Evaluating Self-Advocacy Strategy Instruction for Students with an Intellectual Disability Using an Interactive Hypermedia Program

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Abstract

The purpose of this study was to evaluate the efficacy of using a computer-mediated instructional strategy (the Self-Advocacy CD) to teach secondary students, identified as having an intellectual disability (ID), self-advocacy skills. Many of the previous studies validating the use of a self-advocacy strategy have not included participants identified as having an intellectual disability or utilized computer-mediated instruction. The need exists to determine effective ways to teach such skills given a limited amount of instructional time to do so. A multiple baseline across participants and across settings design was applied to determine the effects of instruction using a computer-mediated self-advocacy strategy on students' use of the strategy before and after the instructional period and across settings. The data presented in the study shows that through the use of a combination of computer-mediated and live instruction secondary students with an intellectual disability learned a self-advocacy strategy and were able to demonstrate use of the strategy across settings.

Key Words: self-advocacy; intellectual disability; instructional strategy; computer-mediated instruction

1. Introduction

Since the late 1980's, self-determination has increasingly been referred to as an important area of skill and knowledge development for persons with disabilities (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Skouge, Kelly, Roberts, Leake, & Stodden, 2007; Wehmeyer, & Schalock, 2001). According to Wehmeyer and Schwartz (1998) the component skills of self-determination include choice making, decision-making, goal setting and attainment, problem solving, self-awareness, self-advocacy, self-regulation, and self- efficacy. Self-advocacy is an important component of self-determination. The term "self-advocate" has been used to refer to adults with intellectual disabilities who participate in a self-advocacy group (Wehmeyer, 2007). The disability advocacy movement of the 1970's and 1980's led to the development of several self-advocacy organizations led by individuals with intellectual disabilities (Wehmeyer, 2007). The disability advocacy movement in turn led to an examination of the definition of self-advocacy and the acknowledgment of the importance of promoting self-advocacy in individuals with intellectual disabilities so that they may exercise self-determination. Specifically, "self-advocacy skills are those skills an individual uses to effectively communicate, convey, negotiate, or assert his or her own interests, desires, needs, and rights" (Van Reusen, Bos, Schumaker, Deshler, 2002, p. 1).

Self-advocacy skills are necessary for individuals with disabilities to fully participate in and benefit from their educational experience and attain their post-school goals. Furthermore, Fiedler and Danneker (2007) suggest that self-advocacy is a critical component of self-determination that can be easily taught in a school setting.

1.1 Significance of Study

Currently, empirically-based research on the *outcomes* of self-determination interventions is gaining momentum, however specifically for individuals with an intellectual disability research and practice has focused almost exclusively on the self-determination components of choice making and goal setting despite the importance of self-advocacy skills for an individual's educational and post-secondary success. Furthermore, according to Cohen and Spenciner (2009) research is needed to determine the effects of teaching self-determination and self-advocacy skills to children with disabilities and a lack of an empirical research base suggests that our knowledge of interventions is still evolving.

Legislative and policy initiatives have shifted the contexts within which students with intellectual disabilities spend their school day. According to Bouck (2010), in the last several years there has been a significant decrease in teaching content related to life skills or the functional curriculum although these are considered to be critical to the success of students with intellectual disabilities. As a result, the time and opportunity afforded to teachers to teach self-determination and self-advocacy skills are increasingly limited providing the impetus for identifying efficient and effective ways to provide instruction for these important skills. Carter, Lane, Pierson, and Stang (2008) suggest that the need exists to determine how and where instruction related to self-determination and self-advocacy skills will be provided to students. Clearly the need exists to validate the efficacy of existing self-advocacy instructional strategies for use with individuals with an intellectual disability.

The primary objective of this study was to assess whether secondary students in grades nine through twelve, with a documented intellectual disability, demonstrate knowledge of a self-advocacy strategy and generalize use of self-advocacy skills across educational settings through the use of a computer-mediated instructional platform.

