

Self-Advocacy Instruction to Teach Latino Male College Students with Learning Disabilities to Request Accommodations

Alex W. Chambers¹
James D. Stocker¹
Tina Bauachatz²

Abstract

Students with high-incidence disabilities such as learning disabilities and attention deficit hyperactivity disorder (ADHD) need to have the strategies and skills of self-advocacy to request and obtain accommodations. However, Latino male students in particular have not been given the opportunity to acquire self-advocacy skills prior to entering the postsecondary education setting. This single-subject, multiple baseline study examined the effects of the Self-Advocacy and Conflict Resolution (SACR) intervention on three Latino male college students with high-incidence disabilities ability to request academic accommodations. Findings demonstrated a functional relationship between the self-advocacy intervention and students' abilities to request academic accommodations in a role-play situation. In addition, all participants were able to fully generalize all target behaviors to a real-life setting. Also, percentage of non-overlapping data (PND) results indicated that the intervention used was effective and data obtained from a social validity survey revealed the significance of the effects of the intervention on the dependent variables. Recommendations for supporting the self-advocacy skills of students with disabilities in the postsecondary environment, as well as implications for future research are discussed.

Keywords: self-advocacy, learning disabilities, ADHD, accommodations, transition, postsecondary education

Students with high-incidence disabilities make up the largest portion of students with disabilities in United States public schools (Gage, et al. 2012). Traditionally, this group includes students with learning disabilities; students with attention-deficit hyperactivity disorder (ADHD) can be included as well (Stitcher et al., 2008). Sanford et al. (2011) reported that 66.8% of students with learning disabilities and 56.6 % of students with ADHD (qualifying under other health impairment) were enrolled in postsecondary institutions; an increase from 47.3% and 53.7%, respectively, in 2009 (Newman et al., 2009). Many of these students needed and received accommodations in high school (Hadley, 2006). However, due to the challenging transition from secondary to postsecondary education that students with learning disabilities face (Estrada et al., 2006), and the demanding environment of postsecondary education for students with learning disabilities (McGregor et al., 2016), these students are likely not equipped to deal with the re-

ality of time management, decision-making, and academic obligations that are required for success at the postsecondary level (Field et al, 2003).

There is widespread agreement about the positive effects of receiving accommodations in postsecondary education. McGregor et al. (2016) found that students with a learning disability who were provided accommodations reported increased contact with their instructors and decreased difficulty with assignments. The Americans with Disabilities Act (ADA) (42 U.S.C. §12101 et seq., 1990) mandates postsecondary institutions provide reasonable accommodations to students with disabilities, including academic accommodations; however, the ADA requires the student to disclose their disability to the postsecondary institution they are attending and formally request accommodations in order to receive them.

Disclosure, though, remains an issue in receiving accommodations in postsecondary institutions. Data from the National Longitudinal Transition Study-2

¹ University of North Carolina Wilmington; ² Marmalade Skies Tutoring

(NLTS2) indicated that only 35.5% of students with learning disabilities choose to disclose their disability to their postsecondary institution (Newman et al., 2009). Even when students with disabilities request accommodations from their postsecondary institution, some tend to put off requesting them until they are academically struggling (Kranke et al., 2013), which may create a barrier for completing their degree.

The choice not to disclose a disability can be linked to a lack of self-advocacy skills. Holzberg et al. (2019) identified a common theme of self-advocacy as one's "ability to effectively recognize and articulate one's needs and rights" (p. 167). For students with disabilities, using self-advocacy skills to communicate their needs and rights effectively is critical to their academic success (Van Reusen et al., 2015). Such skills are necessary for students with disabilities in the postsecondary setting to avoid barriers, receive accommodations, and increase their chances for academic success. Field et al. (2003), for example, found that students with learning disabilities typically enter the postsecondary environment without the self-advocacy skills needed to request accommodations. Cole and Cawthon (2015) found that students with learning disabilities can have a negative perception of accommodations, and often are unaware of the availability of accommodations, or even which accommodations would be beneficial. These challenges potentially leave students with learning disabilities unprepared as they transition from high school to postsecondary education (Janiga & Costenbader, 2002).

Latino Males and Help Seeking Behavior

Seeking help for learning disabilities is especially challenging for Latino¹ males. According to Abalos (2002), Latino males avoid help-seeking due to these behaviors being viewed as contradictory to their masculinity. For example, Cabrera et al. (2016) identified social stress and difficulty adjusting to the rigors of higher education as common experiences among Latino male college students. The authors found that Latino male college students chose to rely on themselves and avoided asking for help with any of social or academic challenges. However, Cabrera et al. (2016) also identified that these types of behaviors are rooted in a fear of being seen as vulnerable, and highlighted the need for practitioners to engage with Latino male college students in discussions of these

fears, especially since Latino male students are unlikely to bring such fears up themselves.

While overall there is scant research investigating self-advocacy behaviors among Latino males with disabilities, Morrison et al. (1992) investigated the preference for social supports among Latino male adolescents in middle school with learning disabilities ($n=11$) as compared to Latino males who were not diagnosed with disabilities ($n=22$). A questionnaire was read to participants, which included everyday common stressors/challenges (e.g. schoolwork, feeling down) and required the students to indicate where they would seek support. The results from the study indicated that Latino male students with learning disabilities demonstrate reluctance to ask a teacher for help, or avoid asking for help altogether, especially when it comes to academic-related issues.

In addition, Lucio (2014) found few evidenced-based programs that focus on the academic success of Latino males with disabilities. The Achievement for Latinos through Academic Success (ALAS) is a project focused on the prevention of Latino students with disabilities from dropping out of high school but is one of the only programs to include students with disabilities (Lucio, 2014). However, Latino males who have been labeled with a disability being are at a higher risk for having an educational experience that limits them from developing their full potential (Sáenz & Ponjuan, 2009).

Given Latino males' avoidance of help-seeking behaviors, and the lack of research of self-advocacy skills among Latino males with disabilities, it is necessary to specifically examine Latino male students with disabilities' perspectives of help-seeking behaviors, such as self-advocacy. Doing so will help determine if a self-advocacy intervention would affect their ability to demonstrate the help-seeking behaviors required to request academic accommodations. As a result, the purpose of this study was to examine the effects of a modified self-advocacy intervention (SACR; Rumrill et al., 1999) to teach Latino male college students with high-incidence disabilities how to request academic accommodations.

