

Modified Self-Advocacy and Conflict Resolution Training • Lesson Plans

<p>Day 1</p> <p>Targeted Behavior: #1 *Notecard #1</p> <p>Introduction/Greet Instructor</p>	<p>1. Create the notecard</p> <p>2. Skill Description: Introduction</p> <ul style="list-style-type: none">• “Okay, so do you remember at our first meeting, we watched a PowerPoint that gave information on the differences between high school and college. We also selected something that you said helps you to learn better in the classroom.• Do you remember what that was? [<i>student’s response</i>].• Today, we are going to learn how to introduce yourself and greet your professor when you are in their class. Remember to be relaxed and try not to say “uh” or “ummm”.• You also want to remember to shake hands. <p>3. Goal of the Skill</p> <p>The goal of the introduction is to establish a friendly basis for interaction and let the professor know who you are and your relationship to him or her.</p> <p>4. Skill Examples</p> <p>Usually, you would start by saying, “Hi, I’m Joe Smith and I’m in your 10am Tuesday/Thursday English 101 class.</p> <p>5. Model Skill</p> <p>Okay, let me give you an example of a good introduction. [<i>Instructor models an introduction for the students</i>]</p> <ul style="list-style-type: none">• Notice how I spoke directly to the professor.• Hi Dr. Test, my name is Jane Smith and I’m in your 10am Tuesday/Thursday English 101 class. <p>So, I greeted the professor, gave them my name, and then said the class that I am taking with the professor.</p> <p>6. Student Practice</p> <p>Let’s practice the introduction. [Student practices three times with the interventionist using the scripted notecards as a visual prompt.]</p> <p>7. Role-play</p> <p>Ok, let’s do the role-play</p> <ul style="list-style-type: none">• Pretend I am your instructor that you are introducing yourself to.• Try different greetings so you can become more comfortable with rather than just one.
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	<p>[Student practices with instructor until he/she has become proficient with the introduction.]</p> <p>8. Summary Excellent! That was the first step – greeting your instructor!</p>
<p>Day 1</p> <p>Targeted Behavior: #2 and #3</p> <p>*Notecard #1</p> <p>Explanation of Disability in Functional Terms</p>	<p>1. Skill Description: Disclosure Next, are going to learn how to explain your disability. You are going to learn how to tell your professor how your disability affects your ability to function in the classroom.</p> <p>2. Goal of the Skill The goal of this skill is to explain your disability in functional terms, that is to be able to tell your professor how your disability affects you in the classroom.</p> <p>3. Skill Examples Basically, you need to explain how the disability affects you. For example, you can say, <i>“I wanted to talk to you about my accommodations from the Office of Disability Services. It is difficult for me to take notes and listen to the lecture at the same time.”</i> By saying this, you are telling the professor what needs you have in the classroom and this does not focus on your disability itself.</p> <p>4. Model Skill I’m going to show you an introduction and disclosure together. [Instructor models an introduction and disclosure for the student].</p> <ul style="list-style-type: none"> • Notice, how I used the introduction skills we talked about last time, and then explained how the disability affects me and what accommodation I needed. First, I stated the that I wanted to discuss my accommodations from the Office of Disability Services, and then moved to what I need to help me in the classroom. <p>5. Student Practice Now, let’s practice telling the professor about your accommodations from the Office of Disability Services and how your disability affects your learning. [Student practices three times with the interventionist using the scripted notecards as a visual prompt.]</p> <p>6. Role-play Ok, let’s do the role-play</p> <ul style="list-style-type: none"> • Your job is to tell the professor about your accommodations from the Office of Disability Services and explain how your disability affects your learning. • Remember to begin with an introduction and then make your disclosure statement. <p>[Student practices with instructor until he/she is able to make comfortable and effective disclosure statements.]</p>