2. A Review of Relevant Literature

2.1 Computer-mediated Instruction

Recently the use of computer-mediated instructional technology has been found to be an effective way to deliver instruction to students with disabilities, while maximizing the teachers effective use of instructional time (Lancaster, Schumaker, & Deshler, 2002; Langone, Clees, Rieber, & Matzko, 2003; Mechling, 2005). Computer-mediated instruction has been used as a tool to teach students with disabilities skills including decoding and word identification, phonological awareness, and sight word reading as well as drill and practice of math facts and concepts (Mechling, Gast, & Thompson, 2008). Many research studies have cited specific use of computer-mediated instruction to teach functional and community skills to students with intellectual disabilities (Ayers & Langone, 2002; Mechling et al., 2008). Fewer research studies appear describing the use of computer-mediated instruction to teach a set of complex skills to individuals with intellectual disabilities, such as those skills associated with self-advocacy. Whether or not the use of computer-mediated instruction is a viable and effective means of teaching students with intellectual disabilities complex skills, such as self-advocacy skills is relatively unknown at this time.

2.2. The Self-Advocacy Strategy

The Self-Advocacy Strategy was designed by Van Reusen et al. to teach individuals with high incidence disabilities "skills they can use when preparing for and participating in any type of education or transition planning conference" (2002, p. 2). The Self-Advocacy Strategy was chosen because (1) the researcher sought to identify a strategy that could be implemented, given the current educational context, where a majority of instructional time is devoted to achieving state or national standards and (2) the strategy has been validated for use with students of other disability categories.

Historically, the Self-Advocacy Strategy has been used successfully with students with learning disabilities, behavior disorders, and mild emotional disturbances (Lancaster et al., 2002; Hammer, 2004; Test & Neale, 2004; VanReusen, et al., 2002; VanReusen, Deshler & Schumaker, 1989). To date, there have been several studies documenting the effectiveness of using this strategy (Test, Fowler, Brewer, & Wood, 2005). However, only one such study included students with an intellectual disability (Cease-Cook, Test, & Scroggins, 2013).

The Cease-Cook et al. (2013) study included five students with an intellectual disability and showed positive results for use of the Self-Advocacy Strategy in an Individualized Education Program meeting. Wehmeyer (2007) suggests that an ideal learning environment for teaching self-advocacy skills is the school setting where students can take an active role in the educational process and be given opportunities to practice self-advocacy skills.

However, all of the previous studies included evaluating the effectiveness of the Self-Advocacy Strategy related to increasing student use of self-advocacy skills in settings such as an Individualized Education Program meeting exclusively. There is no empirical evidence regarding the use of the Self-Advocacy Strategy for other types of educational meetings. Additionally, there have been three studies that have specifically utilized the computer-mediated version of the Self-Advocacy Strategy, but only one of those studies included students with intellectual disabilities as study participants (Cease-Cook, Test, & Scroggins, 2013; Hammer, 2004; Lancaster et al., 2002; Test & Neale, 2004).

3. Method

3.1 Participants and Settings

Convenience sampling was used to recruit participants for the study. Eight high school students chose to participate in the study (instrument pilot-two, study-six). The suburban high school in which the study took place had an enrollment of 1,614 students in grades 9-12. The school houses eleven special education classrooms. All eight of the student participants were determined to have an intellectual disability per the Individualized Education Program process and received special education services through a classroom program designated as a program for students with mild intellectual disability. Each student participated in at least one general education course at the time of the study. A total of five teachers, (one special education and four general education) cooperated with the study by participating in conference meetings with the student participants. Students included in the study were identified as being able to communicate verbally, understand and speak English, view information on a standard computer screen, and manipulate a mouse and computer keyboard. The cooperating special education teacher verified that student participants met the inclusion criteria through a review of students' IEP documents and observation.

Table 1

Student Characteristics

Student	Age	Gender	Grade	Disability[a]	Program Designation[b]	General Education Course
S1	16	Male	10	Intellectual Disability	Mild	Theater
S2	19	Female	12	Intellectual Disability	Mild	Art
S3	16	Male	10	Intellectual Disability	Mild	Art
S4	16	Male	10	Intellectual Disability	Mild	Choir
S5	15	Female	9	Intellectual Disability	Mild	Theater
S6	17	Male	10	Intellectual Disability	Mild	Consumer Math and Theater

[a] Identified through eligibility category indicated on student Individualized Education Program (IEP) document.
[b] Per the administrative rules for the state in which the study took place, there are three different categorical classroom program descriptors utilized and documented on the students IEP; mild, moderate, severe.

