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Self-Advocacy Programs for College Students with Disabilities:

A Framework for Assessment

Hilary L. Kissel

James Madison University

Correspondence regarding this paper should be sent to:

Hilary L. Kissel
821 S. Main St.
MSC 6806
Harrisonburg, VA 22807
kisselhl@jmu.edu

Paper presented at the 2006 annual meeting of the American Educational Research Association, San Francisco, CA.

Abstract

As an increasing number of students with disabilities enroll in college, discovering ways to best meet these students' needs becomes more pressing. The transition from high school to college can be especially difficult for these students as the impetus for securing necessary accommodations falls on students themselves rather than on parents or on the institution as it did in high school. Many postsecondary institutions have responded to students' needs by implementing programs to teach self-advocacy skills. Unfortunately, few of these programs have established assessment plans to evaluate their effectiveness. This paper describes a framework for evaluating a postsecondary self-advocacy program. This framework can be applied to similar programs to provide empirical answers to questions about program efficacy.

Self-Advocacy Programs for College Students with Disabilities: A Framework for Assessment

The transition to college can be particularly challenging for students who received special education services in high school. The increasing number of students with disabilities attending college requires an unprecedented level of support to ensure the academic and social well-being of these students. Self-advocacy is one factor that is consistently cited in the literature as crucial for a successful transition for students with disabilities (e.g., Aune, 1991; Brinckerhoff, 1993; Hitchings et al., 2001; Merchant & Gajar, 1997; Sawin et al., 1999; Skinner & Lindstrom, 2003). The purpose of this study is to describe a framework for the evaluation of self-advocacy training programs for students with disabilities. Discovering which programs are successful will ensure that students are receiving the assistance they need.

Traditionally, students with disabilities have struggled with the transition from high school to college, facing the obstacles that other students face as well as unique academic and social challenges. The Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination against people with disabilities in postsecondary institutions. That is, barriers preventing students with disabilities from achieving must be removed. Colleges and universities attempt to remove these barriers by providing programs to students with disabilities. It is crucial that the programs in place to assist students with disabilities are assessed to evaluate their success. Examining whether programs “work” and which factors promote postsecondary success for students with disabilities is a key step in determining whether educators are adequately providing necessary services.

Changes in education, legislation, and health care have opened up postsecondary opportunities for more students. Accordingly, an increasing number of students with disabilities

are enrolling in college (Sawin et al., 1999; Skinner & Lindstrom, 2003; Stodden, 2005). The percentage of enrolled college students with a reported disability has increased five-fold from 1978 to 1998, from 2.6% to 10.5%, respectively (Stodden). With so many students with disabilities taking advantage of higher education, it is in the public interest now more than ever to ensure that these students are being served in ways that meet their educational needs.

Students with disabilities face unique obstacles in seeking access to a fair education. The literature overwhelmingly suggests that one of the fundamental factors to success is the ability to self-advocate (e.g., Aune, 1991; Brinckerhoff, 1993; Hitchings et al., 2001; Janiga & Costenbader, 2002; Lock & Layton, 2001; Lukose, 2000; Lynch & Gussel, 1996; Merchant & Gajar, 1997; Sawin et al., 1999; Skinner & Lindstrom, 2003; Weimer et al., 1994). Self-advocacy is defined in many ways, and researchers and institutions may disagree on the skills that should be included in self-advocacy programs.