	<p>7. Summary Great job, you have just learned how tell your professor about your accommodations from the Office of Disability Services, and explain how your disability affects your learning.</p>
<p>Day 2</p> <p>Targeted Behaviors: #4, #5, and #6</p> <p>Notecard #2 Identification of previous accommodations, explains benefits of past accommodations, and requests use of accommodations</p>	<p>Review: [Evaluation]</p> <ul style="list-style-type: none"> • Last time, you explained how your disability affects your learning. • Let’s go through that as a refresher. • [Student role-plays the targeted behavior]. • <i>If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i> <p>1. Create the notecard</p> <p>2. Skill Description: Solution Today, you are going to learn how to explain what accommodation you have used in the past that has worked and how to request to use that (or a similar) accommodation in a college class.</p> <p>3. Goal of the Skill</p> <ul style="list-style-type: none"> • The goal of the solution <ul style="list-style-type: none"> ○ To explain to the professor what accommodation you have identified as effective ○ Why that accommodation is helpful to you ○ Request to use that accommodation in his/her class <p>4. Skill Examples</p> <ul style="list-style-type: none"> • First, give an example of an accommodation. <ul style="list-style-type: none"> ○ For example, you can say <i>“I have used a note-taker in my other classes before.”</i> ○ Then, explain how the accommodation helps you <ul style="list-style-type: none"> ▪ You may say <i>“this helps me keep up with the lecture, and I can be more certain that I am reviewing accurate notes when I study.”</i> ▪ Finally, you need to request for the accommodation as a help to you in the class. You may say, <i>“I think having a note taker would be helpful in your class as well.”</i> <p>5. Model Skill I’m going to show you how this plays out.</p> <ul style="list-style-type: none"> • [Model an introduction, disclosure, and solution for the students]. Notice how I told the professor the accommodation that helps me learn better, gave an example of why it was helpful to me, and then suggested a solution. • Also, I had a positive and confident tone.

	<p>6. Student Practice</p> <ul style="list-style-type: none"> • Now, let’s practice providing an accommodation, explaining how this accommodation helps you, and requesting a solution. <p>[Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>7. Role-play</p> <p>Ok, let’s do the role-play</p> <ul style="list-style-type: none"> • So, start with the introduction, next is the disclosure, and then suggest an accommodation that has been helpful, and request to use that accommodation in the classroom. • Pretend I am your professor. • Now, tell me what accommodation has helped you in the past, explain how the accommodation helps you, and request a solution. <p>[Student practices with instructor until he/she is able to make comfortable and effective solution statements.]</p> <p>8. Summary</p> <p>Great job, you have just learned how to tell a professor an accommodation that has worked in the past, explained how this accommodation has helped you, and request the use of the accommodation in the professor’s class.</p>
<p style="text-align: center;">Day 2</p> <p>Targeted Behavior: #7 and #8</p> <p>Notecard #2</p> <p>Identification of resources and how these resources would help; explanation of role</p>	<p>1. Skill Description: Resources</p> <ul style="list-style-type: none"> • Next, you are going to learn to describe resources available that will help you with your accommodation in the classroom. • You will also learn your role in the process. • You should provide an explanation of what persons, offices, or agencies that can help you with using your accommodation in the classroom, and will help you with your role in the process. <p>2. Goal of the Skill</p> <p>The goal of explaining the resources is to describe the resources available to implement the accommodation and what your role will be in the process.</p> <p>3. Skill Examples</p> <ul style="list-style-type: none"> • First, state who (or what office) will be able to assist in providing you an accommodation. <ul style="list-style-type: none"> ○ You might say, <i>“The Office of Disability Services (ODS) is an office on campus that assists students with disabilities with the accommodations they need.</i> ○ <i>They can help me with getting accommodations in your class. I am also registered with the ODS, which is an office that assists students with disabilities.</i>

	<ul style="list-style-type: none"> • Then tell the professor your responsibility for implementing the accommodation. • You might say, <i>“I will organize a note-taker to take notes for me during classes.”</i> <p>4. Model Skill</p> <p>Okay, watch me state an introduction, disclosure, solution, and share available resources.</p> <ul style="list-style-type: none"> ○ [Instructor models an introduction, disclosure, solution, and resources for the student]. ○ Notice I provided information about the resources and I also said the name of the place. I also described my role in arranging the accommodation <p>5. Student Practice</p> <p>Next, we will practice providing information about resources available to help you implement the accommodation. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play</p> <p>Ok, let’s do the role-play</p> <ul style="list-style-type: none"> • Remember to begin with the introduction, disclosure, and solution. • Now, tell me information about the resources available to help you with arranging the accommodation, and explain what you will do to get the accommodation in place. <p>[Student practices three time with the instructor until he/she is able to effectively present information about the resource and fully explain their role in the implementation of the accommodation]</p> <p>7. Summary</p> <p>Great job, you have just learned how to tell the professor what resources are available to help with accommodations, and explained your role in the process.</p>
<p style="text-align: center;">Day 2</p> <p>Targeted Behavior: #9</p> <p>Notecard #2</p> <p style="text-align: center;">Asking for agreement</p>	<p>1. Skill Description: Agreement</p> <p>Next, you are going to learn how to ask the professor if the accommodations and arrangements would be acceptable to use in the classroom. At this point, you know more information about your disability, how it affects your learning, the accommodation that you believe is helpful to you, and the resources available to help you obtain that accommodation. Now you are ready to ask for confirmation, which means getting approval from the professor that this accommodation will assist you in doing well in the class.</p> <p>2. Goal of the Skill</p>