3.2 Description of the Self-Advocacy Strategy

The Self-Advocacy Strategy can be taught via live instruction or via a combination of live and computer-mediated instruction.

Prior to learning the steps of the strategy, students are taught "SHARE behaviors" (Van Reusen et al., 2002, p. 7). The SHARE behaviors enable students to communicate effectively in meetings with others. The SHARE behaviors are (a) sit up straight, (b) have a pleasant tone of voice, (c) activate your thinking, (d) relax, and (e) engage in eye communication. Once students have learned the SHARE behaviors the five steps of the strategy are introduced. The five steps of the strategy are:

1. Inventory- this step gives students an opportunity to determine and list their perceived educational strengths, areas to improve or learn, and determine educational goals, needed accommodations, and choices for learning.

This information is recorded on an inventory sheet that students take to meetings and conferences. The remaining steps are utilized during a meeting or conference.

2. Provide your inventory information- this step focuses on providing input at the meeting or conference.

3. Listen and respond- this step relates to effectively listening to others' statements or questions and responding to them appropriately.

4. Ask questions- this step involves asking appropriate questions to gather needed information.

5. Name your goals- the final step involves the student communicating personal goals and ideas on actions to be taken.

For this study the researcher chose to use the Self-Advocacy Compact Disc (SACD) that was validated for use with students with mild disabilities in 2002 by Lancaster, Schumaker, and Deshler and utilized in a subsequent study by Hammer in 2004 and Cease-Cook et al. in 2013. The SACD version of the strategy was chosen specifically because it offers the opportunity to maximize student learning while minimizing teacher directed instruction, allowing the possibility that the program can be successfully implemented within the current context of educational programming for students with an intellectual disability discussed previously. The SACD contains five separate sessions that provide instruction related to developing SHARE behaviors, completing an inventory of educational needs, and using the steps of the strategy in a meeting. The five sessions are labeled Introduction, SHARE, Inventory, PLAN, and Model Conference Sessions. The SACD allowed participants the choice of reading the text on the screen independently or having the content read to them by clicking an icon on each screen. Upon completion of the SACD instructional sessions, each student engaged in two separate role-play sessions with the researcher (see description in *Intervention*).

3.3 Instrumentation and Data Collection

One researcher collected data during baseline, intervention, and post-intervention using the Conference Question Guide measure. Content validity and instrument reliability of the Conference Question Guide were established through the process of consulting with three experts in the field of intellectual disabilities at two different mid-western universities and by conducting a pilot study of the instrumentation.

3.1.1 Conference Question Guide

The Conference Question Guide contained 10 questions or probes that were asked verbally to students during three baseline and two different conference situations. In the original study conducted in 1985 by Van Reusen (as cited in Lancaster et al., 2002) a standard set of questions was developed and administered to students to ensure students had an equal opportunity to use the PLAN steps of the Self-Advocacy Strategy when participating in their educational planning meeting. The questions have been utilized in subsequent studies as well (Hammer, 2004; Lancaster et al., 2002; Van Reusen & Bos, 1994; Van Reusen et al., 1989). Students had an opportunity to respond to each question verbally, making statements regarding their strengths, areas to improve, accommodations needed, and goals for the class, as well as ask for clarification of class content and/or procedures. All student responses were recorded. The researcher then determined and recorded the number of relevant responses made by the student during baseline and the conferences. A relevant response consisted of any comment, statement, shared information, or question that pertained to the students' participation and progress in the classroom. Students were awarded one point per relevant response. For example, if a student was asked "What do you think are your study or academic strengths" and the student responded "I am good at math and following directions" the student would receive two relevant response points.

3.1.2 Observation Protocol

To ensure procedural reliability throughout the multimedia instructional phase an observation and knowledge protocol was developed and completed by the researcher for each instructional session for every participant.

The researcher recorded student progress throughout the computer-mediated instructional activities including recording the length of time it took for students to complete each computer-mediated instructional session and whether or not participants completed all of the activities and quizzes contained in the session modules.