Typically, programs have some common areas of emphasis, but different institutions choose to emphasize different components and skills within the realm of self-advocacy. Describing the program at Kansas University, Brinckerhoff (1993) suggests that the most important aspects of self-advocacy are the student knowing what she wants and to what she is legally entitled and the student being able to effectively achieve her goals. Specific skills needed include self-determination, independent decision-making, and communication skills. Brinckerhoff (1994) describes the key components of Boston University's self-advocacy training, which include helping students understand their disability and their rights under current legislation, how to negotiate with faculty, and how to select and use appropriate accommodations. Several researchers (Janiga & Costenbader, 2002; Lynch & Gussel, 2003) note that students need to learn how to appropriately self-disclose and to communicate strengths and

weaknesses to professors in order to secure accommodations. Yuan (1994) indicates that, at Lesley College, the foundation for self-advocacy comes from having a thorough understanding of one's own disability and its associated strengths and weaknesses, impact on learning, and possible compensatory strategies. Numerous other researchers have supported the importance of each of the aforementioned skills, but not all knowledge and abilities are emphasized in each program. Clearly, self-advocacy programs do not look the same at every university.

Although definitions and necessary components of self-advocacy programs vary, common elements do exist. In a review of programs designed to teach self-advocacy skills, Merchant and Gajar (p. 225) found four common elements: "(1) understanding one's own disability (strengths and weaknesses); (2) knowledge of individual rights under the law; (3) accommodations needed; and (4) effective communication skills." Essentially, self-advocacy skills encapsulate what students must know and be able to do in order to ensure a fair education.

In college, the impetus for obtaining accommodations falls on the students rather than on the school or on the parents, as it did in high school. This shift from other-advocacy to self-advocacy can be the most difficult part of the transition, as students have been accustomed to depending on others to implement special accommodations or services (Aune, 1991; Brinckerhoff, 1993; Lukose, 2000; Lynch & Gussel, 1996; Merchant & Gajar, 1997; Shaw, 1989; Skinner & Lindstrom, 2003; Smith et al., 2002). According to legislation, colleges are under no obligation to provide accommodations until the student provides documentation and requests those services. Self-advocacy skills are crucial in helping students obtain the services that are within their rights.

Legislation has mandated improved transition services for special education students. The 1997 amendments to the Individuals with Disabilities Education Act mandated that transition

planning (planning for the move beyond secondary education) begin for all special education students at age 14. Unfortunately, the literature has shown that secondary schools often fall short in providing the mandated transition services (Hitchings et al., 2001; Janiga & Costenbader, 2002; Kohler & Field, 2003; Merchant & Gajar, 1997; Smith et al., 2002; Wood & Cronin, 1999). In a recent survey of transition readiness, college disability service coordinators ranked incoming students' self-advocacy skills as their greatest weakness (Janiga & Costenbader). Clearly, many departing high school students are not getting the self-advocacy training they need.

As a result of the poor self-advocacy skills that college students are demonstrating, several institutions, both secondary and post-secondary, have begun programs to impart self-advocacy skills (e.g. Aune, 1991; Brinckerhoff, 1994; Durlak et al., 1994; Lock & Layton, 2001; Phillips, 1990; Smith et al., 2002; Weimer et al., 1994; Yuan, 1994). Fortunately, so many institutions have begun self-advocacy programs that describing them all would be beyond the scope of this paper. A sample of programs and their assessment practices will be briefly discussed.

Although numerous high school transition programs have also been devised to address students' need for self-advocacy skills when beginning postsecondary education, this paper will focus on higher education programs for degree-seeking students. For instance, Brinckerhoff (1994) describes the Summer Transition Program (STP) available through Boston University. This multi-session program is optional for incoming college students with learning disabilities and includes seven sessions devoted solely to self-advocacy training. Topics of these sessions include understanding one's learning disability, learning legal rights, defining self-advocacy, determining reasonable classroom accommodations, taking on an independent role, and applying

self-advocacy skills in a series of role plays and direct applications. Despite the thorough coverage of self-advocacy in the program, however, no quantitative assessment or evaluation results are reported to address program efficacy. Thus, although the program sounds ideal, its actual impact is unknown.

Several programs utilize informal or qualitative feedback to support the effectiveness of their programs. Lock and Layton (2001) report increased student and professor satisfaction with a self-advocacy program that involves use of a Learning Disabilities Diagnostic Inventory to help students explore their needs and how those needs might be met. Although this informal feedback is better than nothing, it does not provide rigorous information about the quality or effectiveness of the program implemented.

