
Operational Definitions of SACR Targeted Behaviors

1. **Greets Professor**
 - ✓ Student verbally states a greeting, such as *“Hello, Good Morning, Good Afternoon”*
 - ✓ States name to the instructor
 - ✓ States the class he/she is taking with the instructor

2. **Identifies Disability Status**
 - ✓ Student makes a general statement about his/her disability (e.g., *I have accommodations from the Office of Disability Services [ODS].*)

3. **Explains Disability in Functional Terms**
 - ✓ Student makes a verbal statement that explains how the disability affects him/her. (e.g., *I have difficulty with paying attention to lectures and need to audio-record sessions or I have difficulty with testing and need extended time*)

4. **Identification of Previous Accommodations**
 - ✓ Student makes a verbal statement identifying an accommodation used in school (e.g., *I have extra time on exams to help me process the material*).
 - ✓ If a student did not receive an accommodation in the past, he/she might make a statement such as: (e.g., *If I had the opportunity to receive an accommodation, I would like to have extended time on examinations*).

5. **Explains Benefits of Past Accommodations**
 - ✓ Student explains the benefit of the past or hypothetical accommodation in class (e.g., *having extra time on the exams allows for me to think through the questions more thoroughly or having a note-taker will help me concentrate on the discussion more*).

6. **Request Use of Accommodations**
 - ✓ Student verbally states that he/she thinks the accommodation will be helpful once in college (e.g., *I think have extra time on my exams will help me process the information better in your course*)

7. **Identify Resources and How they Help**
 - ✓ Student verbally states who or what will be able to help in providing accommodations (e.g., *the Office of Disability Services is a center that helps students with disabilities with the accommodation process*).

8. **Student Explains Their Role**
 - ✓ Student verbally states what his/her responsibility for implementing the accommodations (e.g., *I will make arrangements with ODS to have extended time on tests*).

9. Ask for Agreement

- ✓ Student asks the instructor if the accommodation sounds suitable (e.g., *Is this accommodation plan workable for you?*)

10. Professor Voices Concerns

- ✓ In response to the professor's concerns, the student elicits more information from the instructor.
- ✓ States a question such as "what are your concerns about this accommodation?", "what is it about this accommodation that bothers you?", or "okay you've said that you do not give people extra time on tests, have you had bad experiences before with this?"
- ✓ Student controls own emotions and does not show angry or contempt.

11. Reflecting – Student Validates Professor's Concerns

- ✓ Student makes a statement to convey that he/she understands the nature of the professor's objections.
- ✓ Makes a statement such as "oh, I see, you feel that giving 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 other students."
- ✓ Communicates acceptance with appropriate facial expressions, tone-of-voice, and body language.

12. Mutualizing

- ✓ Student directs the conversation to focus on areas of shared interests and common ground.
- ✓ Makes a statement such as "from our conversation, I can tell that we are both genuinely concerned with my learning this material."
- ✓ Demonstrates appropriate body language, and tone-of-voice.

13. Collaborating – Student Works with Professor to Reach an Agreement

- ✓ Student indicates to the professor the importance of collaborating by generating a variety of options that are suitable for both parties.
- ✓ Collaborating statements might include "so, can we take a few minutes and try to come up with some alternatives that will be fair for us both?" or "you know, I bet if we brainstormed on this, we could come up with a number of fair solutions."
- ✓ Demonstrates appropriate tone- of-voice and body language.

14. Inventing – Student Works with Professor to Problem Solve

- ✓ Student communicates with the professor on creating as many alternative solutions to the problem.
- ✓ Student demonstrates flexibility to new ideas
- ✓ Inventing statements might include "this accommodation may have worked before but I'll bet we can come up with a number of different ways to do this" or "the accommodation I requested is my advisor's suggestion, but we can come up with others."

15. Summarizing

- ✓ Student informs the professor of the alternatives that we identified within the inventing stage.
- ✓ Student lists the options without prioritization.
- ✓ Summarizing statements might include “okay, these are the possible solutions we have generated thus far” or “wow, this was hard, this is what we have so far.”

16. Selecting

- ✓ Student asks the professor which alternative is his/her preference.
- ✓ Then, student identifies 1 or 2 options that both parties agree will be beneficial.
- ✓ Selecting statements might include “of the options we generated, what would be your preference?” or “perhaps we can try this one, and if it doesn’t work, then we can select another.”

17. Restate Accommodation

- ✓ Student verbally states the accommodation to be used to the instructor (e.g., *Great, I’ll plan to take my tests in the ODS*).

18. Clarify your Role

- ✓ Student verbally states what he/she will do to arrange for the accommodation to take place (e.g., *I will contact the ODS and inform the staff I will need to take the exam in their office with extended time*).

19. Close with a Positive Statement

- ✓ Student makes a general statement and expresses appreciation (e.g., *I look forward to your class and I am happy we were able to discuss these arrangements, thank you!*)