3.1.3 Interscorer and Interobserver Agreement

Interscorer agreement scores were obtained for the Conference Question Guide. For 25% of the student conferences, a special education teacher and a researcher familiar with the Self-Advocacy Strategy reviewed participant responses on the Conference Question Guide and recorded the participant's relevant responses. Interscorer reliability was 92%.

Interobserver agreement scores were obtained for the Observation Protocol. The cooperating special education teacher observed and completed an observation protocol for 25% of the total instructional sessions. Interobserver agreement was 100%.

4. Experimental Design and Intervention

A single-subject experimental design was utilized for this study. Single-subject experiments allow for the researcher to study the behavior of one subject under changing conditions (Ary, D., Jacobs, L. C., & Razavieh, A., 1990; Horner & Baer, 1978). Specifically for this study a multiple baseline across participants and across settings design was applied to determine the effects of instruction on students' use of a self-advocacy strategy before and after the instructional period and across settings. A multiple baseline design made it possible to determine if the introduction of the intervention or independent measure (self-advocacy strategy) actually caused the change in behavior desired or dependent measure (use of self-advocacy skills across settings, as measured by score on a 10 question probe). It is important to note that the researcher deemed it necessary to limit the number of baseline probes, once each participant's baseline was found to be stable (1) to decrease the possibility that participants would become frustrated with or unmotivated toward instruction, (2) because little possibility existed that participants in baseline would gain knowledge of the self- advocacy strategy due to instruction being delivered solely by the researcher in a separate setting, and (3) there was a need to deliver instruction to all participants in a timely manner. In typical multiple baseline designs additional baseline probes are given to participants prior to intervention as a means of showing that the intervention is the probable cause of the observed changes. Given the context within which the current study was conducted, the researcher is confident that self-advocacy instruction caused the change in participants' knowledge and use of a self-advocacy strategy; however, not conducting additional baseline probes is a limitation of the study.

4.1 Baseline

Prior to instruction, each participant was administered the Conference Question Guide by the researcher on three different occasions to establish baseline. During each baseline administration of the Conference Question Guide individual participants scored one point for each relevant response. Based on the three baseline probes administered to participants and teacher reports, it was clear that the participants had not engaged in self-advocacy skill training of any kind prior to the onset of the study. The Self-Advocacy Strategy instructional sequence was delivered to two participants at a time in a separate location than the classroom by the researcher, significantly decreasing the possibility that participants in baseline could gain knowledge of the strategy outside of instructional time.

4.2 Intervention

Two participants from the sample of six were randomly selected to begin instruction. Instruction was then provided to each group of two participants in a staggered fashion. Upon completion of the SACD instructional sessions (approximately 3.5 hours total across sessions) participants engaged in two individual role-play sessions with the researcher, simulating a conference with a special or general education teacher. During the role-play sessions, the researcher administered the ten questions from the Conference Question Guide. The researcher provided feedback related to the participants use of the SHARE behaviors and PLAN steps at the conclusion of each role-play session. After completion of the individual role-play sessions, the participants engaged in a conference with both a special and general education teacher.

5. Results

5.1 Baseline

A line graph was used to represent each individual student's relevant response scores on the Conference Question Guide for baseline and post-intervention. For this study, the researcher was concerned with whether or not students increased their use of self-advocacy skills and generalized these skills to multiple settings, and was not necessarily concerned with the magnitude of increase.

Therefore, there was no predetermined minimum or maximum number of relevant responses used in the analysis of this instrument's data. The researcher hypothesized that the slope of an individual student's relevant response score graph would increase from baseline to post-intervention and the results were reported as raw scores for individual student participants for baseline and across two post-intervention settings in Figure 1.