Programs not intended for degree-seeking college students also have information about how to conduct self-advocacy assessments. Several programs designed for high school students or non-degree-seeking college students have more thorough assessment plans that support their efficacy (e.g. Durlak et al., 1994; Phillips, 1990; Yuan, 1994). Institutions of higher education are encouraged to integrate findings from these early transition programs in their work, as creating a seamless transition from high school to college is important for student success.

Unfortunately, while many institutions have begun teaching self-advocacy skills, few have implemented assessment designs to evaluate program success. Merchant and Gajar (1997) reviewed evaluation results of self-advocacy programs, but found that few empirical studies were available. Dalke (1993) emphasized that studying the effectiveness of self-advocacy programs is *crucial* for discovering the components that most contribute to student success.

This study seeks to fulfill the calls for empirical research on self-advocacy programs by establishing a framework for developing an assessment of the self-advocacy workshop at a mid-

sized southeastern university. Although abstract skills like self-advocacy are difficult to measure, working toward developing a sound assessment program is necessary to explore the characteristics of programs that have been successful in teaching self-advocacy skills. Once effective programs have been identified, educators can better ensure that they are appropriately serving the increasing number of college students with disabilities.

Methods

Self-Advocacy Program

The self-advocacy workshop offered through the university Office of Disability Services (ODS) is a two-hour course that provides training in two areas: self-advocacy knowledge and self-advocacy behaviors. The knowledge component provides training in the basics of self-advocacy as well as policies and procedures. The behavior component focuses on communication skills necessary for successfully having conversations with faculty and staff about disability needs. When students register with ODS, they take a pre-test screening to measure self-advocacy knowledge. Students who fail to meet the established cut score on the knowledge pre-test are targeted for participation in the workshop. An e-mail that strongly encourages participation in the self-advocacy program is sent to these students who fail to meet the cut score.

Participants

Participants in this study are students registering with ODS at a predominantly white mid-sized southeastern university. Most participants are incoming freshmen, but upperclassmen may participate if they are requesting services for the first time in the upcoming year. Sixty-two students registered with ODS and participated in the knowledge scale pretest. Of these sixty-two students, however, only three returned to participate in the self-advocacy workshop.

Instruments

In order to thoroughly assess the effectiveness of a self-advocacy training program, two components must be addressed. First, knowledge of basic rights and responsibilities must be measured. It is not sufficient, however, to assess knowledge alone. The behavioral application of self-advocacy skills must be measured as well.

Self-Advocacy Knowledge Assessment. The Self-Advocacy Knowledge Assessment (SAKA) is a locally developed 20-item multiple-choice instrument used to assess the knowledge that students with disabilities should gain as a result of the program. The SAKA development was a collaborative effort between service providers from the ODS and staff at the university assessment center. Service providers at ODS developed a list of learning objectives for the SAKA (see Appendix A). Next, ODS staff created a series of items to assess student mastery of the objectives, and assessment personnel with measurement expertise reviewed the items and suggested revisions. Several iterations of this process occurred. Items address federal legislation regarding disability rights and responsibilities as well as local procedures for securing accommodations. Sample items for each objective can be seen in Appendix B. A test blueprint was created to ensure that each objective is being covered and that every item is tapping into an objective (see Appendix C).

Self-Advocacy Performance Assessment. It is not sufficient for students to gain knowledge of self-advocacy right and responsibilities; they must also be able to apply these skills to negotiate for accommodations. As such, students' behaviors are assessed in a role-play designed to emulate a situation requiring self-advocacy skills. This evaluation component is currently underway and will be developed over the next academic semester. When complete, this evaluation will involve a rubric to evaluate students' self-advocacy skills when role-playing. The

coordinator of the Communications Resource Center (CRC) is collaborating in the development of this performance assessment, which will emphasize assertive, appropriate communication.