	<p>The goal of the agreement is to ask for agreement from the professor and confirm the agreement with an affirming statement.</p> <p>3. Skill Examples First, you would ask if the accommodation plan sounds agreeable. You might ask a question like, <i>“Do these suggestions sound alright to you?”</i></p> <p>4. Model Skill Okay, Watch me. I will give you an example of how to ask for agreement as part of the self-advocacy process. [Instructor models an introduction, disclosure, solution, resources, and agreement for the student]. Notice that I used a positive tone of voice in asking for and confirming an agreement. Remember to use a confident attitude.</p> <p>5. Student Practice Now, let’s practice asking for agreement for your accommodation plan and then affirming the agreement [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play Ok, let’s do the role-play</p> <ul style="list-style-type: none"> Remember to begin with the introduction, disclosure, solution, and resources. Pretend I am your professor. Now, tell me how you would confirm the agreement with an affirming statement. [Student practices with the instructor until they are able to effectively ask for agreement and confirm with a positive remark]. <p>7. Summary Great job, you have just learned how to ask for confirmation or agreement to use the accommodation, and made an affirming statement.</p>
<p>Day 3</p> <p>Conflict Resolution:</p> <p>Targeted Behavior: #10</p> <p>Notecard #3</p> <p>Specifying</p>	<p>1. Skill Description: Specifying “Okay, so now that you know how to request for an academic accommodation when meeting with your instructor, let’s learn how to deal with conflicts or issues. Sometimes, the instructor will have concerns with your request and this can cause some problems. You might feel angry, upset, or confused when this happens. These lessons will help you to control your emotions and deal with the situation. This first lesson is to help you understand the instructor’s point of view when he/she has concerns regarding your request.</p> <p>2. Goal of the Skill “The goal of specifying is to understand the instructor’s interest (point of view) in objecting to this accommodation”.</p> <p>3. Skill Examples</p>

	<p>Okay, so when the instructor says he/she has some concerns to your accommodation, you will want to ask him/her a question about the concern. You might ask a question like “What are your concerns about this accommodation?” or “What is it about this accommodation that bothers you?” or “Okay, you’ve said that you don’t give people extra time on exams, have you had some bad experiences before doing this?” Be aware of your posture and facial expressions. Also, it’s a good idea to use a positive tone-of-voice to help relax the instructor.</p> <p>4. Model Skill “Okay, let me give you an example. [<i>Instructor models: Specifying</i>] “Notice the tone of what I said, it was relaxed, and I did not pause, or use the words “umm” or “uhh”, and maintained positive tone of voice and spoke directly to the professor. [<i>Hi Professor Clark, What concerns do you have regarding my accommodation to receive extra time on my exams?</i>]</p> <p>5. Student Practice Now, let’s practice this skill. It is your turn to ask the instructor about his/her concerns. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play Ok, let’s do the role-play</p> <ul style="list-style-type: none"> • Remember to begin with the introduction and go through all of the steps. • Try different questions so you can become more comfortable with rather than just one. <p>[Student practices with instructor until he/she has become proficient with “specifying”.]</p> <p>7. Summary “Great job, you have just learned the first step in conflict resolution process, asking the instructor to elaborate on the objection he/she has to your request”</p>
<p style="text-align: center;">Day 3</p> <p>Targeted Behavior: #11</p> <p>Notecard #3 Reflecting</p>	<p>Review [Evaluation]</p> <p>“Last time, you learned how to ask the instructor for further elaboration on the objection to his/her concerns regarding your request for an academic accommodation. Show me how you would ask the instructor for further clarification. [Student role- plays the targeted behavior]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p>1. Skill Description: Reflecting “Today, you are going to learn how to let the instructor know that you understand where he is coming from regarding his objections. The word, objections, means disagreeing with something. Today, you are going to learn how to let your instructor know that you understand the reason why he/she has said no to your request for an academic accommodation.</p> <p>2. Goal of the Skill</p>