Figure 1
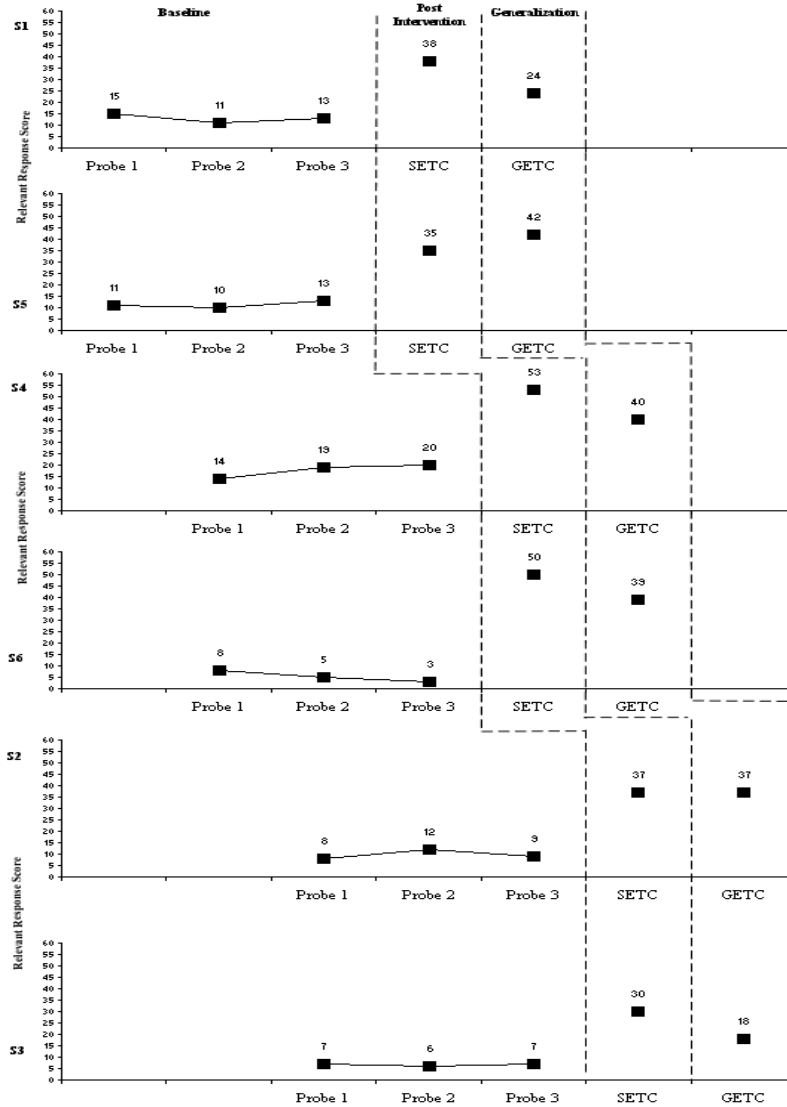
Figure 1. Number of relevant responses. SETC refers to the post-instructional conference meeting with a special education teacher. GETC refers to the post-instructional conference meeting with a general education teacher.

Figure 1 shows that baseline measures were taken on three different occasions over the course of a two-week period. Figure 1 shows stable baselines for each participant.

5.2 Intervention

The instructional phase of the study for each pair of participants took place over a three-week period of time. Three of the five instructional sessions of the SACD include a knowledge quiz over content related to the definition of self-advocacy, the SHARE behaviors, and the PLAN steps. Results of each participant's quizzes were recorded by the researcher on the Observation Protocol and are presented in Table 2.

Table 2 SACD Knowledge Quiz Scores

Participant	Introduction Session	SHARE Session	PLAN Session
S1	100	100	100
S2	100	90	100
S3	80	60	90
S4	100	90	100
S5	100	100	100
S6	100	100	100

Note. A quiz was embedded in three of the computer-based instructional sessions. The researcher recorded each participant's score on their first quiz attempt as percentage of correct answers.

S1 completed the SACD instructional sessions in 260 minutes. S1 demonstrated the ability to verbally define self-advocacy and when to use it, identify the SHARE behaviors and when to use them, and identify the L, A, and N steps of the PLAN steps and situations when it is appropriate to use the steps. S1 was observed by the researcher as a reader, but chose to use the "read it to me" feature of the SACD a majority of the time.

S2 completed the SACD instructional sessions in 140 minutes. S2 demonstrated the ability to verbally define self-advocacy and when to use it, identify the S, A, R, and E behaviors of the SHARE behaviors and when to use them, and identify the L and A steps of the PLAN steps and situations when it is appropriate to use the steps. S2 was observed by the researcher as a reader, and chose to use the "read it to me" feature of the SACD only when faced with an unknown word in the text.