The Self-Advocacy & Conflict Resolution Training

One way for a student to gain self-advocacy skills is to receive direct instruction via an intervention. Cobb, et al. (2009) performed a meta synthesis of

¹ Following the guidance of Borrell and Echeverria (2022), the term Latino is used in this study, as it was used during data collection in this study (i.e., all three participants self-identified as Latino), as well as in previous research cited in this study (Abalos, 2002; Cabrera et al., 2016; Lucio 2004; Morrison et al., 1992; Sáenz & Ponjuan, 2009).

six different reviews of research regarding self-determination/self-advocacy interventions and consistently found interventions that contain multiple components resulted in the most positive outcomes. One self-advocacy intervention with multiple components that has demonstrated such positive outcomes is The Self-Advocacy & Conflict Resolution Training (SACR): Strategies for the Classroom Accommodation Request (Rumrill et al., 1999). The SACR consists of two modules using scripted lesson plans to provide direct instruction of self-advocacy and conflict resolution skills; module one is composed of 17 target self-advocacy behaviors, and module two is composed of seven target conflict resolution behaviors. The self-advocacy portion of the SACR contains seven scripted lesson plans containing behaviors necessary for students to self-advocate for classroom accommodations. Each lesson consists of a description of a target behavior and a script of what the student can say to demonstrate this target behavior, along with an opportunity to review and practice the behavior (Rumrill, et al., 1999). See Table 1 for a list of the SACR module one lessons and the target self-advocacy behaviors.

Results from multiple research studies examining the efficacy of the SACR training indicate an improvement in students' ability to request accommodations. A handful of studies have examined the efficacy of both modules one (self-advocacy) and two (conflict resolution) of the SACR (e.g., Bethune, 2015; Holzberg et al. 2019; Palmer & Roessler, 2000). Others have only examined the efficacy of module one (e.g., Brendli et al., 2021; Holzberg & Ferraro, 2021; Lopez et al., 2020; McGahee et al., 2021; Walker & Test, 2011). Palmer and Roessler (2000), used the SACR to provide training in small groups, while all other studies provided training to participants individually. The participants in four of the studies (Brendli et al., 2021; Holzberg & Ferraro, 2021; Palmer & Roessler, 2000; Walker & Test, 2011) were attending a postsecondary institution, and participants in the remaining studies (Bethune 2015; Holzberg et al., 2019; Lopez et al., 2020, McGahee et al., 2021) were attending a secondary institution, with interest in attending a college or university after graduation. It should be noted that all participants in one study (Brendli et al., 2021) and two of the three participants in another (Holzberg & Ferraro, 2021) were attending a specific postsecondary program that supported students with intellectual disabilities. Participants from all studies represented a range of disabilities, including learning disabilities (Holzberg et al., 2019; Lopez et al., 2020; McGahee et al., 2021; Walker & Test, 2011), autism spectrum disorder (Bethune, 2015; Holzberg & Fer-

raro, 2021), attention deficit hyperactivity disorder (ADHD; Holzberg et al., 2019; Lopez et al., 2020; Walker & Test, 2011), intellectual disabilities (Brendli et al., 2021; Holzberg & Ferraro, 2021) and other mild disabilities (Holzberg et al., 2019). While these studies examined the efficacy of the SACR on participants who represented students in different stages in their academic careers, as well as a range of disabilities, results from all studies consistently demonstrated a functional relationship between the SACR and participants' increased self-advocacy and/or conflict resolution behaviors.

Method

Setting

This study was conducted during the fall semester at a large public research university in the southwestern region of the United States. This university is a Hispanic-Serving Institution (HSI) with an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students (20 U.S.C. *et seq* § 1101a, 1986). This university serves approximately 39,000 students, with 57% of the students identifying as female and 42% identifying as male. Demographic breakdowns by race/ethnicity are as follows: 73.9% White, 27.6% Hispanic or Latino, 10.9% Asian, 7.6% Black or African American, 3.5% American Indian or Alaska Native, 1.1% Native Hawaiian or Pacific Islander. The primary setting for this study was in two locations: the researchers' office and a small conference room. The baseline data were gathered using role-plays that took place in the researcher's office to provide a realistic environment when talking to an instructor. The SACR instruction, as well as collection of maintenance probes, took place in a small conference room that provided a private area where the researcher and the student would not be disturbed. Prior to gathering data, application to the university institutional review board qualified the research as exempt.

Participants

Three participants volunteered after responding to an ad posted by the disability resource center (DRC) and met the following criteria: (a) male, (b) first-year college student, (c) enrolled in college directly after high school graduation, (d) self-identify as Latino, (e) have a diagnosed high-incidence disability such as a learning disability and/or ADHD that is impacting academic abilities, (f) be currently registered with the DRC, and (g) have little to no experience of asking an instructor for an academic accommodation in college. Each participant was receiving accommoda-

Table 1*SACR Training – Module 1: Self-Advocacy Lessons*

Lesson	Target Behavior
1. Introduction	1. Greet the instructor 2. Introduce yourself to the instructor by name 3. Identify class with the instructor
2. Disclosure	4. Identify disability status 5. Explain needs functionally
3. Solution	6. Describe previous accommodations 7. Explain benefits of accommodations 8. Request the use of accommodations
4. Resources	9. Identify resources and how they will help 10. Student explains their responsibility
5. Agreement	11. Ask for the instructor's agreement 12. Affirm the agreement
6. Summary	13. Restate accommodations 14. Student clarifies their role 15. Student clarifies the instructor's role
7. Closure	16. Close with a positive statement 17. Express appreciation to the instructor

tions, such as a note taker or extended time on tests in one or more of their classes, but the participants were not required to request these accommodations from their instructor(s). The participants requested them via the DRC, who in turn provided the information about necessary accommodations directly to the participants' instructor(s). All three participants were 18 years of age at the time of this study. Also, due to all three participants being first-year university students, they did not have an established university grade point average (GPA). When asked, two of the three participants did not remember their graduating high school GPA. However, all three participants met the academic requirements to receive a high school diploma, as well as university admission. The university requirement for admission was an unweighted high school GPA of 3.0 or higher based on a student's grades in fall of their junior year.