	<p>“The goal of reflecting is to give instructors the knowledge that you understand their objections.”</p> <p>3. Skill Examples “To do this, you might make a statement such as “Oh, I see, you feel that giving me extra time to take our exams will involve a lot more of your personal time” or “So, you feel that this will give me an unfair advantage over the other students.”</p> <p>4. Model Skill “Now, it’s my turn to show how to let the instructor know that you do understand the reason why he/she has said no to your request for an academic accommodation.” [Instructor models how to specify and reflect on the objection]. “Notice, how I used the specifying skills we used last time and then made a statement about letting the professor know that I understood his objections.” Remember, you don’t have to agree with an opinion to accept it as being valid for the other person. You want to also be sure your facial expression, tone-of-voice, and body gestures are positive.</p> <p>5. Student Practice Now, let’s practice specifying (asking for further clarification) and reflecting (providing the instructor knowledge that you understand his/her objection. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play Ok, let’s do the role-play</p> <ul style="list-style-type: none"> • Now, you can practice with me. • Pretend I am your instructor that has just denied your request for your accommodation. • Your job is to ask for further clarification and provide knowledge that you understand his/her objection to your request. <p>[Student practices with instructor until he/she is able to make comfortable and effective statements.]</p> <p>7. Summary “Great job, you have just learned how to describe what you understand about the instructor’s objection, from their point- of- view. You accurately reflected the instructor’s interest.”</p>
<p style="text-align: center;">Day 3</p> <p>Targeted Behaviors: #12</p> <p>Notecard #3 Mutualizing</p>	<p>Review: [Evaluation]</p> <p>“Last time, you learned how to provide the instructor will knowledge that you understand their objections. Show me how you would let the instructor know that you understand his/her objections to your request for an academic accommodation. [Student role-plays the targeted behavior]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p>1. Skill Description: Mutualizing</p>

	<p>“Mutualizing occurs when the student directs the discussion to focus on areas of shared interest previously identified. This is where you will focus on common ground.”</p> <p>2. Goal of the Skill “The goal of mutualizing is to consolidate the discussion such that it is seen as a shared difficulty which both parties are invested in resolving fairly.”</p> <p>3. Skill Examples “To make a mutualizing statement, you might say statements such as “From our conversations, I can tell that we are both genuinely concerned with my learning this material” or “It appears that we are really after the same thing but coming at it from different directions.” Again, communicate acceptance of the instructor through positive tone-of-voice, and body gestures.</p> <p>4. Model Skill “Okay, let me give you an example of you would let the instructor know that you see this issue has a shared difficulty and it requires knowledge of common interests. Watch me. [Instructor models the skills specifying, reflecting, and mutualizing]. Notice how I asked the professor for further clarification as to his/her objection, providing knowledge that I understood the instructor’s objections, and provided knowledge that this is a shared difficulty between both parties. Also, I had a positive and confident tone.”</p> <p>5. Student Practice Now, let’s practice the mutualizing step, letting the instructor know that this is a shared difficulty and you are invested in resolving this issue fairly. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play Ok, let’s do the role-play</p> <ul style="list-style-type: none"> • Now, you can practice with me. • Remember to begin with the introduction. • Now, tell me how you would ask the instructor for further explanation as to the objection, provide the instructor with knowledge that you understand the objection, and knowledge that you agree this is a shared difficulty among both parties. • [Student practices with instructor until he/she is able to make comfortable and effective statements.] <p>7. Summary “Great job, at this stage, you pulled together the common ground and shared interests of each party and are becoming more prepared to deal with conflicts in this process.”</p>
<p style="color: red; text-align: center;">Day 3</p>	<p>Review: [Evaluation] Last time, you learned how to let the instructor know that you agree this is a shared difficulty and you are aware of his/her interests. You learned how to</p>