Self-Advocacy Assessment Plan. Staff from ODS, the CRC, and the assessment center created a plan to monitor the effectiveness of the self-advocacy workshop. This plan details data collection procedures, instrumentation, and, most importantly, goals and objectives of the overall program (see Appendix D). The objectives for goal one were assessed for the first time in fall 2005, and the objectives for goal two will be assessed for the first time in fall 2006. Based on results from the pilot administration, this plan will be revised for future assessment cycles.

Procedure

Students who register with ODS were administered a pre-test of the Self-Advocacy Knowledge Scale (SAKA). A cutoff score of 90% (or 18 out of 20) was established. If students failed to meet the cut score on the pre-test, they were strongly encouraged via e-mail to participate in the self-advocacy workshop. This workshop is not required, but is heavily promoted as a vehicle for success for students with disabilities. Students who participated in the self-advocacy workshop were then administered the SAKA again at the end of the program to measure gains in knowledge.

The assessment plan implements a quasi-experimental design, employing a control group of students who are registered with ODS but did not participate in the self-advocacy workshop. Incentives were secured for these students to participate in the post-testing. By utilizing a comparison group, the impact of the program can be differentiated from maturation. That is, students who participate in the program should have greater increases in their self-advocacy knowledge from pre-test to post-test than students who did not participate.

Data Analysis

Data analysis will be conducted to evaluate the extent to which the workshop was able to meet its objectives. The frequency of students exceeding the cut score will be calculated for the pretest and posttest. A dependent-samples t-test will be conducted to evaluate gains. Comparison with a control group (students who fail the pre-test but do not participate in the workshop) will be conducted if the sample is sufficiently large. This analysis may need to occur with several years of aggregated data. Since this is a pilot administration, reliability will be calculated and item analysis will also be conducted to examine how well the instrument is functioning.

Pretest Screening. Prior to administering the Self-Advocacy Knowledge Assessment, a cut score of 90%, or 18 out of 20, was established. Staff at the ODS selected this cut-off because they believed that students should have a thorough knowledge of disability rights and procedures. The proportion of students meeting this cut score will be determined and the descriptive properties of the testing results will be examined.

Reliability. Reliability is a measure of the consistency of an instrument's scores. Typically, coefficient alpha is seen in the literature as the measure of reliability. In this case, however, a different coefficient is more appropriate because the test uses a cut-off score. When an instrument utilizes a cut score, the goal is to obtain high decision consistency, or to ensure that students would be classified the same way over multiple administrations of an instrument. Thus, in the case of the SAKA, the reliability coefficient, Po, will tell us the extent to which students who passed the screening in one assessment situation would be likely to pass the screening again at a second administration.

Item Analysis. Since the SAKA was administered for the first time in fall 2005, an item analysis will be conducted to examine item functioning. This item analysis examines the

percentage of students answering each item correctly. For a criterion-referenced test (a test with a cut score), we would hope that most students would get the items correct on the posttest. On the pretest, however, we may expect to see more variability in how students answer. If too many students are answering items correctly, we can conclude that those items are too easy and thus do not provide meaningful information about which students need an intervention. In other words, less emphasis can be placed on the objectives for which those items were written.

Item analyses provide several important types of information. First, they provide the distribution of responses for each item (i.e. how many people chose option A, option B, etc.). Examining this response distribution provides information about how well the different options are functioning. The second part of the item analysis is the average overall test score of students who selected each response item. This item discrimination value clarifies how well items discriminate among examinees based on the examinees' overall test performance. Essentially, we hope that students who scored higher on the overall exam will get the item correct— items are successful when they discriminate among students who have mastered the information versus those who have not.

Posttest. Data analysis for the posttest will examine whether students' knowledge actually increased significantly as a result of taking part in the self-advocacy training program. If possible, a comparison group will be recruited to act as the control group in a quasi-experimental design comparing students who participated in the self-advocacy workshop with those who also failed the screening but did not participate. Results in this section will address the goals specified in the assessment plan.

