final closing statement?

Group Discussion:

Effective examples:

- "Good-bye."
- "I'll see you next week. Good-bye."

Non-effective examples

situation.) "See ya." Or "Later." (Both are too informal for this

Slide 63

**Closing the Meeting:  
Activity**

Please take out your handout with Scenario Number One, and follow along as the facilitators demonstrate “Closing the meeting.” Check off whether the facilitators did each step correctly.

**Facilitators draw attention to Handout #7, Scenario One. Call attention to the third section of the Requesting Accommodations Checklist, which has to do with Closing the Meeting.**

**Facilitators will use Scenario One to demonstrate closing the meeting.**

Elicit discussion. What went well and what didn't?

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**Closing the Meeting:  
Activity**

Now, it's your turn. Please take out your handouts with Scenarios Number Two and Three. Pair off with your partner to practice.

**Facilitators draw students' attention to Scenarios Number Two and Three, Handouts #8 and #9. Draw attention to the third section of the Requesting Accommodations Checklist containing the behaviors for Closing the Meeting.**

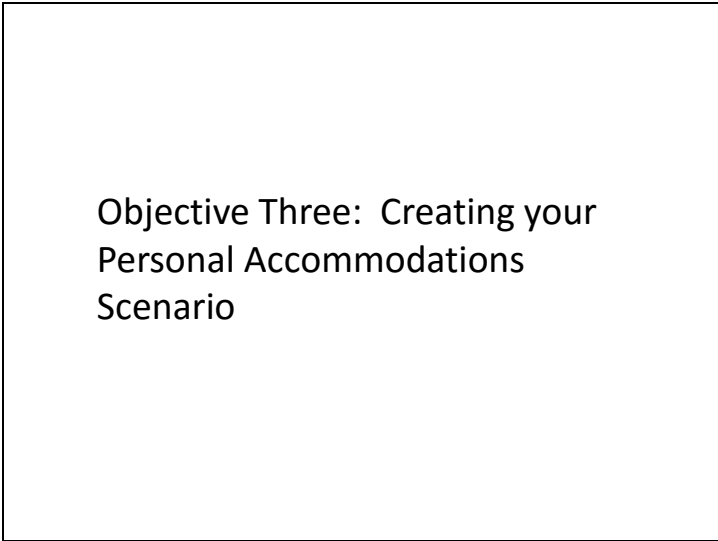
Now, we will have you practice your skills with another student. Please take out Handouts with Scenarios Two and Three. Notice these are the ones we used earlier when we talked about reasonable accommodations.

Please pair off with another student. Decide who will play the role of the student and who will be the staff member for Scenario Number Two. The person who is playing the role of the staff member will use the checklist to check off whether or not their partner has done the three steps in Closing the Meeting.

Now, switch roles and use Scenario Number Three. Repeat the process of practicing Requesting an Accommodation.



Slide 65



Objective Three: Creating your  
Personal Accommodations  
Scenario

Script:

OK, we are almost done. But this last step is really the most important step of all. Up to now, you have been using pretend situations to practice your self-advocacy skills. But the “proof in the pudding” is whether you can apply these steps to your own situation.

Slide 66

## What is Your Personal Scenario?

Your personal scenario is just like the role play statements you have been working with, except it contains the real information about you and your accommodation needs

Slide 67

### Your scenario is about:

- Who you are – where you are in your studies, the name of a class you want to take next semester
- Your strengths – why you think you will do well in that class
- The nature of your disability generally
- Specifically, what barriers you might have in that class
- Specifically, what accommodations you want
- Specifically, what are the benefits of the accommodation

Think about the scenarios we have been using in this training. They tend to be short statements describing the nature of the problem and the kinds of strengths and needs a hypothetical student might have.

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### Your Personal Scenario: Activity

- Choose a class you plan to take next semester
- Choose your strengths and challenges related to that class
- Choose one or two reasonable accommodations that will help you in that class

Choose a class you plan to take next semester – or one that you have been thinking about taking. Think about some of the requirements of the class that you know of. Will it require a lot of reading? Writing? Working with other students? Are there a lot of tests?

Write down the name of the class and what it will require on your personal scenario worksheet.

From your Strengths and Needs Assessment that you did as part of Lesson One in your online training:

Identify one strength that you know will help you be successful in this class

Identify one challenge that you might have in this class

Write those two things down on your personal scenario worksheet.

From the Reasonable Accommodations Worksheet that you did as part of Lesson One in your online training:

Identify an accommodation that you think will help you overcome the challenge in this new class

Identify a “Plan B” accommodation, just in case

Write down those two accommodations on your personal scenario worksheet

**Facilitators will work individually with each participant to make sure they do this.**

Slide 69

**Your Personal Scenario:  
Activity**

**Now let's practice:**

- Pair off with your partner
- Do the role play using your personal scenario, with your partner in the teacher role, using the negotiation checklist
- Switch roles and listen to your partner doing his or her personal scenario, with you as the teacher

Now we will practice:

Take out your handout with the Negotiation Steps checklist

Take your personal scenario

Pair off with your partner.

One person will do the role play using their personal scenario, while the partner plays the teacher role and uses the negotiation checklist to see how well you do.

Now switch roles.

**Facilitator will stand back and observe the students, answering any questions, during this activity.**

Slide 70

## Wrap up and review

We covered 3 objectives:

1. Review of what we learned about rights
2. Practice in requesting accommodations
3. Created our own personal scenarios

Questions???

Facilitator takes questions and encourages discussion

Facilitator distributes feedback form

Slide 71

Thank you for coming!

For further questions and  
comments, contact:  
[contact information]

**Facilitator directs students to stay for post workshop role play. Each student will receive his or her Clin Card immediately following their completion of that role play.**

## Appendix G:

### Student and Trainer's Role Play Scenarios for Assessing Negotiation Skills

**Instruction for role-play partners:** The role-play scenarios purpose is to give students an opportunity to practice and evaluate their negotiation skills. The role-play examples will be semi-structured. This means your responses will vary depending on how closely they correspond to the role-play scenario. Students will negotiate an accommodation using the role-play scenarios, while trainers will be asked to:

1. Follow the scenario's description step by step
2. Give detailed information only if the student asks for it.
3. Don't give in to the request too easily – in many cases, we want to check for the demonstration of the participants' total skills (if available) in seeking accommodations
4. Don't make the interaction so difficult that the participant give up.

### Baseline Role Play Scenarios

#### Student Role

**Setting Description.** You are a student with a learning disability. Your strengths are that if you have developed a number of good learning strategies so that you know how to structure your materials and your time to make sure you learn the materials in a course. Also, you are a hard worker and willing to put in the extra time you need to make sure you get all your homework done. However, your challenge is that you have difficulty finishing tests during the time allotted for the class. You especially anticipate difficulty with your upcoming math class. Your counselor, Mr. Tonton from the Services for Students with Disabilities, advised you to talk with the instructor. *Therefore, you get an appointment with your math instructor, Dr. Rapp, to ask for extended time on the tests.* It is the first time you have met him personally.

#### **Setting Description**

You are a student with a hearing impairment and use a hearing aid to help you to communicate with others. You are taking a journalism class that that includes homework that requires you to watch interview videos on Blackboard and rate them. Your strengths with regard to this class are that you have completed prerequisite courses successfully and have a keen interest in the media and how it operates. You are also very organized and methodical when completing all of your coursework. You do have an interpreter in the class, but not for your homework. Although independent in your daily activities, the class homework is difficult for you to complete because you are having trouble hearing the dialogue on the assigned videos, and they are not captioned. You need assistance, so you talked to a counselor from the Services for Students with Disabilities, Ms. Mercer, who advised you to talk to your professor. You make an appointment with your professor, Dr. Herrman, and talk with him about your strengths and challenges. It is the first time you meet him, and you **really want** to complete the assignments because you were informed that these assignments would help you to improve your interview skills.



**Setting Description**

You are a student with a learning disability and very slow in taking notes from the lectures. Your strength is you are good at managing your time which will help in planning enough time to complete the class assignments. You need a *note taker* in class (a person who can give you copies of his/her notes). However, you do not want to disclose your disability to the whole class. You have tried and cannot find any one sitting near you who has notes legible to you or wishes to assist you. You want to talk to your professor, Dr. Hinton, and ask him to help you with this accommodation.