Daniel

Daniel was diagnosed with epilepsy when he was 11 years old. Due to his experiences with epilepsy, Daniel developed generalized cognitive difficulties, which led to him being diagnosed with a learning disability in his sophomore year of high school. Upon his diagnosis of a learning disability, his high school implemented a 504 plan. Growing up, Daniel spoke

both English and Spanish in the home, and he considers himself bilingual. When Daniel participated in this study, he was taking the following courses: general chemistry, pre-calculus, biochemistry, and first-semester English.

Martin

Martin was diagnosed with ADHD and auditory processing disorder (APD) at the end of his 6th grade year in elementary school; he was 11 years old. Upon his diagnosis of ADHD and APD, his school qualified him for special education services and implemented an individualized education plan (IEP). Martin grew up with Spanish speakers in the home (mother, father and grandmother), but noted that these speakers chose to communicate with him almost always in English. Martin explained that he has moderate receptive skills (listening) in Spanish but does not often speak Spanish. When Martin participated in this study, he was taking the following courses: Africana studies, first-semester English, math, global sustainability, and a major exploration workshop.

George

George was diagnosed with attention deficit hyperactivity disorder (ADHD) his junior year of high school. Upon his diagnosis of ADHD, his high school

implemented a 504 plan. George grew up with his mother as the only Spanish speaker in the home and noted that English was the dominant language when communicating with family members. When George participated in this study, he was taking the following courses: philosophy, sociology, anthropology, first-semester English, and management and information systems.

Procedural Integrity

To ensure that the intervention used in this study was implemented as intended, in addition to being able to reach valid data-based conclusions, several steps were taken to ensure procedural integrity. First, the methodology of this study was a direct replication of an already established study. In addition, interobserver reliability and internal validity were used to ensure fidelity of implementation. Lastly, social validity data was collected to determine the level of social importance of the self-advocacy target behaviors being studied.

Direct Replication

Gast (2010) acknowledges that replications of research studies serve to expand the current knowledge of the topic being studied and identify if the results of original study are reliable across different groups of participants. Therefore, the methodology of this study was an inter-subject direct replication of a dissertation research study titled, *Effects of a Self-Advocacy Intervention on African American College Students' Ability to Request Academic Accommodations* (Walker, 2007). The replicated methodology included all data collection procedures, some instructional materials (only the self-advocacy module of the SACR was used), and the experimental design Walker (2007) used. Whereas the participants in Walker's (2007) study were African American male college students with learning disabilities, the participants of the current study were Latino male college students with learning disabilities.

Interobserver Reliability

To ensure the SACR training was accurately administered, interobserver reliability data were gathered by the third experimenter (third author). The experimenter used an eight-item checklist which included the following statements: The researcher verbally stated the skill description; the researcher verbally stated the goal of the skill; the researcher verbally stated the skill examples; the researcher modeled the skill; the researcher asked the student to practice the skill if the student did not practice the skill correctly; the researcher asked the student to re-

peat the skill; the researcher and student role-played the skill; the researcher verbally summarized the skill.

Prior to the interobserver reliability data being gathered, the third experimenter was trained on use of the SACR, the self-advocacy skills participants would learn, and how they would use these skills to request academic accommodations. The experimenter was asked to practice by viewing two role-play sessions, one baseline, and one intervention; these ratings were not included in the interobserver reliability data. After agreement for the two practice viewings were 100% between the third experimenter and the researcher, the third experimenter then viewed three randomly selected video recorded role-play sessions for each student; one from the baseline, intervention and maintenance sessions, representing approximately 30% of the total sessions, and indicated on the data collection form which of the target behaviors were demonstrated, and which ones were not demonstrated. The agreement percentage was calculated by dividing the smaller number of agreements by the total number of target behaviors, which was 11.

Social Validity

In order to gather data that indicated level of social importance of the target behaviors being studied (Wolf, 1978), at the completion of the study, social validity data were collected by evaluating the views of the effects of the intervention from the three participants. The participating students were asked to complete a five-prompt survey using a Likert scale (4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree) to indicate their response. The five questions were as follows:

1. The self-advocacy intervention helped me explain my learning disability and academic needs.
2. The self-advocacy intervention helped me speak up for myself.
3. In future semesters, I will ask my instructors for accommodations.
4. I will follow the steps I was taught for requesting accommodations in future situations.
5. Successfully requesting accommodations from an instructor is something I would be proud of.

Materials

The materials for this study consisted of the following: (a) a 48-minute video titled, "Transitions to Post Secondary Learning" (Coull & Eaton, 1998), which covered the process of learning, what a learning disability and attention disorder is, and the steps one can take to self-advocate; (b) the Self-Advocacy

& Conflict Resolution Training (SACR): Strategies for the Classroom Accommodation Request (Rumrill et al., 1999) module 1; (c) a digital video camera to record role-play sessions; (d) a power point of the SACR self-advocacy lesson; (e) a laptop computer to view the power point; and (f) a color coded script of the 13 SACR behaviors, which highlighted specific behaviors in the following three colors: green indicated to the participant to move to the next line, yellow indicated to the participant to pause and wait for a response from the instructor, and red indicated to the participant to end the conversation after the line was said. This script was only used as a support during instruction; participants did not use this script during role-play or sessions where data were gathered.

To replicate the same method used by Walker (2007), participants only received instruction from the self-advocacy module of the SACR. The 17 target self-advocacy behaviors (See Table 1) of the self-advocacy portion of the SACR were modified, which reduced the number of documented target behaviors to 13, with data being collected on 11 (See Table 2). Of the original 17 target behaviors listed on Table 1, introduction behaviors 1-3 were modified into one general greeting (See Table 2, *Greet Instructor*), target behaviors 4-13 were unmodified, target behaviors 14 and 15 were modified into general clarifying statements (See Table 2, *Clarify your role and/or instructor's role*), and target behaviors 16 and 17 were modified into a general positive statement (See Table 2, *Close with positive statement*).