S3 completed the SACD instructional sessions in 220 minutes. S3 demonstrated the ability to verbally define self-advocacy and when to use it, identify the S, R, and E behaviors of the SHARE behaviors (with prompts) and when to use them, and identify the L and A steps of the PLAN steps (with prompts) and situations when it is appropriate to use the steps. S3 was observed by the researcher as a reader, and chose to use the "read it to me" feature of the SACD approximately half of the time.

S4 completed the SACD instructional sessions in 215 minutes. S4 demonstrated the ability to verbally define self-advocacy and when to use it, identify the SHARE behaviors and when to use them, and identify the PLAN steps and situations when it is appropriate to use the steps. S4 was observed by the researcher as a reader, and chose to use the "read it to me" feature of the SACD a majority of the time.

S5 completed the SACD instructional sessions in 225 minutes. S5 demonstrated the ability to verbally define self-advocacy and when to use it, identify the SHARE behaviors and when to use them, and identify the PLAN steps (with prompts) and situations when it is appropriate to use the steps. S5 was observed by the researcher as a reader, and chose to use the "read it to me" feature of the SACD approximately half of the time.

S6 completed the SACD instructional sessions in 175 minutes. S6 demonstrated the ability to verbally define self-advocacy and when to use it, identify the SHARE behaviors and when to use them, and identify the P, L, and A steps of the PLAN steps and situations when it is appropriate to use the steps. Participant S6 was observed by the researcher as a reader, and chose not to use the "read it to me" feature of the SACD at any time.

5.3 Post Intervention

At the conclusion of the instructional phase participants engaged in two separate conference meetings. The first conference meeting was conducted with the participants' special education teacher no more than one week post instruction. An increase in the slope of each participant's graph from baseline to post-instruction is evident in Figure 1. The data in Figure 1 show that students S1, S3, S4, and S6 experienced the greatest gain in relevant response scores in a conference meeting with their special education teacher.

5.4 Generalization

The second conference meeting was conducted with one of the participant's general education teachers no more than two weeks post instruction. Students S1, S3, S4, and S6 decreased their relevant response score when generalizing the strategy use to a meeting with their general education teacher, however their scores remained above baseline.

For students S1 and S4, one reason for this may be that in these conferences the researcher noted that the general education teacher failed to administer two of the questions from the Conference Question Guide.

Student S3's relevant response score declined in the conference meeting setting with the general education teacher significantly, but the score did remain above baseline. Based on results represented in Figure 1, participant S3 displayed the least amount of gain in relevant response scores from baseline to both post instruction conference settings. Student S3 experienced the least amount of success during the instructional phase of the study as well (see Table 2).

6. Discussion

The overall purposes of this study were to determine if students could gain knowledge of self-advocacy skills through instruction, including an interactive hypermedia component, in the Self-Advocacy Strategy and to evaluate the use of a self-advocacy strategy as a means of promoting self-advocacy skills in individuals with an intellectual disability.

Previous research on the topic of self-advocacy stresses the importance of developing self-advocacy skills in individuals with disabilities as it relates to their education and quality of life. Phillips (2001) points out that in the past the responsibility of advocating for a child with a disability was assumed by the child's special education teacher or parent, which may be appropriate for young children but does not sufficiently prepare older students for the challenges of the adult world. As noted in the literature review section, validated methods for teaching self-advocacy skills exist, but aren't often explicitly taught to individuals with disabilities, and particularly to individuals with intellectual disabilities (Lancaster et al., 2002; Test & Neale, 2004; Van Reusen & Bos, 1994; Van Reusen, Bos, Schumaker, & Deshler, 2002; Van Reusen, Deshler, & Schumaker, 1989). A singular study included five students with intellectual disabilities and results suggested "the Self-Advocacy Strategy was effective in teaching students with a mild intellectual disability to increase the number of quality contributions" during a mock and actual IEP meeting, thus exercising self-advocacy skills (Cease-Cook et al., 2013, p. 258). The results of the current study demonstrated that high school students with an intellectual disability acquired knowledge of a self-advocacy strategy and were able to use the strategy effectively in two different conference meeting settings with their teachers.