Results

Pretest Results

Pilot testing for the SAKA began in summer 2005. When students registered with the Office of Disability Services, they were administered the computer-based version of the SAKA as a screening test. Students completed the assessment on the computer in the ODS. Students taking the pretest received different messages upon completion based on their scores. If students failed to meet the cut score, they were issued a message on the computer screen telling them that they should expect to receive information about a training workshop intended to help them improve their skills and knowledge. Students who met or exceeded the cut score were congratulated for their knowledge of self-advocacy.

Pretest Screening. At the time of this analysis, 62 students had completed the screening. Basic descriptive statistics were compiled for the pretest screening of the SAKA. Table 1 displays the mean, standard deviation, and range of scores for the pretest administration of the SAKA. The average score on the pretest screening assessment was 16.75, or just a little over a point less than the passing score. This information suggests that many of the students who did not pass the assessment were relatively close to passing. The range of scores reflects that no student answered fewer than half of the items on the instrument correctly. Descriptive statistics seem to suggest that this assessment was fairly easy for a large portion of examinees.

Of the 62 students who took the pretest, 23 passed the initial screening, achieving scores of 18 or better. This represents a passing rate of 37% at pretest. Figure 1 shows the distribution of scores on the pre-test screening administration. Scores to the right of the bold line are passing scores. As the graph indicates, the majority of scores fell between 16 and 18 out of 20 points.

This distribution is negatively skewed, with the majority of student examinees scoring at the upper end of the scale.

Pretest Reliability. The index used to express decision consistency is Po, where scores can range from 0 to 1. As with any measure of reliability, higher scores are desirable, reflecting a greater amount of consistency from one classification decision to the next. The Po value for this pretest pilot screening was 0.63. Numerous factors can influence the reliability of a criterion-referenced (using a cut score) instrument, including the number of items, the ease or difficulty of the measure, and appropriateness of the cut score. This reliability is fairly low, but it is acceptable for instruments still in development. Given that this study involved a pilot administration, this reliability coefficient is acceptable.

Pretest Item Analysis. On the whole, item analysis suggested that many of the items on the pretest screening appeared to be too easy. Figure 2 displays the percentage of students answering each pretest item correctly. This information is presented in tabular form in Table 2. Several items had a very high incidence of being answered correctly. Further, for many items, only a few response options were utilized. These results suggest that, in order to be informative, the items on the SAKA might require some revision. The objectives for which the items which are consistently being answered correctly were written may not need as much emphasis in the workshop, since students already seem to be aware of that knowledge.

Posttest Results

As the assessment plan specifies, students who failed to meet the cut score on the pretest screening administration of the SAKA were strongly encouraged to attend a training workshop designed to improve their self-advocacy knowledge and skills. Of the 62 students who completed the pretest screening, 39 (63%) missed the cut score of 90% (at least 18 out of 20 correct) and

were eligible to participate in the workshop. The ODS attendance goal for the workshop was 75% of eligible students, or approximately 30 students.

Unfortunately, participation rates did not meet the ODS goal of 75%. In fact, of the 39 eligible participants, only three students took part in the self-advocacy workshop held in November, 2005. Given the small participation rate, statistics cannot be computed for posttest scores. Similarly, pretest/posttest score comparisons cannot be made. Anecdotally, of the three students who completed the workshop, two students improved from failing scores of 16 and 17 to a perfect score of 20. The third participant had the same score of 17 before and after the training workshop. She missed two of the same items on the posttest as well as one item which she had previously gotten correct. Since participation in the workshop was so meager, students from the potential control group (students who failed the pretest screening but did not attend the workshop) were not contacted in the hopes that they might be recruited for a future workshop.