Data Collection Procedures

Data on two dependent variables were recorded for the purpose of this study. The first dependent variable was the number of the 11 self-advocacy target behaviors correctly demonstrated by participants during baseline, follow-up, and instruction (see Table 2). The baseline, intervention, and follow-up data collection used role-play probes to assess the self-advocacy skills of each participant, were based on these 11 target behaviors, and used a yes/no event recording data collection system. The second dependent variable was the ability for the participants to generalize the 11 self-advocacy target behaviors of the SACR to request an academic accommodation from an instructor. For the purpose of this study, each participant identified extended time on tests as the accommodation they would request.

Experimental Design

The design of this study used a multiple probe across three participants (Cooper et al., 2007), and included gathering of generalization, as well as main-

tenance data. Data gathered from this study were used to determine the effects of the self-advocacy intervention on Latino male students' abilities to request an accommodation. A multiple baseline design, which allows for repeated measures of a dependent variable over a prolonged period of time, was used to establish a functional relationship between the independent and dependent variables (Gast, 2010). This was accomplished by multiple probes being administered during the baseline phase as well as the intervention phase, and a final follow-up phase. Percentage of non-overlapping data (PND) and its associated probability values (p -values) can result in a better understanding of treatment effect (Tarlow & Penland, 2016a), therefore, PND and the corresponding p -value were calculated for all participants using the online web application <https://ktarlow.com/stats/pnd/> (Tarlow & Penland, 2016b).

Baseline

Baseline data were gathered using a role-play probe and data were recorded using a yes/no checklist for each of the corresponding 11 behaviors. During the role-play scenario, the researcher played the role of a college instructor who is unfamiliar with the participant as well as their need for an accommodation. The participant was asked to demonstrate how they would explain their disability and ask one of their instructors for an accommodation. Prior to the role-play session, the researcher informed the participants that feedback would not be provided to them during these sessions, and that they should approach the session as a real-life situation. Each participant would then initiate the role-play scenario by knocking on the researcher's office door and greeting the researcher as the instructor. Once the session was complete, the researcher viewed the videotaped session and identified which of the 11 behaviors were demonstrated using the yes/no checklist.

Instruction

The initial session began by having each student watch the previously mentioned self-advocacy instructional video. Once this was completed, the participants met with the researcher and chose one accommodation to request during the instruction of the intervention and from an instructor of their choice.

Following the initial session, the researcher began using the SACR scripted lesson plans with each participant in sessions lasting approximately 15-20 minutes. The seven lesson plans from SACR centered on self-advocacy skills and were presented in three sessions: Session 1 (modules 1-3) session 2 (module 4-5) session 3 (modules 6-7).

Table 2*Target Behaviors and Corresponding Modified Self-Advocacy (SACR) Training Lessons*

Lesson	Target Behaviors	SACR Lesson Number	Example
	*Greet Instructor	Lesson 1	Hello Dr. Jones, I am Joe Student from your 10:00 a.m. chemistry class on Mondays and Wednesdays.
1.	Identify disability status	Lesson 2	I am here about my accommodations from the disability resource center (DRC).
2.	Explain needs functionally	Lesson 2	I process information slower than my peers.
3.	Mention previous accommodations	Lesson 3	Last year, in high school, I was allowed additional time to take tests.
4.	Explain benefits of past accommodations	Lesson 3	Extra time gave me more time to think about questions and process information.
5.	Request use of accommodations	Lesson 3	I think having additional time on tests in your class would be extremely helpful as well.
6.	Identify resources and how they help	Lesson 4	I am registered with the DRC to get accommodations in my classes.
7.	Student explains their role	Lesson 4	I will let the DRC know I have asked you for additional time for tests.
8.	Ask for agreement	Lesson 5	Does that sound like a good plan?
9.	Affirm agreement	Lesson 5	That sounds good.
10.	Restate accommodations	Lesson 6	So, just to confirm, I will be receiving extra time on tests for your class.
11.	Clarify your role and/or instructor's role	Lesson 6	The DRC will send you a notice about my accommodations. Let me know if you do not receive it.
	*Close with positive statement	Lesson 7	Thank you for meeting with me today. I'm looking forward to your class.

Note. Adapted from Holzberg et al., 2019. *Data not collected

At the completion of the final session, the researcher engaged in a role-play where the participant would demonstrate all 11 target behaviors and request the accommodation they chose prior to the beginning of the study; the researcher did not provide any feedback during the role-play. One day later, a second role-play probe, following the same criteria, was administered. When the participant was able to demonstrate all 11 target behaviors during two consecutive probes with 100% accuracy, the researcher concluded the intervention portion and began the steps to administer the generalization probe.

Generalization

The generalization probe was administered once the participant reached mastery criterion of 100% accuracy. When mastery criterion was reached, the

participant would set up an appointment with the instructor they selected. During this appointment they would use the specific skills (i.e., the 11 target behaviors) they had learned to request an accommodation. The researcher asked the participant to send a brief text message stating, "I finished the meeting with my instructor." immediately following the conclusion of this appointment with their instructor. Upon receiving this text message, the researcher would then place a phone call to the instructor and interview them using a yes/no checklist to identify which of the 11 target behaviors had been observed.

Maintenance

Following the completion of the generalization probe, a maintenance probe was administered to all participants to determine if the students had main-

tained self-advocacy skills well after the completion of the intervention instruction. The maintenance probe was administered at least one week after the generalization probe was conducted. The maintenance probe used the same procedures of the baseline probes; the participant was asked to participate in a role-play session where the researcher would play an instructor, and the participant would demonstrate how they would request the accommodation. Upon completion of the maintenance probe, participants were provided with general feedback about how well they demonstrated the 11 target behaviors for this probe.

Results

Functional Relationship

A visual inspection of the data (see Figure 1) shows a functional relationship between the self-advocacy intervention and an increase on each student's ability to request an academic accommodation.

Daniel

During baseline, Daniel's scores were stable and ranged from 2-3 with a mean of 2.3. Even though the third baseline data point indicated a slight upward trend, (increasing from 2 to 3), it is far outweighed by the significant increase following the first instructional probe (increasing from 3 to 5) and the second instructional probe (increasing from 5 to 9). After the intervention was introduced, data indicated a change in level and an ascending trend. During probe session 6, Daniel reached mastery criterion for two consecutive days. Daniels' instructor indicated he correctly demonstrated all 11 behaviors during the generalization probe. One week following the generalization probe, maintenance data indicated no decrease in performance; he maintained 100% of the target behaviors. Daniel's results indicate a PND of 100% ($p = 0.011$).