Furthermore, many of the previous studies involving evaluating the efficacy of the Self-Advocacy Strategy included evaluating the strategy when instruction was delivered by a teacher in a live format. Lancaster et al. (2002) developed and evaluated the efficacy of delivering the strategy via a combination of live and interactive hypermedia instruction for students with learning disabilities and emotional or behavior disorders. One additional study conducted by Hammer (2004) also found the use of the interactive hypermedia program a viable means of teaching individuals with learning disabilities a self-advocacy strategy. Prior to the current study only one study included students with an intellectual disability and use of the interactive hypermedia program (SACD) and like the study conducted by Cease-Cook et al. (2013) the current study found that the use of an interactive hypermedia program was a viable means of teaching students with an intellectual disability a self-advocacy strategy.

The current study also sought to determine if use of a self-advocacy strategy generalized across different meeting settings. The researcher chose to have the student participants implement the Self-Advocacy Strategy in an informal conference meeting setting rather than a formal IEP meeting for two reasons. One reason was that although the Self-Advocacy Strategy manual suggests that the strategy can be used in a variety of conference settings, to date the only validated use of the strategy reported in the literature is for IEP meetings and the researcher wished to validate its use in an additional type of meeting setting (Test et al., 2005; Van Reusen et al., 2002). Secondly, research suggests that a student's success in the classroom and with the general curriculum may be enhanced by the student's ability to advocate on a daily basis (Spooner, Dymond, Smith, and Kennedy, 2006). Providing students with an intellectual disability the self-advocacy skills and opportunity to communicate strengths, areas of need, learning preferences, needed accommodations, and learning goals in an informal conference meeting with a teacher might allow teachers to gain a better understanding of how to support the student in progressing in the general curriculum on a daily basis.

The data show that individuals with an intellectual disability demonstrated use of a self-advocacy strategy across two informal conference meeting settings with both a special and general education teacher. Prior to the study, the participants had not engaged in a discussion with their general education teachers about their learning needs or goals. As a result of instruction, it was observed that participants were able to engage in an in-depth discussion with a general education teacher regarding their learning.

The data did show that four students provided fewer relevant responses in their meeting with the general education teacher than with their special education teacher, but this could partially be due to the fact that they were less familiar with and therefore less comfortable with the general education teacher throughout the conference meeting. However, each student's relevant response score was elevated from baseline in both conference settings, supporting the notion that as a result of self-advocacy strategy instruction students with an intellectual disability can learn self-advocacy skills through strategy instruction and use these skills across settings.

Lastly, over the last several years research focused on computer-mediated instruction has surfaced in the literature related to the efficacy of using computer-mediated instruction as a means of teaching individuals with a disability various skills (Ayres & Langone, 2002; Langone et al., 2003; Mechling, 2005). As stated previously, much of the literature involving students with an intellectual disability included studies related to teaching daily living skills and basic functional academic skills (Ayres & Langone, 2002; Hutcherson , Langone, Ayres, & Clees, 2004; Mechling, 2004). The results of this study show that students with an intellectual disability learned complex skills, such as self-advocacy skills through the use of computer-mediated instruction that includes situated cognition, anchored instruction, and video modeling. The students included in this study were able to navigate through and complete the instructional sessions either independently or with very few prompts or cues. Students appeared motivated to work though the computer-mediated instructional sessions and according to the results of the built-in quizzes gained knowledge of self-advocacy skills and how to implement these skills through the video clips modeling student use of the strategy behaviors and steps. Based on the results of the study, informal discussions with the participants and observation, the use of an interactive hypermedia version of the Self-Advocacy Strategy appears to have been a motivating and effective means of delivering self-advocacy skill instruction to these secondary students with an intellectual disability.

Furthermore, it is imperative that empirically based strategies for teaching self-advocacy skills to individuals with intellectual disabilities are available and are able to be delivered efficiently given the current educational context and instructional time constraints. Findings from the current study suggest that the Self-Advocacy Strategy can be an appropriate and effective instructional approach for teaching students with intellectual disabilities self-advocacy skills and implemented within the current educational context of an increased focus on the general education curriculum standards and setting.

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