Discussion

Despite the poor participation in the self-advocacy workshop, this study provides a great deal of useful information about assessing self-advocacy programs. It is important to remember that this was the pilot administration of the assessment plan. Knowledge gained from this cycle will make future assessment more productive and appropriate. Already, results observed provide multiple opportunities for program and assessment improvement.

First, the pretest scores indicate that a large proportion of students answered many of the items correctly at the pretest administration. If students perform too well on the pretest administration of the SAKA, they will not have any room to demonstrate growth achieved in the workshop. The high pretest scores might be due to weak item construction, and revision might create a more difficult instrument that more accurately measures knowledge of disability rights

and procedures. If, however, the high scores on the pretest instrument are due to knowledge of the content, perhaps the curriculum of the workshop needs to be revised to meet these students at a higher level. Creating more difficult items will help pinpoint students who are truly in need of training in the area of self-advocacy. Furthermore, it will provide you with more meaningful information about where gaps in student knowledge exist. Developing a better understanding of what students need will help you tailor your workshop curriculum to meet their needs.

Perhaps the most important finding of this study is that students who failed the pretest screening are not taking the opportunity to participate in the self-advocacy workshop. Hitchings (2001) found that only approximately one-fifth of college students with disabilities reported being actively involved in transition planning in high school. In this time in which parents are all too eager to take ownership of their children's education, it might be that students feel that they do not need to take control of their own educational experiences. If the lack of program participation is due to students' beliefs that they do not need to be their own primary advocates, education might be necessary to help college students understand that they are now responsible for their own learning.

Clearly, the most significant limitation was the small sample of students who participated in the self-advocacy workshop and subsequent assessment. Given the participation level, posttest analyses and explorations of growth were impossible. If participation continues to be low and cannot be improved, the assessment plan will have to be revised to be more realistic. As long as so few students are taking part in the self-advocacy workshop, the current assessment plan will be impossible to implement.

Future studies should examine, first and foremost, how best to improve participation. Until more students are taking part in the self-advocacy program, the primary concern for

program staff will be convincing students who failed the pretest that they need to take ownership of their learning and acquire the skills necessary to successfully navigate learning with a disability in the college environment. In addition, validity studies should be conducted to gather support for the inferences made on the basis of assessment results. Possible validity studies might include (a) collaborating among universities to determine the appropriate content of self-advocacy programs (b) comparing assessment scores with real-life experiences to determine whether students who fail the assessment are also struggling to advocate for themselves (c) conducting think-alouds with student participants to explore why scores are so high on the pretest and (d) reviewing the cut score for the pretest to determine whether it is appropriate.

The importance of self-advocacy skills for students with disabilities making the transition to college is clear in the literature. With the increasing number of students with disabilities entering postsecondary education, it is more important than ever to ensure that institutions are providing students with the skills and knowledge that they need to be successful. Systematic assessments of programs intended to impart self-advocacy skills will help indicate what works for students. Further, setting up assessment programs such as this will fulfill the call for educational research of programs for students with special needs. Finally, this study sets a precedent for other institutions conducting similar programs. All programs should conduct evaluations of their impact. Assessing self-advocacy programs will help ensure that students with disabilities are receiving the assistance that they need to make a successful transition from high school to college.

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Table 1

Descriptive Statistics for the Pretest Screening of the SAKA

Mean	*Standard Deviation*	*Minimum Score*	*Maximum Score*
16.75	2.02	11	20

Table 2

Percentage of Students Answering Each Item Correctly

Item	*Percentage Correct*	*Item*	*Percentage Correct*
1	.74	11	.98
2	.69	12	.95
3	.66	13	.87
4	.82	14	.89
5	.89	15	.92
6	.98	16	.84
7	.74	17	.95
8	.90	18	.97
9	.73	19	.84
10	.48	20	.95