Martin

During baseline, Martin's scores were on a slightly descending trend and ranged from 2 -3 with a mean of 2.25. After the intervention was introduced, data indicated a change in level and an ascending trend. During probe session 9, Daniel reached mastery criterion for two consecutive days. Martins' instructor indicated he correctly demonstrated all 11 behaviors during the generalization probe. One week following the generalization probe, maintenance data indicated no decrease in performance; he maintained 100% of the target behaviors. Martin's results indicate a PND of 100% ($p = 0.004$).

George

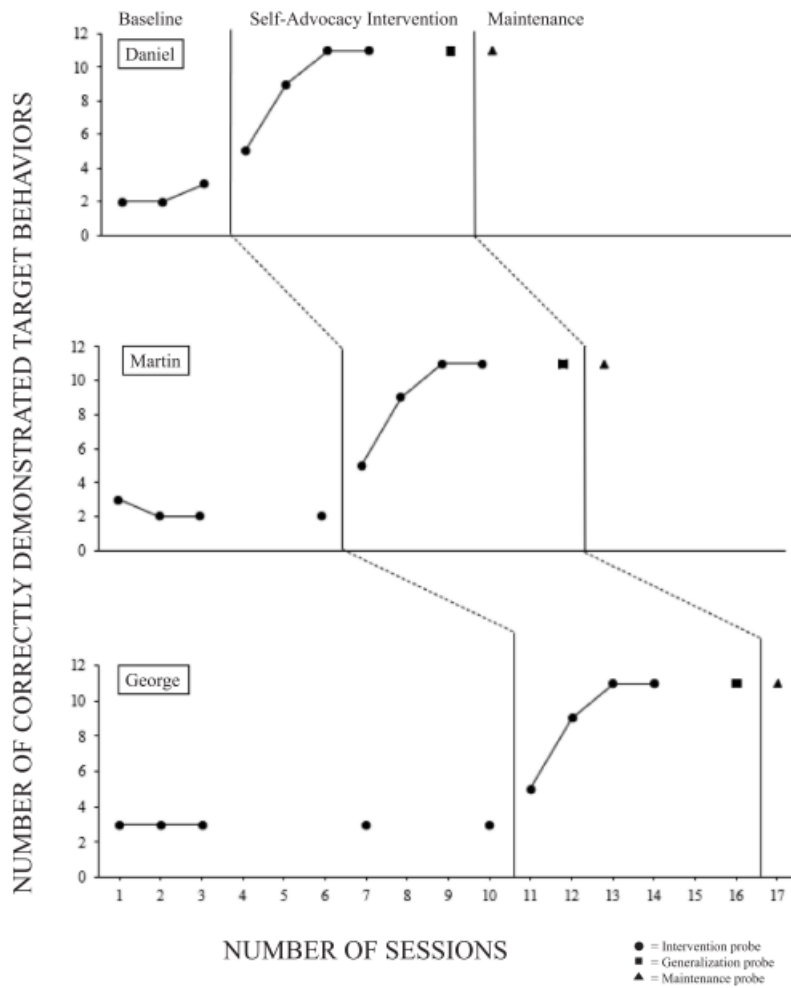
During baseline, George's scores were stable, consistently scoring 3, with a mean of 3. After the intervention was introduced, data indicated a slight change in level and an ascending trend. During probe session 13, Daniel reached mastery criterion for two consecutive days. Georges' instructor indicated he correctly demonstrated all 11 behaviors during the generalization probe. One week following the generalization probe, maintenance data indicated no decrease in performance; he maintained 100% of the target behaviors. George's results indicate a PND of 100% ($p = 0.002$).

Interobserver Reliability

Interobserver reliability scores for three baseline probes were 91%, 91%, and 100% ($M 89\%$). Interobserver reliability scores for three intervention probes (where participants demonstrated all 11 behaviors after receiving the full intervention) were 100% for each probe. Interobserver reliability scores for three maintenance probes were also 100% for each probe. Due to generalization probes not being videotaped, the researcher and third experimenter could not collect reliability data, therefore interobserver reliability for the generalization probes was not collected.

Social Validity

The participating students' social validity ratings of the self-advocacy intervention portion of the SACR indicate that it was useful in assisting them in not only acquiring, but also learning how to use self-advocacy skills in requesting academic accommodations in their classes. Scores from the social validity survey (See Table 3) indicated the following: The participants felt the SACR helped them explain their learning disability and academic needs (range = 4-3; $M 3.7$) and helped them speak up for themselves (range 4-3; $M 3.3$). They also indicated that the SACR increased the likelihood that they will ask their instructors for accommodations in future semesters (range 4-3; $M 3.7$) and will follow the steps they were taught for requesting accommodations in future situations (range 4-4; $M 4$). Finally, participants noted that because of the SACR, successfully requesting accommodations from an instructor is something they would be proud of (range 4-3; $M 3.7$). The most notable result from the social validity surveys is that all participants strongly agreed that they will follow the steps of the SACR for requesting accommodations in future situations.

Figure 1*Number of Correctly Demonstrated Target Behaviors***Table 3***Participants' Ratings on Social Validity Survey*

Item	Daniel	Martin	George	Mean
1. The self-advocacy intervention helped me explain my learning disability and academic needs.	4	4	3	3.7
2. The self-advocacy intervention helped me speak up for myself.	3	4	3	3.3
3. In future semester, I will ask my instructors for accommodations.	4	3	4	3.7
4. I will follow the steps I was taught for requesting accommodations in future situations.	4	4	4	4
5. Successfully requesting accommodations from an instructor is something I would be proud of.	4	3	4	3.7
Total	19	18	18	18.4

Note. (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree)

Discussion

Findings of this study indicated a functional relationship between the independent variable of the self-advocacy intervention (e.g., SACR), and the dependent variable of the participants' ability to request academic accommodations. Also, the findings of this study are consistent with previous studies that focused on students with disabilities and how they self-advocate for themselves (Bethune, 2015; Brendli et al., 2021; Holzberg & Ferraro, 2021; Holzberg et al., 2019; Lopez et al., 2020; McGahee et al., 2021; Palmer & Roessler 2000; Walker & Test, 2011). PND calculations across participants resulted in consistent scores of 100%, which show the intervention as having a, "very effective intervention effect" (Scruggs & Mastropieri, 1998, p. 224). Additionally, social validity data that was collected suggested that the self-advocacy intervention used in this study was viewed as valuable and practical.