<p>Targeted Behavior: #13 Notecard #3</p> <p>Collaborating</p>	<p>look for the common ground in the situation. Show me how you would let the instructor know this is a shared difficulty, the mutualizing statement. [Student role-plays the targeted behavior]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p>1. Skill Description: Collaborating “Collaborating is making statements which encourage both parties to act upon previously identified shared interests; it is setting the resolution stage in an “us against the problem” format, not in a “you against me” format. The goal being a “fair solution”, not a solved problem. You will learn to offer reasonable suggestions and be open to reasonable ideas.”</p> <p>2. Goal of the Skill “The goal of collaborating is calling upon the participants to actively generate a variety of options for mutual gain using fair standards.”</p> <p>3. Skill Examples “To make collaborating statements, you might say “So, can we take a couple of minutes and try to come up with some alternatives that will be fair for both of us?” or “I have no doubt if we put our heads together, we could come up with some other solutions to this problem that would be fair to both of us” or “You know, I’ll bet if we did a little brainstorming right now, we could come up with a number of fair solutions.” Remember your body language is key. Leaning forward indicates more involvement, a closer relationship with that person.</p> <p>4. Model Skill “Okay, watch me start from the beginning. When the instructor expresses concern to your request an academic accommodation, notice how I ask for further elaboration as to the objection, then I provide the instructor will knowledge that I understand his/her objection, then I let the instructor know that I am aware of the shared interests among both parties, and how I make collaborating statements on generating a variety of options for mutual gain [Instructor models the following skills: specifying, reflecting, mutualizing, and collaborating]. Notice my body language and tone-of- voice.</p> <p>5. Student Practice Now let’s practice collaborating with the instructor to come up with alternatives for the accommodation you requested. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play Ok, let’s do the role-play</p> <ul style="list-style-type: none"> • Now, you can practice with me. Remember to begin with the introduction. • Tell me how you’d ask for further elaboration as to the objection, then provide the instructor will knowledge that you understand his/her objection, then let the instructor know that you are aware of the shared
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	<p>interests among both parties, and how you make collaborating statements on generating a variety of options for mutual gain. [Student practices with the instructor until he/she is able to effectively present statements]</p> <p>7. Summary “Great job, you have just learned how to “call” for fair action on what both parties have identified as a mutual interest.”</p>
<p>Day 3</p> <p>Targeted Behavior: #14</p> <p>Notecard #3</p> <p>Inventing</p>	<p>Review: [Evaluation] “Last time, you learned how to let the instructor know that you are willing to collaborate on a variety of options to reach mutual gain [Student role-plays the targeted behavior]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p>1. Skill Description: Inventing “Inventing is to create as many alternative solutions to the problem as possible. This can only be done when we separate the generation of a variety of options for mutual gain. This is where you will work with the instructor to come up with options to solve the issue. This is also where you want to avoid searching for a single answer, avoid thinking that the instructor’s problem is their problem and not both parties. Inventing means creating something, which means coming up with something new. It doesn’t mean making and judging a decision.</p> <p>2. Goal of the Skill “The goal of inventing is to create as many alternative solutions to be the problem as possible. This can only be done when we separate the act of inventing options from the act of judging them.”</p> <p>3. Skill Examples “To make an inventing statement to the instructor, you might say <i>“Tell you what, instead of thinking too much about one particular idea, how about if we spend the next five minutes just brainstorming as many different ideas as possible. We can decide how good or bad they are when we’re done.”</i> You will also need to remain open and flexible to new ideas. You might say a statement such as <i>“You know, the accommodation I requested is one my advisor suggested but we may be able to come up with something new”</i> or <i>“This accommodation may have worked before but I’ll bet we can come up with a number of different ways to do this.”</i></p> <p>4. Model Skill “Okay, Watch me. When the instructor says no to your request for an academic accommodation, notice how I ask for further elaboration as to the objection, then I provide the instructor will knowledge that I understand his/her objection, then I let the instructor know that I am aware of the shared interests among both parties, and how I make collaborating statements on generating a variety of options for mutual gain, and how I invent new options to help solve the problem that is helpful for the instructor and myself.</p>

	<p>[Instructor models the following skills: specifying, reflecting, mutualizing, collaborating, and inventing]. Notice that I used a positive tone of voice, a confident attitude, and positive body language.</p> <p>5. Student Practice Now, let's practice inventing new solutions to help solve the problem. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play "Now, you can practice with me. Remember to begin with Step #1, Specifying. Your job is to ask for further elaboration as to the objection, then provide the instructor with knowledge that you understand his/her objection, then let the instructor know that you are aware of the shared interests among both parties, and how you make collaborating statements on generating a variety of options for mutual gain, and how you invent new options to help solve the problem that is helpful for the instructor and for yourself." [Student practices with the instructor until they are able to effectively role-play all skills].</p> <p>7. Summary "Great job, you have just learned how to agree on a common interest, remain open to new ideas, and separate creating options from deciding outcomes."</p>
<p style="text-align: center;">Day 4</p> <p>Targeted Behavior: #16</p> <p>Notecard #4 Selecting</p>	<p>Review: [Evaluation] "Last time, you learned how to make a summarizing statement. In the summary statement, you listed all of the possible solutions you and the instructor generated together. Show me how you would do this again. [Student role-plays the targeted behavior]. <i>Provide praise if correct. If incorrect, role-play the correct response. Ask student again to role-play the skill. Repeat until student can role-play the skill correctly.</i></p> <p>1. Skill Description: Selecting "Selecting is the identification of 1 or 2 generated options from the summarized list which objectively address the shared interest. You want to ask for the instructor's preference first in this skill."</p> <p>2. Goal of the Skill "The goal of selecting to choose one or two of the generated options to implement in a manner which affords mutual gain and is fair to both, you and the instructor."</p> <p>3. Skill Examples "To make a selection statement, you might say "Of the options we generated, what would be your preference?" or "Perhaps, we could try one choice and if it doesn't work out for either of us, give the other choice a try. You can pick which one to start with." Remember to maintain a relaxed body posture and appropriate tone of voice.</p> <p>4. Model Skill</p>