**Setting Description**

You are a student who uses a manual wheelchair to get around. You have a spinal cord injury due to an auto accident when you were 4 years old. To keep in shape, you like to swim at the University swimming pool. You don't have the strength to get in and out of the pool yourself, but you are able to do so with the help of a hydraulic lift that is mounted by the pool side. You count on the lift to help you in and out of the pool. However, the lift has been broken for the past 3 weeks and you are not able to get in and out of the pool to swim. In your frustration, you make an appointment with the aquatics supervisor, Mr. Trout. You are now meeting with him in his office.

**Skills Assessment One Role Play Scenario**  
**Student Role**

**Setting description:** You are a student with Learning Disability. To meet the foreign language requirement you need *intensive supplementary tutoring*. You have attended all of your pre-requisite general education classes and have done very well in these courses. Your grades in your English and other language arts classes have all been above average. This semester you are enrolled in a Spanish class that will allow you to complete your foreign language requirement. You have talked to the Department about this accommodation and were told to talk to your professor. Therefore, you talk to your Spanish professor, Dr. Harris, to request the tutoring.

**Setting description:**

You are a polio survivor, using a wheelchair. You asked for an apartment on campus and was offered one at the main dormitory on campus. Upon moving in, you notice that *the bathroom door of your apartment is too narrow for a wheelchair*. You pride yourself on your independence and have lived independently since you have attended college. You are very active in the community and participate in different recreational activities. Overall, you like the apartment but the issue with the bathroom is concerning. You do not want to move because you enjoy living alone and moving would be costly, time-consuming, and difficult. You go to the Housing Department and talk to a staff member, Ms. Stafford, about the accommodation.

**Setting description:** You are a student with rheumatoid arthritis and have a part time job at the university library. During the day, you split time between attending classes and working at the library. In general, you perform pretty well in your class. Your teacher has even commented on your interests in reading and creative writing. Recently, you decided to get a part time job at the library because you felt that the extra income would help you become more independent. Also,

you feel like you will be able to interact with more students. Your arthritis has recently gotten worse and caused you some difficulty functioning in class and at work with tasks such as writing and walking. It is especially difficult arising from a chair because of joint pain and stiffness and loss of motion. You need an *uplift* (electric chair riser) that helps you to sit down or get out of a chair or so much easier and without pain, therefore enables you to effectively perform your tasks. (*The uplift can lift up to 80% of your weight, and in that way, it not only gives you enough lift to get up without pain or strain, but allows you to maintain your strength*). You talked to the Services for Students with Disabilities and were told that it is the library that has to accommodate you. Therefore, you talk to your Supervisor, Mrs. Walker, and request the accommodation.

**Setting description:** You are a student with low vision. You have just enrolled at the local community college and are concerned that you will not be able to do as well in you studies and you previously have. You have always done well in school. Your grades and attendance have always been at the top of your class and you have tried to participate in school activities as much as possible. You also really enjoy your English and writing classes because these classes allow you to interact with your peers. One concern is that you are not able to access some of the materials because they are not formatted correctly. For example, the course text books are all formatted using *Large Print* but many of the homework and group assignments are not. You need *reading materials in large print for all of the materials in the course*. You have an appointment to talk with your professor, Dr. Turner, about this issue. This is the first time you meet him.

### **Skills Assessment Two Role Play Scenarios** **Student's Role**

**Setting description:** You are a first year student with learning disability who is very easily distracted. You always did well in all of your classes in high school and even received a scholarship to attend school. You have continued to do well in your classes but have not taken a comprehensive exam this year. Your professor, Dr. Randall, announces that there will be a test over the first part of the class next week. You are concerned because you feel like you have not been a good test taker in the past. Therefore, you want to take your *tests in a private room*. You are now having a meeting with your professor, Dr. Randall. It is the first time you meet him/her outside of class.

**Setting description:** You are student using a power wheelchair because of a car accident 9 years ago. You can have head, neck and shoulder control but have limited hand use. You have recently enrolled at your local community college. You did well in high school but took some time off of school because you were hesitant to enroll in post secondary education because of your disability. This is your first semester and will have to take some difficult classes to get you up to speed. You also have an interest in computers and plan on enrolling in some computer classes that will help your future research. You have found that the Computer Science Center's labs do not have the software Dragon, which allows computer commands to be *voice activated*. You meet your instructor, Mr. Jackson, to request the accommodation you need. You are now having a meeting with him in his office.

**Setting description:** You are a student with hearing impairment. You are very interested in United States history and decide to enroll in a several history classes. Because these are pre requisite course they are all held in large lecture halls. You can speak and read lips but you *need to sit near the speaker and to have the speaker to face you when he speaks*. This is extremely difficult for you when the professor writes on the blackboard and talks simultaneously. Therefore, you made an appointment with your professor, Dr. Hann. You are now in his office, asking for the accommodation you need. This is the first time you meet him.

**Setting Description:** You are a student with severe arthritis. You have enrolled in a full load this semester but did not realize that many of your classes take place in the basement of the campus buildings. You have always done well in the majority of your classes and have attempted to attend every class. After a few weeks of classes you realize that you cannot stand the cold temperature that other students in your class prefer because it causes you much pain even though you dress warmly. You have tried to *adjust the classroom temperature* to the degree that is comfortable for you (68F), but it is always readjusted by other students. You do not want to disclose your disability to the whole class, so you talk to the TA of your class, Ms. Moore, to request the accommodation you need.

### **Skills Assessment Three Role Play Scenarios Students Role**

**Setting description:** You are a first year student with ADHD who has difficulty concentrating in class. You have always done well in your classes and have never had any difficulty participating or completing assignments. Before the semester began, you talked with you advisory, Dr. Willits, about receiving extended time on tests so that you may complete your exams. You complete the first test in the allotted time but notice that you were easily distrcted in the exam room because it is located in a common area and during transitional periods there is a lot of traffic. Therefore, you realize you also need to complete your exams in a room that has *less distractions*. You talked to your advisor, Dr. Willits, about your concern. She referred you to the Associate Dean, Dr. Rains. You are now meeting with him in his office.

**Setting description:** You are a person with paraplegia who is in a power wheelchair. You have very limited use of your hands. Before the semester started, you spoke with your professors and were able to obtain some accommodations to help you participate in class. Recently, you have been diagnosed with an acute chronic fatigue syndrome. You have noticed that this diagnosis does not affect you as much in the morning but does get worse as the day progresses. Because of this, you are having difficulties completing your homework and group assignments assigned to you in your literature class. Your literature class requires a lot of writing, most of which is completed as group work or homework outside of class. You decide to talk with your professor, Dr. Gate, and ask him to *how should complete the group and homework assignments outside of class*.

**Setting description:** You are a blind student working on completing your final requirements in order to graduate. You are currently enrolled in a history course in which you have done well but the amount of work has meant that you are forced to work at the library into the night. You are currently working on your final term paper and, once again, you stay late at the library to

complete the assignment. When you are preparing to leave, you realize that it is cold and rainy outside. Additionally, the lack of light makes it difficult to safely navigate the campus walkways. Unfortunately, it is so late that the colleges bus service has ended for the evening. You call the *campus security officer in charge of transportation to inquire about a ride home.*

**Setting Description:** You are a student with a learning disability. Your strengths are you have developed a number of good learning strategies allowing you to structure your your time to ensure you learn the course materials. You are a hard worker and are willing to put in the extra time to make sure you get all your class and homework done. Your challenge is that you have difficulty finishing tests during the time allotted for the class. You anticipate difficulty with your upcoming math class. Your counselor, Mr. Shoemaker from the Services for Students with Disabilities, advised you to talk with the instructor. Therefore, you get an appointment with your math instructor, Dr. White, to ask for *extended time on the tests.* It is the first time you have met him personally.

### **Face-to-Face Training Role Play Scenarios (Student and Trainer Scenarios)**

**Scenario 1:** You are a first year student who is diagnosed with ADHD. You have always done well in school and have never had any difficulty participating in or completing class assignments. During your last semester your grades were so good you even earned a spot on the honor roll. After enrolling in your courses for the semester you begin to get concerned. You are taking a full load and all of these classes serve as prerequisite requirements for classes you will need to take in the future. You are concerned that because you have so much material to cover between all these classes that you will not be able to finish your exams in the allotted time. You decide to set up a meeting with Dr. Jones, your freshman academic advisor, to discuss the possibility of *receiving extended time on your exams.*

**Scenario 2:** You are a student with a learning disability. Over the years, you have developed a number of good strategies that has helped you to organize your materials and complete your assignments in a timely manner. You have always been a hard worker and are frequently at the library completing your assignments. You have always excelled in your English classes but could not enroll in any this semester as you were required to complete your Math requirements. Math has always been a very difficult for you, which is why you have waited so long to take the course. Before the semester began, you met with your instructor, Dr. Nary, to discuss an accommodation around a room with fewer distractions. Yet, after completing your first exam in a private room, you realize that you need *extended testing time to help you complete the exam.* Therefore, you are once again meeting with Dr. Nary to discuss this accommodation.