Like the current study, other studies have investigated the effects of the SACR training on the ability to request academic accommodations, and have identified a functional relationship between the SACR and students' abilities to request academic accommodations (e.g., Bethune, 2015; Brendli et al., 2021; Holzberg and Ferraro, 2021; Holzberg et al., 2019; Lopez et al., 2020; McGahee et al., 2021; Palmer and Roessler, 2000; and Walker and Test, 2011). These studies used the same dependent variable (i.e., self-advocacy target behaviors) and the same independent variable (i.e., SACR). Similarly to the Walker and Test (2011) study, the current study now extends the body of research that focuses on male college students from culturally and linguistically diverse backgrounds with learning disabilities using self-advocacy skills to request academic accommodations.

The participants' social validity ratings of the self-advocacy intervention portion of the SACR indicate that it was perceived as useful in not only acquiring, but also learning how to use self-advocacy skills in requesting academic accommodations. These ratings are consistent with Walker and Test's (2011) social validity findings, which indicated that participants felt that the self-advocacy intervention had a "positive effect on their ability to advocate for themselves" (p. 140). A majority of high ratings (4=Strongly Agree) and a small remainder of somewhat high ratings (3=Agree), indicate that the participants in this study saw value in the SACR and self-advocacy skills.

Recommendations

While it is important that students with disabilities acquire self-advocacy skills prior to attending a postsecondary institution (Daly-Cano et al., 2015), colleges and universities can take steps to provide opportunities for students with disabilities to learn, develop, and apply self-advocacy skills. First, prior to the students' first semester (typically during orientation), disability resource personnel and/or related staff can conduct conversations with students to determine how they perceive self-advocacy, as well as their knowledge and skills of self-advocacy. Resources such as a self-determination and self-advocacy skills questionnaire (see Miller et al., 2007) can be used to gather more specific information about what students know about self-advocacy. This information can serve as a baseline, indicating the amount of support or instruction they will need to provide with regard to self-advocacy. From the information gathered during these conversations, resources can be developed to provide more self-advocacy support. Resources for first-year students should be in the form of workshops or seminars that provide an opportunity for developing and practicing self-advocacy skills (Daly-Cano et al., 2015).

Second, once students with disabilities have developed self-advocacy skills, disability resource personnel should create real-life opportunities for students to practice self-advocacy skills. The first stage of this can be accomplished by developing peer mentoring programs where experienced students with disabilities can guide and support incoming students. Peer mentors can share their personal experiences, provide advice on self-advocacy, and help new students navigate the college environment. Following this, the office of disability resources or disability services can facilitate an opportunity for the student to advocate for themselves by informing instructors that the students with disabilities who are on their roster have been encouraged to reach out to them to them to discuss their needs and advocate for themselves. This facilitation can create an opportunity for the student to advocate for themselves by connecting with their instructor on a personal level, building rapport, further explaining their disability, and how certain accommodations provide support, all of which will allow the instructor to better understand the students' needs. Ongoing support of these types of exchanges should be offered throughout the student's academic career. The disability resources or disability services office should encourage students to seek support whenever needed and maintain open lines of communication to address any questions or challenges related to self-advocacy.

Third, disability resource personnel should create a time and space to follow up with students to discuss their experiences with self-advocacy and if they have been communicating their needs to their instructors. This space could come in the form of a support group or discussion forum where students come together to share their experiences, providing a safe space for students to discuss challenges and strategies of using self-advocacy skills. By opening this opportunity to all students, not only can disability resource personnel gain valuable feedback related to students' perceptions of self-advocacy, but also to potentially engage with Latino male students in discussions about help seeking behaviors (e.g. self-advocacy) without singling them out. Also, this same effort should be made to instructors to gather feedback about their perceptions of students advocating for themselves and connecting with students about their accommodations. Based on this feedback, the office of disability resources or disability services could provide training to faculty and staff members on self-advocacy awareness and the importance of fostering an inclusive environment. Educating faculty and staff about the need for self-advocacy can promote better understanding, collaboration, and support for students with disabilities, thereby enhancing their ability to advocate for themselves. By better understanding both student and instructor perspectives on self-advocacy, disability resource personnel can develop best practices for supporting students with disabilities in their development and use of self-advocacy skills at their institution.

Limitations

Four limitations were identified in this study. First, the generalization probes were not videotaped, thus limiting the researchers' ability to truly account for the demonstration of the 11 target behaviors from each participating student. The results reported by the instructors to the researcher were dependent on their subjective perceptions of the target behaviors, which can be limiting. Second, maintenance data were collected once, and only one week after the generalization probe, which limited the strength of the results. Third, this study only included three participants, which does not yield a strong effect. And finally, only three data points were collected for Daniel's baseline data, in which the last data point indicated upward movement. While data collection in single subject research should have at least three baseline data points, the upward movement in the third data point indicated that additional probes could have been administered to ensure a stable trend in Daniel's baseline data.

Future Research

While the current study has added to the most current literature and research on self-advocacy and the SACR (i.e., Bethune, 2015; Brendli et al., 2021; Holzberg & Ferraro, 2021; Holzberg et al., 2019; Lopez et al., 2020; McGahee et al., 2021; Palmer & Roessler 2000; Walker & Test, 2011), the field of self-advocacy could benefit greatly from further examinations of the SACR. Such research could include implementing a longitudinal study of the SACR across the transitionary period for students from secondary to postsecondary environments. Due to the short duration of the current study, maintenance data that reflect the long-term effects of the SACR were not gathered. In the future, a researcher could replicate this study, include the conflict resolution portion of the SACR, and begin with participants in a secondary setting. This process could be followed by administering role-play and generalization probes, both with and without conflict, to use all the components of the SACR. Then the researcher could continue gathering generalization probes later in the participants' secondary years and as these same participants entered the postsecondary environment. This longitudinal approach could help researchers examine if the skills taught in the SACR were generalizable across these two environments and if the students would be able to retain the skills needed to self-advocate. Further probes could be administered yearly to examine the frequency and success of students' ability in requesting academic accommodations.