	<p>“Okay, Watch me. I will provide a selecting statement. Also, watch me practice all of the skills. So, when the instructor says he/she has concerns to your request for an academic accommodation, notice how I ask for further elaboration as to the objection, then I provide the instructor will knowledge that I understand his/her objection, then I let the instructor know that I am aware of the shared interests among both parties, and how I make collaborating statements on generating a variety of options for mutual gain, and how I invent new options to help solve the problem that is helpful for the instructor and myself, and then provided a summary statement, and lastly, I ask the instructor which he/she would prefer for a solution to the problem [Instructor models the following steps: specifying, reflecting, mutualizing, collaborating, inventing, summarizing, and selecting].</p> <p>5. Student Practice Now, let’s practice making a selecting statement. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play “Now, you can practice with me. Remember to start with the introduction. Your job is to ask for further elaboration as to the objection, then provide the instructor with knowledge that you understand his/her objection, then let the instructor know that you are aware of the shared interests among both parties, and how you make collaborating statements on generating a variety of options for mutual gain, and how you invent new options to help solve the problem that is helpful for the instructor and for yourself, make a summarizing statement, and then ask the professor which he/she prefers as a solution to the problem.” [Student practices with instructor until he/she is able to make role-play each step successfully].</p> <p>7. Summary “Great job, Selecting is the final stage of resolving problems. You have now learned the entire conflict resolution process when the instructor expresses concerns to your request for an academic accommodation and you now know how to deal with conflicts when they happen without getting upset.”</p>
<p style="text-align: center;">Day 4</p> <p>Targeted Behaviors: #17-19</p> <p style="text-align: center;">Notecard #4</p> <p style="text-align: center;">Restate Accommodation, clarify role, close with a positive statement</p>	<p>1. Skill Description: Restate Accommodation, Clarify Role, Close with a Positive Statement “Restate the accommodation, clarifying role, and closing with a positive statement involve the student verbally confirming the selected accommodation, explaining his or her role in arranging the accommodation, and makes a general statement and expresses appreciation.”</p> <p>2. Goal of the Skills Restate accommodation: The goal is to confirm the selected accommodation with the instructor. Clarify role: The goal is to explain your role in securing the agreed upon accommodation. Close with a positive statement: The goal is to express appreciation and conclude the meeting on a positive note.</p>

	<p>3. Skill Examples</p> <p>Restate accommodation: “Great, I will plan to take my tests with extended time in the Office of Disability Services”</p> <p>Clarify role: “I will contact the Office of Disability Services and inform the staff I will take my exams in their office with extended time.”</p> <p>Close with a positive statement: “Thank you so much for your time and for working with me; I’m looking forward to your class.”</p> <p>4. Model Skill “I will restate the accommodation, clarify my role, and close with a positive statement. Notice how I specifically repeat the agreed upon accommodation, I tell the instructor that I am going to let the Office of Disability Services know that I will be taking my tests there with extended time, and then I thank the instructor for his or her time and tell them I am looking forward to their class.”</p> <p>5. Student Practice Now, let’s practice restating the accommodation, clarifying your role, and closing with a positive statement. [Student practices three times with the interventionist using the scripted note-cards as a visual prompt.]</p> <p>6. Role-play “Now you can practice with me. Remember to start with an introduction, and go through all of the steps of the accommodation request process all the way through to the end to the expression of appreciation.”</p> <p>7. Summary “Awesome job! You have learned the entire self-advocacy and conflict resolution process!”</p>
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Bethune, L. K., (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). University of North Carolina at Charlotte, North Carolina.