**Scenario 3:** You are a student with a hearing impairment. This is your last semester in which you are going to be enrolled in classes and only need to complete your last few electives to graduate. You have always done well in your courses and will most likely graduate with honors. Because you only have to enroll in electives this semester, you decide to enroll in a film course. You decide to sit close to the professor because you have no difficulty reading lips when in close proximity. Yet, after reviewing the course syllabus, you notice that only half of the course is based on lecture while the other half is based on your review of several films during the week.

You access the course website and notice that none of the videos are captioned making it difficult for you to complete your course work. Therefore, you set up a meeting with Dr. Willits to *request captioning for the videos shown in class*.

### **Follow-up and Generalization Role Play Scenarios Student's Role**

**Setting description:** You are a student with Attention Deficit Hyperactivity Disorder, ADHD. You are enrolled at community college and you recently have met with your academic advisor to select your classes. This semester you decide to enroll full time and enroll in several prerequisite courses. You have always done well in school and are very interested in architecture and engineering. In high school, you were even selected for honor roll each of the past two semesters. While reviewing the course website you notice that you may have difficulty completing your math requirements as the course is more advanced than anything you have ever taken. You think you can handle the homework but you are worried about the tests. Therefore, you decide to arrange a meeting with the course professor, Dr. Harris, to discuss your concerns and attempt to obtain an accommodation.

**Setting description:** You are a deaf student, currently receiving support from a translator provided to you by the community college. You have been enrolled at the community college for two years and have completed all your prerequisite and the majority of your required courses. You have always done well in all of your courses and are on pace to graduate on time. This semester you are enrolled in several elective courses. You have always been interested in cars and mechanics and this semester decide to take an introductory auto mechanics course. After the first week, you realize that your translator is not available during the project/lab sessions, so you cannot hear the discussions with your project team mates. You also notice that when you are working underneath a vehicle you have difficulties following instructions because you cannot hear the instructor or view the diagrams on the board. Because of this, you arrange a meeting with the course instructor, Mr. Bennet, to attempt to request an accommodation to help you complete your course requirements.

**Setting description:** You are a student with ADHD and Asperger's Syndrome who is majoring in English Literature. You enjoy reading and writing and have done well in your prerequisite courses. You also participate in several extracurricular activities including creative writing and with the campus disability support group working with other students with disabilities. You recently completed your first year at the community college and, overall, did very well. You have recently enrolled in courses for the following semester and are concerned about a speech class that you are required to take. In the past, you have felt comfortable working with small groups but feel like you may be at a disadvantage presenting to a large group of people. Therefore, you arrange an appointment with the professor, Dr. Walker, to request an accommodation.

**Setting description:** You are a student with low vision. You have just enrolled at the local community college and are concerned that you will not be able to do as well in your studies in this new setting. You have always done well in school. Your grades and attendance have always been at the top of your class and you have tried to participate in school activities as much as

possible. You also really enjoy your English and writing classes because these classes allow you to interact with your peers. You have enrolled in an English class for the coming semester. One concern is that you are not able to access some of the materials on the class reading list because they are not formatted correctly. You have an appointment to talk with your professor, Dr. Turner, about this issue.

## Baseline Role Play Scenarios Trainers Role

### **Setting Description**

You are a student with a learning disability. Your strengths are you have developed a number of good learning strategies so that you know how to structure your materials and your time to make sure you learn the materials in a course. Also, you are a hard worker and willing to put in the extra time you need to make sure you get all your homework done. However, your challenge is that you have difficulty finishing tests during the time allotted for the class. You especially anticipate difficulty with your upcoming math class. Your counselor, Mr. Tonton from the Services for Students with Disabilities, advised you to talk with the instructor. Therefore, you get an appointment with your math instructor, Dr. Rapp, to ask for *extended time on the tests*. It is the first time you have met him personally.

### **University Staff Person:**

You are Dr. Rapp. You have a meeting with one of your students who has a learning disability who will be requesting an accommodation. You know very little about the ADA.

***The steps listed below are suggestions on how to play your role. You do not need to follow the exact script. The main point is that you do not just accept the request. Make it challenging for the student.***

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”). Let the student introduce him or herself, describe his/her personal situation and the challenge, and make the request.

**Step 2B (refusing request):** You will say, “I know how hard it is for you, but unfortunately I cannot give you more time because it gives you unfair advantage over other students.”

**Step 3 (only if asked for suggestions):** “I don’t know. Perhaps the counselor at the Services for Students with Disabilities Office can give you some other options.”

**Step 4 (only if asked for a referral):** “You should talk to the Dean of the department. He is the person who can make decisions on this matter.”

**Step 4A (only if asked):** “You should contact his secretary, Ms. Cannon, to get an appointment.”

**Setting Description.**

You are a student with a hearing impairment and use a hearing aid to help you to communicate with others. You are taking a journalism class that includes homework that requires you to watch interview videos on Blackboard and rate them. Your strengths with regard to this class are that you have completed prerequisite courses successfully and have a keen interest in the media and how it operates. You are also very organized and methodical when completing all of your coursework. You do have an interpreter in the class, but not for your homework. Although independent in your daily activities, the class homework is difficult for you to complete because you are having trouble hearing the dialogue on the assigned videos, and they are not captioned. You need assistance, so you talked to a counselor from the Services for Students with Disabilities, Ms. Mercer, who advised you to talk to your professor. You make an appointment with your professor, Dr. Herrman, and talk with him about your strengths and challenges. It is the first time you meet him, and you **really want** to complete the assignments because you were informed that these assignments would help you to improve your interview skills.

**Role Play Partner.** You are Professor Herrman. You have a meeting with one of your students who is a paraplegic and has an accommodation request.

**The steps listed below are suggestions on how to play your role. You do not need to follow the exact script. The main point is that you do not just accept the request. Make it challenging for the student.**

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”). Let the student introduce him or herself, describe his/her personal situation and the challenge, and make the request.

**Step 2B (refusing request):** You will say, “I know how hard it is for you, but unfortunately I do not have the funds of TA this semester to caption all of the videos.”

**Step 3 (only if asked for suggestions):** “Well if you are not able to complete the homework, I will have to develop several additional assignments for you to meet your course requirements.”

**Step 4 (only if asked for a referral):** “You could try to get help from the Department secretary. She can help you find an assistant.”

**Step 4A (only if asked):** “Her office is just around the corner, in room 435.”



**Setting Description**

You are a student with a learning disability and very slow in taking notes from the lectures. Your strength is you are good at managing your time which will help in planning enough time to complete the class assignments. You need a *note taker* in class (a person who can give you copies of his/her notes). However, you do not want to disclose your disability to the whole class. You have tried and cannot find any one sitting near you who has notes legible to you or wishes to assist you. You want to talk to your professor, Dr. Hinton, and ask him to help you with this accommodation.

**University Staff Person:**

You are Professor Hinton. You have a meeting with one of your students who discloses his/her learning disability and requests assistance with a note taker.

***The steps listed below are suggestions on how to play your role. You do not need to follow the exact script. The main point is that you do not just accept the request. Make it challenging for the student.***

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2B (refusing request):** You will say, “I know how hard it is for you, but unfortunately I do not have a TA this semester that could set you up with a class note-taker.”

**Step 3 (only if asked for suggestions):** “Why don’t you find a classmate and get help from him/her?”

**Step 4 (only if asked for a referral):** “I don’t know, but I will try to find a person who takes good notes and talk to him/her privately.”

**Step 4A (only if asked):** “During the next class, I will look around, find one, talk to him/her, and tell him/her to talk to you.”

**Setting Description**

You are a student who uses a manual wheelchair to get around. You have a spinal cord injury due to an auto accident when you were 4 years old. To keep in shape, you like to swim at the University swimming pool. You don't have the strength to get in and out of the pool yourself, but you are able to do so with the help of a hydraulic lift that is mounted by the pool side. You count on the lift to help you in and out of the pool. However, the lift has been broken for the past 3 weeks and you are not able to get in and out of the pool to swim. In your frustration, you make an appointment with the aquatics supervisor, Mr. Trout. You are now meeting with him in his office.