Conclusion

Latino male college students experience many barriers when attending postsecondary institutions and often avoid asking for help, feeling that they are solely responsible for their own success (Cabrera et al., 2016). Similarly, research has also identified that Latino males with learning disabilities demonstrate preferences for not asking for help (Morrison et al., 1992). For this reason, the SACR would be beneficial to Latino males with high-incidence disabilities, such as learning disabilities or ADHD, to assist them in learning more about their disability, and increasing their engagement in help-seeking behaviors. The participants in this study were able to successfully demonstrate the essential target behaviors of the SACR not only in role-play situations with the researcher, but also with an instructor in a real-life setting. The social validity data gathered from the participants indicated that they viewed the self-advocacy behaviors they learned as important, and that they considered the SACR to be a valuable strategy

that they would continue using after this study was complete. These results are also consistent with previous studies that examined the impact of the SACR on students with disabilities use of self-advocacy skills (Bethune, 2015; Brendli et al., 2021; Holzberg & Ferraro, 2021; Holzberg et al., 2019; Lopez et al., 2020; McGahee et al., 2021; Palmer & Roessler 2000; and Walker & Test, 2011). The effects of the self-advocacy portion of the SACR on male Latino students with high-incidence disabilities demonstrated that when the students in this study were provided with explicit instruction on how to implement self-advocacy strategies, they successfully engaged in the help-seeking behavior of requesting academic accommodations.

References

- Abalos, D. T. (2002). *The Latino male: A radical re-definition*. Lynne Rienner.
- Americans with Disabilities Act of 1990, 42 U.S.C. §12101 et seq., (1990) <https://www.ada.gov/law-and-regs/ada/>
- Bethune, L. (2015). *The effects of the self-advocacy and conflict resolution training on ability to request and negotiate academic accommodations with high school students with autism spectrum disorders* (Unpublished doctoral dissertation).
- Brendli, K. R., Scott, L. A., Xu, Y., Thoma, C., & Holzberg, D. (2021). Effects of a self-advocacy intervention on abilities of black college students with intellectual and developmental disabilities to request academic accommodations. *Inclusion (Washington, D.C.)*, 9(3), 225–240. <https://doi.org/10.1352/2326-6988-9.3.225>
- Borrell, L. N., & Echeverria, S. E. (2022). The use of Latinx in public health research when referencing Hispanic or Latino populations. *Social Science & Medicine (1982)*, 302, 114977–114977. <https://doi.org/10.1016/j.socscimed.2022.114977>
- Cabrera, N. L., Rashwan-Soto, F. D., & Valencia, B. G. (2016). An intersectionality analysis of Latino men in higher education and their help-seeking behaviors. In V.B. Sáenz, L. Ponjuán, & J.L. Figueroa, (Eds.), *Ensuring the success of Latino males in higher education: A national imperative* (pp. 75–92). Stylus Publishing.
- Cobb, B., Lehmann, J., Newman-Gonchar, R., & Alwell, M. (2009). Self-determination for students with disabilities: A narrative metasynthesis. *Career Development for Exceptional Individuals*, 32(2), 108–114. [doi-org.liblink.uncw.edu/10.1177/0885728809336654](https://doi.org/10.1177/0885728809336654)
- Cole, E. V., & Cawthon, S. W. (2015). Self-disclosure decisions of university students with learning disabilities. *Journal of Postsecondary Education and Disability* 28(2), 163–179.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd Ed.). Pearson Prentice Hall.
- Coull, L., & Eaton, H. (Executive Producers). (1998). *Transitions to Post Secondary Learning* [DVD]. Pro-Ed.
- Daly-Cano, M., Vaccaro, A., & Newman, B. (2015). College student narratives about learning and using self-advocacy skills. *Journal of Postsecondary Education and Disability*, 28(2), 213–227.
- Estrada, L., Dupoux, E., & Wolman, C. (2006). The relationship between locus of control and personal-emotional adjustment and social adjustment to college life in students with and without learning disabilities. *College Student Journal*, 40(1), 43–54.
- Field, S., Sarver, M. D., & Shaw, S. F. (2003). Self-determination: A key to success in postsecondary education for students with learning disabilities. *Remedial and Special Education*, 24(6), 339–349. <https://doi.org/10.1177/07419325030240060501>
- Gage, N. A., Lierheimer, K. S., & Goran, L. G. (2012). Characteristics of students with high-incidence disabilities broadly defined. *Journal of Disability Policy Studies*, 23(3), 168–178. <https://doi.org/10.1177/1044207311425385>
- Gast, D. L. (2010). *Single subject research methodology in behavioral sciences*. Routledge.
- Lopez, N. J., Uphold, N. M., Douglas, K. H., & Freeman-Green, S. (2020). Teaching high school students with disabilities to advocate for academic accommodations. *The Journal of Special Education*, 54(3), 146–156. <https://doi-org.liblink.uncw.edu/10.1177/0022466919892955>
- Lucio, R. (2014). Latino males with disabilities and school dropout. In M. Grady & L.W. Bost (Eds.), *Decreasing dropout rates for minority male youth with disabilities from culturally and ethnically diverse backgrounds*. National Dropout Prevention Center for Students with Disabilities (pp. 51–70).
- Hadley, W. M. (2006). L.D. students' access to higher education: Self-advocacy and support. *Journal of Developmental Education*, 30(2), 10–12, 14–16.
- Holzberg, D., & Ferraro, B. (2021) Speak up: Teaching self-advocacy skills at the communication center to students with disabilities. *Communication Center Journal*, 7(1), 53–72
- Holzberg, D. G., Test, D. W., & Rusher, D. E. (2019). Self-advocacy instruction to teach high school seniors with mild disabilities to access accommodations in college. *Remedial & Special Education*, 40(3), 166–176. doi.org/10.1177/0741932517752059