Figure 1

Distribution of Self-Advocacy Knowledge Assessment Pretest Scores

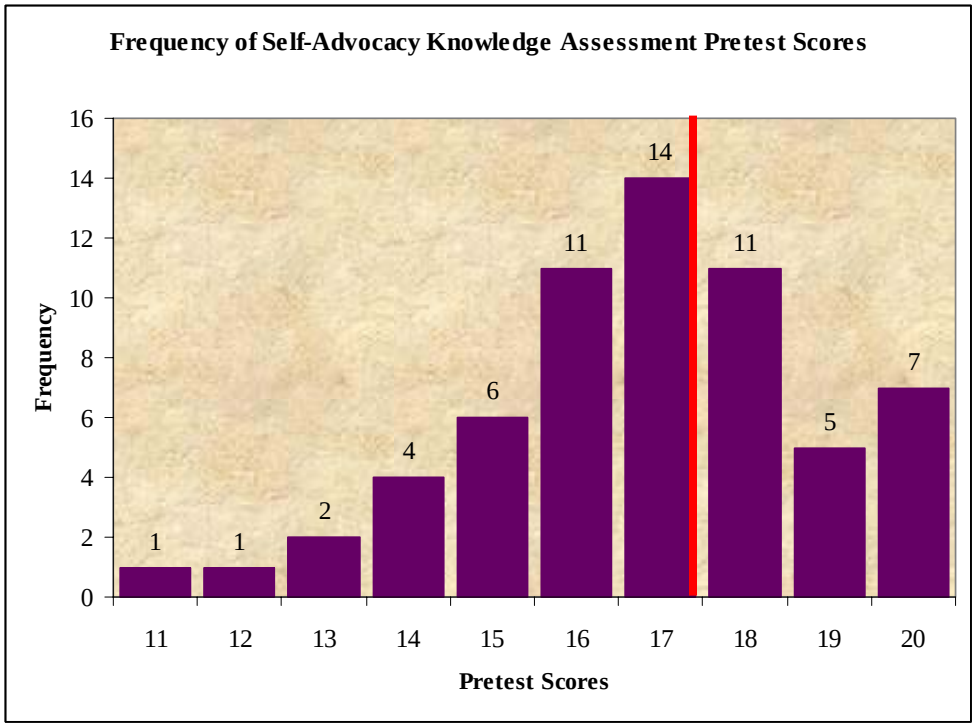
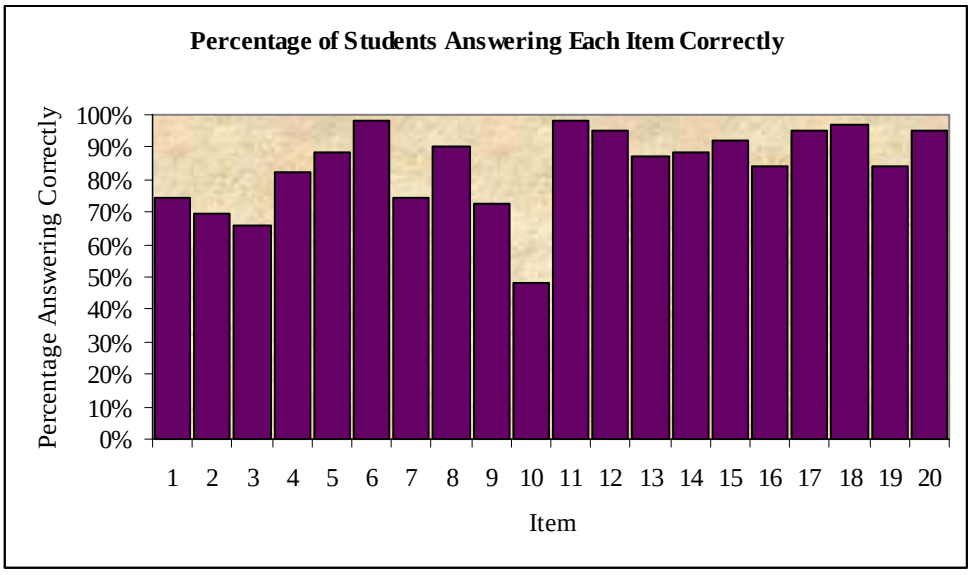


Figure 2

Percentage of Students Answering Each Item Correctly



Appendix A

Learning Objectives for the Self-Advocacy Knowledge Assessment

Goal: ODS students will understand disability rights and responsibilities.