**Role Play Partner.**

You are Mr. Trout. You have a meeting with a student who you recognize as a regular at the pool, and who uses a wheelchair. The student has an accommodation request.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”). Let the student introduce him or herself, describe his/her personal situation and the challenge, and make the request.

**Step 2B (refusing request):** You will say, “I’m very sorry about this. We have a part for the lift on order but so far it hasn’t come in. We don’t have anyone on campus who knows how to fix the lift.”

**Step 3 (only if asked for suggestions):** “Well, maybe I can get the lifeguard and a swim team instructor to give you a hand in and out of the pool?”

**Step 4 (only if asked for a referral):** “You could try the facilities maintenance office. They have had our work order for a while and maybe they could speed up the parts order.”

**Step 4A (only if asked):** “The Facilities Office is over on the other side of campus.”

### Skills Assessment One Role Play Scenario Trainers Role

**Role-Play Scenario:** You are a student with Learning Disability. To meet the foreign language requirement you need *intensive supplementary tutoring*. You have attended all of your pre-requisite general education classes and have done very well in these courses. Your grades in your English and other language arts classes have all been above average. This semester you are enrolled in a Spanish class that will allow you to complete your foreign language requirement. You have talked to the Department about this accommodation and were told to talk to your professor. Therefore, you talk to your Spanish professor, Dr. Harris, to request the tutoring.

**Role-play Partner:** You are a Spanish professor, Dr. Harris. You are talking with a student with a disability who requests language tutoring.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I realize learning a foreign language can present difficulty, you should have discussed these concerns with your advisor prior to registering for this course.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “You can try books on tape.”

**Step 4:** IF ASKED FOR REFERRAL, “You may get help from the University Services for Students with Disabilities or check the Departmental bulletin board for qualified tutors.”

**Setting description:**

You are a polio survivor, using a wheelchair. You asked for an apartment on campus and was offered one at the main dormitory on campus. Upon moving in, you notice that *the bathroom door of your apartment is too narrow for a wheelchair*. You pride yourself on your independence and have lived independently since you have attended college. You are very active in the community and participate in different recreational activities. Overall, you like the apartment but the issue with the bathroom is concerning. You do not want to move because you enjoy living alone and moving would be costly, time-consuming, and difficult. You go to the Housing Department and talk to a staff member, Ms. Stafford, about the accommodation.

**Role Play Partner:**

You are Ms. Stafford, a staff member of the Housing Department. You are now talking with a student with post-polio, who requests an accommodation for his/her apartment.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I know how hard it is for you, but unfortunately construction crews are busy with other projects and there are no other apartments available right now.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “Could you wait for about 2 months and then we can move you to another apartment in another building that is now under reconstruction?”

**Step 4:** IF ASKED FOR REFERRAL, “You may talk with Dr. Stoner, the Director of the Student Housing Department. She is the right person to talk to about this issue.”

**ONLY ASKED FOR MORE INFORMATION ABOUT THE REFERRING PERSON,**

“She is in charge of student requests.”

“You can talk to her secretary, Ms. Nary, to make an appointment first. Her room is right around the corner, room 215.”

**Role play Scenario:** You are a student with rheumatoid arthritis and have a part time job at the university library. During the day, you split time between attending classes and working at the library. In general, you perform pretty well in your class. Your teacher has even commented on your interests in reading and creative writing. Recently, you decided to get a part time job at the library because you felt that the extra income would help you become more independent. Also, you feel like you will be able to interact with more students. Your arthritis has recently gotten worse and caused you some difficulty functioning in class and at work with tasks such as writing and walking. It is especially difficult arising from a chair because of joint pain and stiffness and loss of motion. You need an *uplift* (electric chair riser) that helps you to sit down or get out of a chair or so much easier and without pain, therefore enables you to effectively perform your tasks. (*The uplift can lift up to 80% of your weight, and in that way, it not only gives you enough lift to get up without pain or strain, but allows you to maintain your strength*). You talked to the Services for Students with Disabilities and were told that it is the library that has to accommodate you. Therefore, you talk to your Supervisor, Mrs. Walker, and request the accommodation.

**Role-play Partner:** You are Mrs. Walker, the Supervisor of the university library. You have a meeting with a student with a disability who has a part time job at the library and is requesting accommodations for her arthritis.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I know how hard it is for you, but unfortunately we do not have funding for personal assistive technology.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “Have you ever tried to get help from the Services for Students with Disabilities?”

**Step 4:** IF ASKED FOR REFERRAL, “Why not talk to your local banker to get a loan for this electric chair riser.”

“They may have connections with funding agencies that could provide this equipment for you.”

“You can find their contact information through the local directory phonebook.”  
University National Bank. 2007 Kasold Avenue’

**Role Play Scenario:** You are a student with low vision. You have just enrolled at the local community college and are concerned that you will not be able to do as well in your studies and you previously have. You have always done well in school. Your grades and attendance have always been at the top of your class and you have tried to participate in school activities as much as possible. You also really enjoy your English and writing classes because these classes allow you to interact with your peers. One concern is that you are not able to access some of the materials because they are not formatted correctly. For example, the course text books are all formatted using *Large Print* but many of the homework and group assignments are not. You need *reading materials in large print for all of the materials in the course*. You have an appointment to talk with your professor, Dr. Turner, about this issue. This is the first time you meet him.

**Role-play Partner:** You are Professor Turner. You are meeting with a student with low vision who is making an accommodation request for readings in large print.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I am sorry but I cannot help you. I do not have a TA this semester and I don’t have time to create large print documents for you.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “You can talk to the Dean’s Secretary, Ms. Ashline. She may find a way to accommodate you.”

IF ASKED HOW SHE CAN HELP, “She can find someone who will create large print documents for you.”

ONLY ASKED FOR MORE INFORMATION, “She is in room 305 in this building.”

### **Skills Assessment Two Role Play Scenarios Trainers Role**

**Role-play Scenario:** You are a first year student with learning disability who is very easily distracted. You always did well in all of your classes in high school and even received a scholarship to attend school. You have continued to do well in your classes but have not taken a comprehensive exam this year. Your professor, Dr. Randall, announces that there will be a test over the first part of the class next week. You are concerned because you feel like you have not been a good test taker in the past. Therefore, you want to take your *tests in a private room*. You are now having a meeting with your professor, Dr. Randall. It is the first time you meet him/her outside of class.

**Role-play Partner:** You are Dr. Randall, meeting one of your students who has a disability and is making request for the testing accommodation.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I know how hard it is for you, but unfortunately I do not have a TA and am not sure if there is another room available on that day.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “If you miss these test we can arrange for you to take all of your tests on the last day of the semester.”

**Role-play Scenario:** You are student using a power wheelchair because of a car accident 9 years ago. You can have head, neck and shoulder control but have limited hand use. You have recently enrolled at your local community college. You did well in high school but took some time off of school because you were hesitant to enroll in post-secondary education because of your disability. This is your first semester and will have to take some difficult classes to get you up to speed. You also have an interest in computers and plan on enrolling in some computer classes that will help your future research. You have found that the Computer Science Center’s labs do not have the software Dragon, which allows computer commands to be *voice activated*. You meet your instructor, Mr. Jackson, to request the accommodation you need. You are now having a meeting with him in his office.

**Role-play Partner:** You are Mr. Jackson, an instructor at the Computer Science Center. You have a meeting with a student with a disability who requests the accommodation he/she needs for his/her computer classes.

**Step 1:** You listen politely, but do **NOT** ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I know how hard it is for you, but unfortunately I am not the person to handle this problem because I don’t have the authority to make decisions about new software purchases.”

**Step 3:** **ONLY ASKED FOR SUGGESTION,** “Well, I could ask to put the software in next year budget.”

**Step 3:** **IF ASKED FOR REFERRAL,** “You may try to talk with Dr. Robert Turner, the Director of this Center.”

**ONLY ASKED FOR MORE INFORMATION,** give the student Dr. Turner’s information

“He is the person who makes all the decisions for this center.”

“He is located in room 113 on this floor.”



**Role-play Scenario:** You are a student with hearing impairment. You are very interested in United States history and decide to enroll in a several history classes. Because these are pre requisite course they are all held in large lecture halls. You can speak and read lips but you *need to sit near the speaker and to have the speaker to face you when he speaks*. This is extremely difficult for you when the professor writes on the blackboard and talks simultaneously. Therefore, you made an appointment with your professor, Dr. Hann. You are now in his office, asking for the accommodation you need. This is the first time you meet him.

