



Using the Self-Advocacy and Conflict Resolution Training to Teach Self-Advocacy Skills

What is the evidence base?

- This is a promising practice for **students with disabilities** based on one methodologically sound single-subject study with three students with disabilities.
- This is a promising practice for **students with learning disabilities** based on one methodologically sound single-subject study with two students with learning disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement the Self-Advocacy Conflict Resolution (SACR) training to teach self-advocacy skills is through the following online resources:

- *The Self-Advocacy & Conflict Resolution Training (SACR): Strategies for the Classroom Accommodations Request* (Rumrill, Palmer, Roessler, & Brown, 1999)
<http://dholzberg.wixsite.com/sacrinstruction>

With whom was it implemented?

- Students with
 - **LD** (n=2)
 - **Attention Deficit Disorder (ADD)** (n=1)
- Ages 18 - 21
- Male (n=3)
- Ethnicity
 - African American (n=3)

What is the practice?

The SACR was originally developed to teach college students to self-advocate for accommodations (Palmer & Roessler, 2000).

In the study used to establish the evidence base for using the SACR to teach self-advocacy skills:

- Instruction included the use of the video Transitions to Postsecondary Learning for Students with Learning Disabilities and/or Attention Deficit Disorders (a two-part 48 minute video; Tabata, 1998) and a modified version of the SACR (Rumrill, Palmer, Roessler, & Brown, 1999).
- African American students with disabilities were taught the necessary self-advocacy skills to effectively request academic accommodations.

Where has it been implemented?

- Campus of Historically Black College/University

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Language, 9-12)
 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, 9-12)
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- www.corestandards.org

How does this practice relate to the Common Career Technical Core?

- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences (Communications)
 - Prepare oral presentation to provide information for specific purposes and audiences
 - Identify support materials that will enhance an oral presentation
 - Prepare support materials that will enhance an oral presentation
 - Deliver an oral presentation that sustains listeners' attention and interest
 - Align presentation strategies to the intended audience
- Apply active listening skills to obtain and clarify information (Communications) o Interpret a given verbal message/information
 - Respond with restatement and clarification techniques to clarify information
- <https://cte.careertech.org/>

References used to establish this evidence base:

Walker, A. R., & Test, D. W. (2011). Using a Self-Advocacy intervention on African American college students' ability to request academic accommodations. *Learning Disabilities Research & Practice, 26*(3), 134-144.

Additional resources:

- Tabata, S. (1998). *Transitions to post-secondary learning*. (Available from the Eaton Coull Learning Group, Ltd., 3541 West 16th Avenue, Vancouver, BC, Canada V6R 3C2).
- U.S. Department of Education, The Office of Civil Rights - The Civil Rights of Students with Hidden Disabilities Under Section 504 of the Rehabilitation Act of 1973
<https://www2.ed.gov/about/offices/list/ocr/docs/hq5269.html>
- U.S. Department of Education, The Office of Civil Rights - Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities
<https://www2.ed.gov/about/offices/list/ocr/transition.html>

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