Objectives:

1. Recognize key components of disability rights laws
2. Define self-advocacy
3. Recognize personal responsibilities under disability laws including steps in securing appropriate accommodations
4. Recognize limits to personal rights in specific contexts
5. Identify initial steps in problem resolution procedures

Appendix B

Sample Items from the Self-Advocacy Knowledge Assessment

1. Recognize key components of disability rights laws

Why are the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 important?

a. They require university professors to adhere to requests from students with disabilities
b. They require professors to give extra assistance to students with disabilities who are not performing well in a particular class
c. They allow universities to relax program requirements for students with disabilities
d. They afford equal access to education for students with disabilities

2. Define self-advocacy

What does it mean to self-advocate?

a. You ask for, and make sure you are given, the proper accommodations from professors
b. You possess proper documentation to show that you have a disability
c. You make sure that your parents call the Office of Disability Services to register your disability

3. Recognize personal responsibilities under disability laws including steps in securing appropriate accommodations

Professors become aware of the specific accommodations they are to provide students when

a. The Office of Disability services contacts them to discuss the access plan for a specific student
b. The professor checks in with the Office of Disability Services at the beginning of the semester
c. The professor asks students, at the beginning of the semester, if anyone will be requiring accommodations
d. A student uses his or her access plan to discuss the accommodations with the professor

4. Recognize limits to personal rights in specific contexts

When presented with Marissa's Access Plan Letter eight weeks into the semester, a professor is

a. Required to accommodate for the disability only from that point forward

b. Required to reconsider all past grading for the course
c. Not required to accommodate since she did not disclose the disability within the first two weeks of class

5. Identify initial steps in problem resolution procedures

Simon presented a professor with his Access Plan Letter. The professor told him that it would be an inconvenience to provide certain accommodations and suggested that the list of accommodations be reduced. What should Simon do **FIRST**?

a. Accept the professors suggestion; he knows the course best
b. Discuss the need for accommodations with the professor and attempt a resolution
c. Request help from the Office of Disability services in discussing the access plan with the professor

Appendix C

Test Blueprint for the Self-Advocacy Knowledge Assessment

Recognize key components of disability rights laws.
Total = 5
(3, 4, 7, 11, 14)

Define self-advocacy.
Total = 3
(13, 15, 20)

Recognize personal responsibilities under disability laws including steps in securing appropriate accommodations.
Total = 4
(1, 2, 6, 8)

Recognize limits to personal rights in specific contexts.
Total = 5
(9, 12, 16, 17, 18)

Identify initial steps in problem resolution procedures.
Total = 3
(5, 10, 19)

Demographic
Total = 2
(21, 22)

Total in Assessment = 22 with two demographic questions

Appendix D

Goals and Objectives for the Self-Advocacy Assessment Plan

Goal 1: Increase program participants' knowledge of disability rights.

1. 90% of students who participate in the self-advocacy intervention will perform above the cutoff on the Self-Advocacy Knowledge Assessment by the end of the workshop.
2. Students who participate in the self-advocacy training workshop will show gains (.25 SD, a small effect, greater on the Self-Advocacy Knowledge Assessment) from pre-test to post-test.
3. Students who participate in the self-advocacy training workshop will show greater gains from pre-test to post-test than students who also missed the cut score on the pre-test but did not participate in the workshop.

Goal 2: Increase course participants' effectiveness in communication of self-advocacy issues.

1. 90% of students who participate in the self-advocacy intervention will perform above the cutoff on the Self-Advocacy Performance Assessment two to four weeks into the semester following participation in the Self-Advocacy intervention program.