**Role-play Partner:** You are Dr. Hann. You have a meeting with a student with hearing impairment who requests the accommodation for you to look at the class when you speak so he/she can read your lips.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** After the student has made his/her request, you state you will look at the class during your lectures.  
“Yes, I can do that. But sometimes I can be so much interested in the lecture that I sometimes talk when writing points on the board. Please remind me.”

Do NOT give the details of how he/she can remind you unless the student asks for more information.

**Step 3:** ONLY ASKED, “Well, you can raise your hand to remind me.”  
OR “You can hold up a piece of paper that says ‘Speak slowly’”

**Role-play Scenario:** You are a student with severe arthritis. You have enrolled in a full load this semester but did not realize that many of your classes take place in the basement of the campus buildings. You have always done well in the majority of your classes and have attempted to attend every class. After a few weeks of classes you realize that you cannot stand the cold temperature that other students in your class prefer because it causes you much pain even though you dress warmly. You have tried to *adjust the classroom temperature* to the degree that is comfortable for you (68F), but it is always readjusted by other students. You do not want to disclose your disability to the whole class, so you talk to the TA of your class, Ms. Moore, to request the accommodation you need.

**Role-play Partner:** You are Ms. Moore, a TA. You have a meeting with a student who discloses his/her disability and request an accommodation.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”). Simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** After the student has made his/her request, you promise to help the student. “Ok. I will see what I can do.”

Do NOT give the details of how you can do unless the student asks for it (for example, “How can you make it work?”)

**Step 3:** ONLY ASKED, tell the student how you can make it work  
“Well, I will talk with the class about the request and ask them to cooperate. Of course, I won’t tell them who has requested this.”

### Skills Assessment Three Role Play Scenarios Trainers Role

**Role-play Scenario:** You are a first year student with ADHD who has difficulty concentrating in class. You have always done well in your classes and have never had any difficulty participating or completing assignments. Before the semester began, you talked with you advisory, Dr. Willits, about receiving extended time on tests so that you may complete your exams. You complete the first test in the allotted time but notice that you were easily distrcted in the exam room because it is located in a common area and during transitional periods there is a lot of traffic. Therefore, you realize you also need to complete your exams in a room that has *less distractions*. You talked to your advisor, Dr. Willits, about your concern. She referred you to the Associate Dean, Dr. Rains. You are now meeting with him in his office.

**Role-play Partner:** You are Dr. Rains, the Associate Dean. You have a meeting with a student with Cerebral Palsy who requests an accommodation for his/her classrooms to be scheduled close to the restroom.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** After the student has made his/her request, you promise to work with your staff to reschedule the student’s classrooms. “OK. We’ll work on this matter.”

Do NOT give the details of what will happen and when it can be available unless the student asks for them (for example, “When is the new schedule available?” or “How can I know about the new schedule?”)

**Step 3:** ONLY ASKED, tell the student that  
“I don’t know. It could take some time. We have to make sure that all of the professors who use these rooms are able to approve the change.

“Don’t worry. All the students and the professors of classes that are subject to changes will be informed through email and we also put a notice on the bulletin board.”

**Role-play Scenario:** You are a person with paraplegia who is in a power wheelchair. You have very limited use of your hands. Before the semester started, you spoke with your professors and were able to obtain some accommodations to help you participate in class. Recently, you have been diagnosed with an acute chronic fatigue syndrome. You have noticed that this diagnosis does not affect you as much in the morning but does get worse as the day progresses. Because of this, you are having difficulties completing your homework and group assignments assigned to you in your literature class. Your literature class requires a lot of writing, most of which is completed as group work or homework outside of class. You decide to talk with your professor, Dr. Gate, and ask him to *how should complete the group and homework assignments outside of class.*

**Role-play Partner:** You are Dr. Gate, a literature professor. You have a meeting with a student with chronic fatigue syndrome who requests an accommodation to help her complete the group work and homework requirements for the course.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I am sorry, but I can’t change the course requirement for you because writing is necessary to assess the students’ achievement.”

ONLY ASKED FOR SUGGESTION. “Well, I can give you extended time for the assignments. You can have two more weeks for each assignment.”

**Role-play Scenario:** You are a blind student working on completing your final requirements in order to graduate. You are currently enrolled in a history course in which you have done well but the amount of work has meant that you are forced to work at the library into the night. You are currently working on your final term paper and, once again, you stay late at the library to complete the assignment. When you are preparing to leave, you realize that it is cold and rainy outside. Additionally, the lack of light makes it difficult to safely navigate the campus walkways. Unfortunately, it is so late that the colleges bus service has ended for the evening. You call the *campus security officer in charge of transportation to inquire about a ride home.*

**Role-play Partner:** You are the campus transportation officer. It is nearly midnight and you get a call from a student with a disability, who is blind. Currently, campus transportation does not have an accessible vehicle to transport him home.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I am sorry but I am currently the only officer working right now and could get in trouble if I leave my post”

**Step 3:** ONLY ASKED FOR SUGGESTION, “You could speak with someone over in housing as they are available at all hours of the day to help people in the dorms. Maybe you could speak with a resident assistant.”

**Role-play Scenario:** You are a student with a learning disability. Your strengths are you have developed a number of good learning strategies allowing you to structure your your time to ensure you learn the course materials. You are a hard worker and are willing to put in the extra time to make sure you get all your class and homework done. Your challenge is that you have difficulty finishing tests during the time allotted for the class. You anticipate difficulty with your upcoming math class. Your counselor, Mr. Shoemaker from the Services for Students with Disabilities, advised you to talk with the instructor. Therefore, you get an appointment with your math instructor, Dr. White, to ask for *extended time on the tests*. It is the first time you have met him personally.

**Role-play Partner:** You are Dr. White, a math instructor at the local community college. You have a meeting with a student who discloses his/her disability and request an accommodation.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”). Simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** After the student has made his/her request, you promise to help the student. “Ok. I will see what I can do.”

Do NOT give the details of how you can do unless the student asks for it (for example, “How can you make it work?”)

**Step 3:** ONLY ASKED, tell the student how you can make it work  
“Well, I will talk with the class about the request and ask them to cooperate. Of course, I won’t tell them who has requested this.”

### **Follow up and Generalization Role Play Scenarios Trainers Role**

**Setting description:** You are a student with Attention Deficit Hyperactivity Disorder, ADHD. You are enrolled at community college and you recently have met with your academic advisor to select your classes. This semester you decide to enroll full time and enroll in several prerequisite courses. You have always done well in school and are very interested in architecture and engineering. In high school, you were even selected for honor roll each of the past two semesters. While reviewing the course websites you notice that you may have difficulty completing your math requirements as the course is more advanced than anything you have ever taken. You think you can handle the homework but you are worried about the tests. Therefore, you decide to arrange a meeting with the course professor, Dr. Harris, to discuss your concerns and attempt to obtain an accommodation.

**Role-play Partner:** You are a Math professor, Dr. Harris. You are talking with a student you requires an accommodation to help him/ her complete the course.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I realize that this math course may cause you some difficulty, were you able to discuss these concerns with your advisor prior to registering for this course.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “You may attempt to take the tests in another room or with extended time.”

**Step 4:** IF ASKED FOR REFERRAL, “You may need to check with Dr. Summers, Director of the Student Success Center. She will be able to help you arrange the accommodation.”

**Setting description:** You are a deaf student, currently receiving support from a translator provided to you by the community college. You have been enrolled at the community college for two years and have completed all your prerequisite and the majority of your required courses. You have always done well in all of your courses and are on pace to graduate on time. This semester you are enrolled in several elective courses. You have always been interested in cars and mechanics and this semester decide to take an introductory auto mechanics course. After the first week, you realize that your translator is not available during the project/lab sessions, so you cannot hear the discussions with your project team mates. You also notice that when you are working underneath a vehicle you have difficulties following instructions because you cannot hear the instructor or view the diagrams on the board. Because of this, you arrange a meeting with the course instructor, Mr. Bennet, to attempt to request an accommodation to help you complete your course requirements.

**Role Play Partner:**

You are Mr. Bennet, the auto mechanics course instructor. You are now talking with a deaf student with post-polio, who requests an accommodation to help complete the course requirements.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I know how hard it is for you, but right now we do not have the additional resources to help you complete the course.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “We could ask another student to help or allow your translator under the car to relay the information to you.”

**Step 4:** IF ASKED FOR REFERRAL, “You may talk with Dr. Summers, the Director of Student Access to see if she may be able to help you with your issue.”

ONLY ASKED FOR MORE INFORMATION ABOUT THE REFERRING PERSON,

“She is in charge of student requests.”

