A RESEARCH STUDY OF THE CORRELATION BETWEEN STUDENT SELF-ADVOCACY AND POSTSECONDARY SUCCESS

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Facts about the study
- Co-teach class
- This type of classroom serves students with IEPs and receiving special education and students that do not.
- English I
- 9th grade
- Diploma Track Students
- Lessons 1-4 taught during intervention
- Pre and post assessment were kept the same

The whole group had an average of 3.47% statements marked as don’t know per student on the pretest. The whole group had an average of 0.73% marked as don’t know on the whole posttest, with an overall gain of 78%. The highest score on the pretest was a 0/23 don’t knows and the lowest score on the posttest was a 1/23 don’t knows. All of the students made improvements on the whole assessment from the pretest to the posttest.

Pre and Post Assessment Survey

<table>
<thead>
<tr>
<th>School</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home/Community</td>
<td>Yes</td>
<td>No</td>
<td>DK</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1.39%</td>
<td></td>
<td></td>
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<tr>
<td>Total gain</td>
<td>78%</td>
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Rationale
- This project incorporated ideas of a previous study that examined the effects of self-advocacy and conflict resolution training modules on the ability of four high school seniors with mild disabilities to ask for their accommodations (Holzberg, et al., 2019).
- The survey I will be using: Self-Determination/Self-Advocacy Checklist, from the transition planning inventory, will be used for the pre and post assessment to measure the increase from student indicated don’t knows to yes.
- District mandated curriculum: Social emotional learning, includes topics related to self-advocacy
- Studies have shown the importance of self-advocacy skills in relation to postsecondary and workplace success.


References