- Janiga, S. J., & Costenbader, V. (2002). The transition from high school to postsecondary education for students with learning disabilities: A survey of college service coordinators. *Journal of Learning Disabilities, 35*(5), 463–470. <https://doi.org/10.1177/00222194020350050601>
- Kranke, D., Jackson, S. E., Taylor, D. A., Anderson-Fye, E., & Floersch, J. (2013). College student disclosure of non-apparent disabilities to receive classroom accommodations. *Journal of Postsecondary Education and Disability, 26*(1), 35–51.
- McGahee, D. W., King, S. M. E., & Evmenova, A. S. (2021). High school students with learning disabilities: requesting accommodations in role-play. *Learning Disabilities Research & Practice (Wiley-Blackwell), 36*(2), 82–95. <https://doi-org.liblink.uncw.edu/10.1111/ldrp.12243>
- McGregor, K. K., Langenfeld, N., Horne, S., Oleson, J., Anson, M., & Jacobson, W. (2016). The University Experiences of Students with Learning Disabilities. *Learning Disabilities Research & Practice (Wiley-Blackwell), 31*(2), 90–102. doi-org.ezproxy.wpunj.edu/10.1111/ldrp.12102
- Miller, R., Lombard, R., Corbey, S. (2007) *Transition assessment: Planning transition and IEP development for youth with mild disabilities*. Pearson.
- Morrison, G. M., Laughlin, J., Smith, D., Ollansky, E., & Moore, B. (1992). Preferences for sources of social support of Hispanic male adolescents with mild learning handicaps. *Education and Training in Mental Retardation, 27*(2), 132–144.
- Newman, L., Wagner, M., Cameto, R., Knokey, A.-M. (2009). *The post-high school outcomes of youth with disabilities up to 4 years after high school: A report from the National Longitudinal Transition Study-2 (NLTS2)* (NCSE 2009-3017). SRI International.
- Palmer, C., & Roessler, R.T. (2000). Requesting classroom accommodations: Self-advocacy and conflict resolution training for college students with disabilities. *Journal of rehabilitation, 66*(3), 38–43.
- Rumrill, P., Palmer, C., Roessler, R., & Brown, P. (1999). *Self-advocacy and conflict resolution training: Strategies for the classroom accommodation request*. Project Accommodations Planning Training (APT). Arkansas Research & Training Center in Vocational Rehabilitation.
- Sáenz, V., & Ponjuan, L. (2009). The vanishing Latino male in higher education. *Journal of Hispanic Higher Education, 8*(1), 54–89. <https://doi.org/10.1177/1538192708326995>
- Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A.-M., & Shaver, D. (2011). *The post-high school outcomes of young adults with disabilities up to 6 years after high school: Key findings from the National Longitudinal Transition Study-2 (NLTS2)* (NCSE 2011-3004). SRI International.
- Scruggs, T. E., & Mastropieri, M. A. (1998). Summarizing single-subject research. Issues and applications. *Behavior Modification, 22*(3), 221–242. <http://dx.doi.org/10.1177/01454455980223001>
- Stichter J. P., Conroy M. A., Kauffman J. M. (2008). *An introduction to students with high-incidence disabilities*. Pearson Merrill/Prentice Hall.
- Tarlow, K. R., & Penland, A. (2016a). Outcome Assessment and Inference with the Percentage of Nonoverlapping Data (PND) single-case statistic. *Practice Innovations, 1*(4), 221–233. <http://dx.doi.org/10.1037/pri0000029>
- Tarlow, K. R., & Penland, A. (2016b). *Percentage of Nonoverlapping Data (PND) Calculator*. www.ktarlow.com/stats/pnd
- Title 20, Chapter 28, Higher Education Resources and Student Assistance, U.S.C. *et seq* § 1101a, (1986). www.govinfo.gov/content/pkg/USCODE-2012-title20/html/USCODE-2012-title20-chap28-subchapI.htm
- Van Reusen, A., Bos, C. S., Schumaker, J. B., & Deshler, D. D. (2015). *The self-advocacy strategy: For enhancing student motivation and self-determination*. Edge Enterprises.
- Walker, A. (2007). *Effects of a self-advocacy intervention on African-American college students' ability to request academic accommodations* [Doctoral dissertation, University of North Carolina at Charlotte]. Retrieved from ProQuest. (UMI Microform 3260523)
- Walker, A. R., & Test, D. (2011). Using a Self-Advocacy Intervention on African American College Students' Ability to Request Academic Accommodations. *Learning Disabilities Research & Practice, 26*(3), 134–144. <https://doi.org/10.1111/j.1540-5826.2011.00333.x>
- Wolf, M. M. (1978). The case for subjective measurement, or how behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*(2), 202–214. doi: 10.1901/jaba.1978.11-203

About the Authors

Alex W. Chambers earned his Ph.D. in Special Education with a minor in Language, Literature and Culture from the University of Arizona, his M.Ed. in Special Education at Arizona State University and has worked as a special education resource teacher in the elementary and secondary classroom. His teaching and research areas of interest and expertise include self-advocacy, learning disabilities, evidence-based interventions and culturally and linguistically diverse exceptional learners. Alex is currently an assistant professor of special education at the University of North Carolina Wilmington. He can be reached at chambersa@uncw.edu.

James D. Stocker earned his B.A. and M.A. from Seton Hall University and his Ph.D. from Penn State University. His research focuses on applied behavior analysis, behavioral fluency, and interventions that support inclusion. He is the recipient of two National Science Foundation grants that involve delivering educational programming to students from underserved and underrepresented populations. He is currently focused on developing educational and related training programs that support the strengths and needs of neurodiverse learners. James is currently an associate professor of special education at the University of North Carolina Wilmington. He can be reached at stockerj@uncw.edu.

Tina Bauschatz received her B.A. degree from Smith College and M.A. degree from the University of Arizona. Her experience includes working as a learning specialist for various private schools in Tucson, Arizona and serving children with specific learning disabilities. Her research interests include literacy challenges for children on the autism spectrum. Tina is currently the Founder and President of Marmalade Skies Tutoring, a tutoring center for neurodivergent children in Tucson, Arizona. She can be reached at: missstina@marmaladeskies.com.