“You can talk to her secretary, Ms. Nary, to make an appointment first. Her room is right around the corner, room 215.”



**Role play Scenario:** You are a student with ADHD and Aspergers Syndrome who is majoring in English Literature. You enjoy reading and writing and have done well in your prerequisite courses. You also participate in several extracurricular activities including creative writing and with the campus disability support group working with other students with disabilities. You recently completed your first year at the community college and, overall, did very well. You have recently enrolled in courses for the following semester and are concerned about a speech class that you are required to take. In the past, you have felt comfortable working with small groups but feel like you may be at a disadvantage presenting to a large group of people. Therefore, you arrange an appointment with the professor, Dr. Walker, to request an accommodation.

**Role-play Partner:** You are Dr. Walker, the course instructor for the student speech course. You have a meeting with a student with a disability who has concerns about participating in class in front of a large group of students.

**Step 1:** You listen politely, but do **NOT** ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I know how hard it is for you, but unfortunately we do not have funding for personal assistive technology.” Or “ I know how hard it is for you, but unfortunately that accommodation would put you at an unfair advantage compared to the rest of the class.”

**Step 3:** **ONLY ASKED FOR SUGGESTION,** “Have you ever tried to get help from the Student Success Office?”

**Step 4:** **IF ASKED FOR REFERRAL,** “Why not talk to Dr. Summers, Director of the Student Success Center to help you obtain your accommodation.”  
“You may contact her at 865-4095.” “Her office is located in SC 215.”

**Setting description:** You are a student with low vision. You have just enrolled at the local community college and are concerned that you will not be able to do as well in your studies in this new setting. You have always done well in school. Your grades and attendance have always been at the top of your class and you have tried to participate in school activities as much as possible. You also really enjoy your English and writing classes because these classes allow you to interact with your peers. You have enrolled in an English class for the coming semester. One concern is that you are not able to access some of the materials on the class reading list because they are not formatted correctly. You have an appointment to talk with your professor, Dr. Turner, about this issue.

**Role-play Partner:** You are Professor Turner. You are meeting with a student with low vision who is making an accommodation request for readings in large print.

**Step 1:** You listen politely, but do NOT ask questions (except “What can I do for you?” OR “Can I help you?”), rather simply let the student introduce him/herself, describe his/her personal situation and the challenge, and make the request.

**Step 2:** You will say, “I am sorry but I cannot help you. I do not have a TA this semester and I don’t have time to create large print documents for you.”

**Step 3:** ONLY ASKED FOR SUGGESTION, “You can talk to the Dean’s Secretary, Ms. Ashline. She may find a way to accommodate you.”

IF ASKED HOW SHE CAN HELP, “She can find someone who will create large print documents for you.”

ONLY ASKED FOR MORE INFORMATION, “She is in room 305 in this building.”

**Appendix H:**  
**Observation and Data Collection Form**

<b><u>BEHAVIORS</u></b>		<b><u>Score</u></b>	<b><u>Comment</u></b>	<b><u>OPERATIONAL DEFINITION</u></b>
<b>(A) OPENING THE MEETING</b>				
1	Greeting			<b>O</b> : A greeting consists of both words of salutation and the USM's title and last name. <b>N</b> : The S does not greet the USM or, if the S uses slang.
2	Introduce oneself			<b>O</b> : A statement made by the S that identifies himself or herself to the USM. <b>N</b> : The S does not mention his or her name. <b>N/A</b> : If the USM knows the S
3	State appreciation			<b>O</b> : A positive statement made by the S to the USM that expresses appreciation in meeting the USM <b>N</b> : No statement of appreciation occurs. <b>N/A</b> : If the USM starts asking questions before the S has an opportunity to make statement of appreciation.
4	Mention a referring person			<b>O</b> : Statement that mentions the name of the person that referred him/her to the USM, and <u>also</u> states brief information about the referring person. <b>N</b> : The S does not mention the referring person OR does not include information about the referring person. <b>N/A</b> : If the situation does not specify a referring person OR the S and the USM know each other
<b>(B) MAKING THE REQUEST</b>				
5	Describe personal situation			<b>O</b> : A statement that provides the USM with specific contextual information directly related to the pending request for accommodation. <b>N</b> : If the S does not mention his/her current situation OR provides non-specific information. <b>N/A</b> : If the USM indicates he/she knows the S's situation
6	Describe your talent/strength related to your request/situation			<b>O</b> : A statement that provides the USM with specific contextual information directly related to S's talents or strengths that explain why he/she will be able to be successful in the situation provided the accommodation is provided. <b>N</b> : If the S does not mention his/her strengths or talents OR provides non-specific information, or identifies talents/strengths that are not related to the request. <b>N/A</b> : If the USM indicates he/she knows the S's talents/strengths.
7	Describe the challenge			<b>O</b> : A statement that provides additional information about the S's personal challenge, which should be related to the request for accommodation. <b>N</b> : If the S does not mention the disability or challenge. <b>N/A</b> : If the USM states he/she knows the meeting's purpose
8	Make a specific request			<b>O</b> : A statement that specifically describes how the USM can assist him/her. <b>N</b> : If the S does not make a specific request or says something not related to the meeting's purpose.
9	State rationale for the accommodation required			<b>O</b> : A statement of rationale that explains <u>HOW</u> the specific accommodation can help the S with the requested tasks. <b>N</b> : If the S does not mention the specific potential benefit of the accommodation.

<ul style="list-style-type: none"> <li>• <b>If the request is met, go to (C) – Planning action/summarizing, and then score items 11-15 as N/A, and then go to (F) Closing the Meeting.</b></li> <li>• <b>If the request is rejected, go to (D) – Handling rejections</b> <ul style="list-style-type: none"> <li>○ <b>If (D) is agreed to go back to (C), Planning Action/Summarizing, then score 13-15 as N/A, then go to (F) Closing the Meeting.</b></li> <li>○ <b>If the USM refuses to help with (C), (D), and (E), skip (F) and then score.</b></li> </ul> </li> </ul>				
<b>(C) PLANNING ACTION</b>				
10	S states or requests an action plan or summarizes planned next steps			<p><b>O</b> : S states or requests information that outlines his/her understanding of what has been agreed and next steps to be taken.</p> <p><b>N</b> : If the S does not ask for or mention agreements about how to carry out the initial request.</p> <p><b>N/A</b>: If the USM response is a simple yes or no or if the USM volunteers an action plan.</p>
<b>(D) HANDLING REJECTIONS</b>				
11	Ask USM for alternative/suggestions or S makes thoughtful request for alternative suggestion			<p><b>O</b> : A statement or question after the initial request has been rejected, which seeks the USM's ideas or suggestions as to possible alternative actions the S might take to achieve his/her requested accommodation. The S may also make a thoughtful suggestion. Mark as occurred if S asks/makes alternative suggestion any time during the exchange.</p> <p><b>N</b> : If the S <u>does not ask</u> or request an alternative or a different suggestion, or makes a threatening suggestion.</p> <p><b>N/A</b>: If the initial request is NOT rejected or if the USM spontaneously offers a different suggestion</p>
12	Analyze feasibility of the suggestion			<p><b>O</b> : A statement that specifically indicates whether or not the suggestion is feasible, given his/her situation at any time during the exchange.</p> <p><b>N</b> : If the S does not analyze the feasibility of the suggestion.</p> <p><b>N/A</b>: If the USM did not make a suggestion OR accepted the alternative suggestion.</p>
<b>(E) ASKING FOR A REFFERAL</b>				
13	Ask for a referring person			<p><b>O</b> : A statement or question that requests the name of someone else who might help him/her with the requested accommodation.</p> <p><b>N</b> : If the S does not ask for a referral, OR makes a negative statement.</p> <p><b>N/A</b>: If the USM voluntarily offers a referring person <b>Score as N/A if request is granted.</b></p>
14	Ask for necessary information to contact the referring person			<p><b>O</b> : A statement that seeks more information about the person who has been recommended as an appropriate referring person. This information could include the person's full name, address, and number.</p> <p><b>N</b> : If the S does not ask for specific information about the referring person.</p> <p><b>N/A</b>: If the USM volunteers the information about the referring person <b>Score as N/A if request is granted.</b></p>
15	Ask for permission to use the university staff member's name			<p><b>O</b> : The S asks if he/she can use the USM's name when talking to the referring person.</p> <p><b>N</b> : If the S does not ask for permission to use the USM's name.</p> <p><b>N/A</b>: If the USM volunteers first states that the S can use his/her name OR offers to contact the referring person in advance <b>Score as N/A if request is granted.</b></p>
<b>(F) CLOSING THE MEETING</b>				
17	State appreciation			<p><b>O</b> : The S expresses his/her gratefulness for the opportunity to meet the USM.</p> <p><b>N</b> : If the S does not state his/her appreciation.</p>

18	Make a final closing			<b>O</b> : A statement or gesture (e.g., handshake) made by the S to indicate the ending of the interaction <b>N</b> : If the S does not state a final greeting.
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## Appendix I:

### Social Validity Assessment

#### REQUESTING ACCOMMODATIONS TO INCREASE FULL PARTICIPATION IN HIGHER EDUCATION: SELF-ADVOCACY PRACTICE WORKSHOP Evaluation Form

Thank you very much for participating in the ADA Accommodations Online Tutorial. We would like your opinions and thoughts regarding the project.

<b>On-Line Tutorial</b>	Please rate the degree to which you agree or disagree with the following statements about the on-line tutorial				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The information presented in the online knowledge tutorial was useful to me	1	2	3	4	5
The information in the online knowledge tutorial was presented clearly, easy to follow, and presented as outlined	1	2	3	4	5
The information presented in the online knowledge tutorial can be completed in a reasonable amount of time	1	2	3	4	5
The information presented in the online skills tutorial for negotiating accommodations tutorial was useful to me	1	2	3	4	5
The video examples shown during the online skills tutorial for negotiating accommodations tutorial was useful to me	1	2	3	4	5
The information shown in the online skills tutorial for negotiating accommodations was presented clearly, easy to follow, and presented as outlined	1	2	3	4	5
The video examples shown in the online skills tutorial for negotiating accommodations were clear, easy to follow, and presented as described	1	2	3	4	5
The information and videos shown in the online skills tutorial for negotiating accommodations can be completed in a reasonable amount of time	1	2	3	4	5
I was able to complete the online skills tutorial in a reasonable amount of time.	1	2	3	4	5
Overall, the online ADA tutorial was easy to navigate and complete.	1	2	3	4	5
<b>Overall (On-line Tutorial)</b>	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Overall, How would you rate this online ADA tutorial?	1	2	3	4	5

Would you recommend this online training to someone who has a similar disability?	Yes	No

Face to Face Training	Please rate the degree to which you agree or disagree with the following statements about the on-line tutorial				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The information presented during the in-person training was useful to me	1	2	3	4	5
The information presented during the in-person training was presented clearly, easy to follow, and presented as outlined	1	2	3	4	5
The information presented in the in-person training can be completed in a reasonable amount of time	1	2	3	4	5
The opportunity to review and practice previously learned behaviors was useful to me	1	2	3	4	5
The video examples shown during the in-person for negotiating accommodations tutorial was useful to me	1	2	3	4	5
The opportunity to practice and receive feedback on my skills was helpful to me	1	2	3	4	5

Overall (Face to Face)	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
How would you rate this face to face ADA training?	1	2	3	4	5
Would you recommend this training to someone who has a similar disability?	Yes		No		

Please add your comments:

1. What was most helpful about the ADA on-line tutorial training? Least helpful? Any other feedback?
2. What areas of the knowledge tutorial were most helpful? Least helpful? Why or why not?







10. What additional information do you think you might need to help you be more effective in asking for accommodations for your classes?

## Appendix J Fidelity Assessment Checklist

### Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development Training*<sup>1</sup> was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality training. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Context Information	
Date: _____	Location: _____
Topic: _____	Presenter: _____
Observer: _____	Role: _____

The professional development provider:	Observed? (Check if Yes)
<b>Preparation</b>	
1. Provides a description of the training with learning objectives/target prior to training	
<b>Evidence or example:</b>	
2. Provides readings, activities, and/or questions to think about prior to the training; materials are in accessible formats	
<b>Evidence or example:</b>	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
<b>Evidence or example:</b>	
4. Quickly establishes or builds on previously established rapport with participants	
<b>Evidence or example:</b>	

<sup>1</sup> Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

## Appendix K

### Face-to-Face Training Role-Play Scenarios

**Scenario 1:** You are a first year student who is diagnosed with ADHD. You have always done well in school and have never had any difficulty participating in or completing class assignments. During your last semester your grades were so good you even earned a spot on the honor roll. After enrolling in your courses for the semester you begin to get concerned. You are taking a full load and all of these classes serve as prerequisite requirements for classes you will need to take in the future. You are concerned that because you have so much material to cover between all these classes that you will not be able to finish your exams in the allotted time. You decide to set up a meeting with Dr. Jones, your freshman academic advisor, to discuss the possibility of *receiving extended time on your exams*.

For this Scenario, Consider:

1. What is the problem this student is facing?
2. What would be an appropriate accommodation?
3. What would be an appropriate second choice for the accommodation?

**Scenario 2:** You are a student with a learning disability. Over the years, you have developed a number of good strategies that has helped you to organize your materials and complete your assignments in a timely manner. You have always been a hard worker and are frequently at the library completing your assignments. You have always excelled in your English classes but could not enroll in any this semester as you were required to complete your Math requirements. Math has always been a very difficult for you, which is why you have waited so long to take the course. Before the semester began, you met with your instructor, Dr. Nary, to discuss an accommodation around a room with fewer distractions. Yet, after completing your first exam in a private room, you realize that you need *extended testing time to help you complete the exam*. Therefore, you are once again meeting with Dr. Nary to discuss this accommodation.

For this Scenario, Consider:

1. What is the problem this student is facing?
2. What would be an appropriate accommodation?
3. What would be an appropriate second choice for the accommodation?

**Scenario 3:** You are a student with a hearing impairment. This is your last semester in which you are going to be enrolled in classes and only need to complete your last few electives to graduate. You have always done well in your courses and will most likely graduate with honors. Because you only have to enroll in electives this semester, you decide to enroll in a film course. You decide to sit close to the professor because you have no difficulty reading lips when in close proximity. Yet, after reviewing the course syllabus, you notice that only half of the course is based on lecture while the other half is based on your review of several films during the week.

You access the course website and notice that none of the videos are captioned making it difficult for you to complete your course work. Therefore, you set up a meeting with Dr. Willits to *request captioning for the videos shown in class*.

For this Scenario, Consider:

1. What is the problem this student is facing?
2. What would be an appropriate accommodation?
3. What would be an appropriate second choice for the accommodation?  
**Scenario 1:** You are a first year student who is diagnosed with ADHD. You have always done well in school and have never had any difficulty participating in or completing class assignments. During your last semester your grades were so good you even earned a spot on the honor roll. After enrolling in your courses for the semester you begin to get concerned. You are taking a full load and all of these classes serve as prerequisite requirements for classes you will need to take in the future. You are concerned that because you have so much material to cover between all these classes that you will not be able to finish your exams in the allotted time. You decide to set up a meeting with Dr. Jones, your freshman academic advisor, to discuss the possibility of *receiving extended time on your exams*.

1. Opening the Meeting	Yes	No
a. Provide a greeting	<input type="checkbox"/>	<input type="checkbox"/>
b. Introduce yourself	<input type="checkbox"/>	<input type="checkbox"/>
c. State appreciation for the meeting	<input type="checkbox"/>	<input type="checkbox"/>
d. Mention who referred you, if appropriate	<input type="checkbox"/>	<input type="checkbox"/>

**Scenario 1:** You are a first year student who is diagnosed with ADHD. You have always done well in school and have never had any difficulty participating in or completing class assignments. During your last semester your grades were so good you even earned a spot on the honor roll. After enrolling in your courses for the semester you begin to get concerned. You are taking a full load and all of these classes serve as prerequisite requirements for classes you will need to take in the future. You are concerned that because you have so much material to cover between all these classes that you will not be able to finish your exams in the allotted time. You decide to set up a meeting with Dr. Jones, your freshman academic advisor, to discuss the possibility of *receiving extended time on your exams*.

2. Making your request		
a. State your personal situation	<input type="checkbox"/>	<input type="checkbox"/>
b. State your personal strength	<input type="checkbox"/>	<input type="checkbox"/>
c. Describe the challenge	<input type="checkbox"/>	<input type="checkbox"/>
d. Make a specific request for an accommodation	<input type="checkbox"/>	<input type="checkbox"/>
e. State the potential benefit	<input type="checkbox"/>	<input type="checkbox"/>
3. Asking for suggestions ( <i>if initial request is denied</i> )		
a. Ask for alternative suggestions to meet the challenge	<input type="checkbox"/>	<input type="checkbox"/>

- b. Analyze feasibility of the suggestion
4. Ask for referral (*if the alternative is not acceptable*)
- a. Ask for a referral
- b. Ask for necessary information to contact the referring person
- c. Ask for permission to use the University staff member's name

**Scenario 1:** You are a first year student who is diagnosed with ADHD. You have always done well in school and have never had any difficulty participating in or completing class assignments. During your last semester your grades were so good you even earned a spot on the honor roll. After enrolling in your courses for the semester you begin to get concerned. You are taking a full load and all of these classes serve as prerequisite requirements for classes you will need to take in the future. You are concerned that because you have so much material to cover between all these classes that you will not be able to finish your exams in the allotted time. You decide to set up a meeting with Dr. Jones, your freshman academic advisor, to discuss the possibility of *receiving extended time on your exams*.

5. Plan for the future
- a. Make an action plan for next steps to implement the accommodation (if it was accepted)
6. Close the meeting – state appreciation and say good-bye
- a. State Appreciation
- b. Make a Closing statement

**Scenario 2:** You are a student with a learning disability. Over the years, you have developed a number of good strategies that has helped you to organize your materials and complete your assignments in a timely manner. You have always been a hard worker and are frequently at the library completing your assignments. You have always excelled in your English classes but could not enroll in any this semester as you were required to complete your Math requirements. Math has always been a very difficult for you, which is why you have waited so long to take the course. Before the semester began, you met with your instructor, Dr. Nary, to discuss an accommodation around a room with fewer distractions. Yet, after completing your first exam in a private room, you realize that you need *extended testing time to help you complete the exam*. Therefore, you are once again meeting with Dr. Nary to discuss this accommodation.

1. Opening the meeting
- a. Provide a greeting
- b. Introduce yourself
- c. State appreciation for the meeting
- d. Mention who referred you, if appropriate

**Scenario 2:** You are a student with a learning disability. Over the years, you have developed a number of good strategies that has helped you to organize your materials and complete your assignments in a timely manner. You have always been a hard worker and are frequently at the library completing your assignments. You have always excelled in your English classes but could not enroll in any this semester as you were required to complete your Math requirements. Math has always been a very difficult for you, which is why you have waited so long to take the course. Before the semester began, you met with your instructor, Dr. Nary, to discuss an accommodation around a room with fewer distractions. Yet, after completing your first exam in a private room, you realize that you need *extended testing time to help you complete the exam*. Therefore, you are once again meeting with Dr. Nary to discuss this accommodation.

2. Making your request
  - a. State your personal situation
  - b. State your personal strength
  - c. Describe the challenge
  - d. Make a specific request for an accommodation
  - e. State the potential benefit
  
3. Asking for suggestions (*if initial request is denied*)
  - a. Ask for alternative suggestions to meet the challenge
  - b. Analyze feasibility of the suggestion
  
4. Ask for referral (*if the alternative is not acceptable*)
  - a. Ask for a referral
  - b. Ask for necessary information to contact the referring person
  - c. Ask for permission to use the University staff member's name

**Scenario 2:** You are a student with a learning disability. Over the years, you have developed a number of good strategies that has helped you to organize your materials and complete your assignments in a timely manner. You have always been a hard worker and are frequently at the library completing your assignments. You have always excelled in your English classes but could not enroll in any this semester as you were required to complete your Math requirements. Math has always been a very difficult for you, which is why you have waited so long to take the course. Before the semester began, you met with your instructor, Dr. Nary, to discuss an accommodation around a room with fewer distractions. Yet, after completing your first exam in a private room, you realize that you need *extended testing time to help you complete the exam*. Therefore, you are once again meeting with Dr. Nary to discuss this accommodation.

5. Plan for the future
  - a. Make an action plan for next steps to implement the accommodation (if it was accepted)
  
6. Close the meeting – state appreciation and say good-bye  
  - a. State Appreciation
  - b. Make a Closing statement

**Scenario 3:** You are a student with a hearing impairment. This is your last semester in which you are going to be enrolled in classes and only need to complete your last few electives to graduate. You have always done well in your courses and will most likely graduate with honors. Because you only have to enroll in electives this semester, you decide to enroll in a film course. You decide to sit close to the professor because you have no difficulty reading lips when in close proximity. Yet, after reviewing the course syllabus, you notice that only half of the course is based on lecture while the other half is based on your review of several films during the week. You access the course website and notice that none of the videos are captioned making it difficult for you to complete your course work. Therefore, you set up a meeting with Dr. Willits to *request captioning for the videos shown in class*.

1. Opening the meeting
  - a. Provide a greeting
  - b. Introduce yourself
  - c. State appreciation for the meeting
  - d. Mention who referred you, if appropriate

**Scenario 3:** You are a student with a hearing impairment. This is your last semester in which you are going to be enrolled in classes and only need to complete your last few electives to graduate. You have always done well in your courses and will most likely graduate with honors. Because you only have to enroll in electives this semester, you decide to enroll in a film course. You decide to sit close to the professor because you have no difficulty reading lips when in close proximity. Yet, after reviewing the course syllabus, you notice that only half of the course is based on lecture while the other half is based on your review of several films during the week. You access the course website and notice that none of the videos are captioned making it difficult for you to complete your course work. Therefore, you set up a meeting with Dr. Willits to *request captioning for the videos shown in class*.

2. Making your request
  - a. State your personal situation
  - b. State your personal strength
  - c. Describe the challenge
  - d. Make a specific request for an accommodation
  - e. State the potential benefit



3. Asking for suggestions (*if initial request is denied*)
- a. Ask for alternative suggestions to meet the challenge
  - b. Analyze feasibility of the suggestion

4. Ask for referral (*if the alternative is not acceptable*)
- a. Ask for a referral
  - b. Ask for necessary information to contact the referring person
  - c. Ask for permission to use the University staff member's name

**Scenario 3:** You are a student with a hearing impairment. This is your last semester in which you are going to be enrolled in classes and only need to complete your last few electives to graduate. You have always done well in your courses and will most likely graduate with honors. Because you only have to enroll in electives this semester, you decide to enroll in a film course. You decide to sit close to the professor because you have no difficulty reading lips when in close proximity. Yet, after reviewing the course syllabus, you notice that only half of the course is based on lecture while the other half is based on your review of several films during the week. You access the course website and notice that none of the videos are captioned making it difficult for you to complete your course work. Therefore, you set up a meeting with Dr. Willits to *request captioning for the videos shown in class*.

5. Plan for the future
- a. Make an action plan for next steps to implement the accommodation (if it was accepted)
6. Close the meeting – state appreciation and say good-bye
- a. State Appreciation
  - b. Make a Closing statement

## Appendix L:

### Role Play Scenario Checklist

6 Steps to Requesting an Accommodation	Yes	No
1. Opening the meeting		
a. Provide a greeting	<input type="checkbox"/>	<input type="checkbox"/>
b. Introduce yourself	<input type="checkbox"/>	<input type="checkbox"/>
c. State appreciation for the meeting	<input type="checkbox"/>	<input type="checkbox"/>
d. Mention who referred you, if appropriate	<input type="checkbox"/>	<input type="checkbox"/>
2. Making your request		
a. State your personal situation	<input type="checkbox"/>	<input type="checkbox"/>
b. State your personal strength	<input type="checkbox"/>	<input type="checkbox"/>
c. Describe the challenge	<input type="checkbox"/>	<input type="checkbox"/>
d. Make a specific request for an accommodation	<input type="checkbox"/>	<input type="checkbox"/>
e. State the potential benefit	<input type="checkbox"/>	<input type="checkbox"/>
3. Asking for suggestions ( <i>if initial request is denied</i> )		
a. Ask for alternative suggestions to meet the challenge	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyze feasibility of the suggestion	<input type="checkbox"/>	<input type="checkbox"/>
4. Ask for referral ( <i>if the alternative is not acceptable</i> )		
a. Ask for a referral	<input type="checkbox"/>	<input type="checkbox"/>
b. Ask for necessary information to contact the referring person	<input type="checkbox"/>	<input type="checkbox"/>
c. Ask for permission to use the University staff member's name	<input type="checkbox"/>	<input type="checkbox"/>
5. Plan for the future		
a. Make an action plan for next steps to implement the accommodation (if it was accepted)	<input type="checkbox"/>	<input type="checkbox"/>
6. Close the meeting – state appreciation and say good-bye	<input type="checkbox"/>	<input type="checkbox"/>
a. State Appreciation		
b. Make a Closing statement		