**Suggested Process for Self-Advocacy and Communication to**

**Faculty of Your Accommodations**

• Greet instructor

• Introduce yourself by name

• Refer to specific class

• Identify disability status (registered with DSS)

• Explain functional needs

• Mention previous accommodations

• Explain benefits of past accommodations

• Request use of accommodations

• Identify resources and how they help

• Restate accommodations for the class

• Clarify your role

• Clarify instructor's role

• Close with positive statement

• Express appreciation

**Example Self Advocacy Statement to Professor:**

**Email to professor**: Hi Professor ABC, my name is Jolly Goodstudent and I am in your PSY 101 class at 9:00am on Tuesdays and Thursdays. I am contacting you to set up a time to discuss my approved accommodations. I met with the DSS Staff earlier today and you should have received an electronic notification letter of my approved accommodations. I am available to meet by zoom or in your office at the following times, XYZ. Thank you and I look forward to meeting with you.

**Meeting with the professor**: Hello and thank you for meeting with me to discuss my approved accommodations. My disability impacts how quickly I process information and interferes with my ability to write or compose my thoughts on paper. To help lessen the impact of my disability I have used time and half on my exams and quizzes, a tape recorder in class, and a word processor with spell check on any written tests or assignments. The accommodation letter from the Disability Support Services office verifies my disability. There are three options for testing accommodations (classroom at the regularly scheduled time, at the DSS office or with Prof/Proctor at a mutually agreed-upon time and location). I would like to take my quizzes and exams at the DSS Office and tape record lectures. Are you ok with this? Great! I will send you a reminder before each test and provide you with a test request form to test in the DSS office. I look forward to taking your class and thank you for your time.

**Fill in the Blank Self Advocacy Statement:**

**Email to professor:** Hi my name is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am taking your\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class at ( ) time of day(s) of the week ( ). . I am contacting you to set up a time to discuss my approved accommodations. I met with the DSS Staff earlier today and you should have received an electronic notification letter of my approved accommodations. I am available to meet by zoom or in your office at the following times, XYZ. Thank you and I look forward to meeting with you. I have come to talk to you because I have a disability and require accommodations for your class.

**Meeting with professor**: Hello and thank you for meeting with me to discuss my approved accommodations. My disability interferes with my ability to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. To help lessen the impact of my disability I use\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ accommodations. The electronic accommodation letter from the Disability Support Services Office verifies my disability. There are three options for testing accommodations (classroom at the regularly scheduled time, at the DSS office or with Prof/Proctor at a mutually agreed-upon time and location). I would like to take my tests ***state what testing option you would like to work out with the professor****.* Are you okay with this? Great! I will send you a reminder before each test and provide you a test request form to test in the DSS office. I look forward to taking your class and thank you for your time.

**Strategies for Resolution if the Professor Does Not**

**Agree with Your Accommodation Request**

Specifying Reflecting Mutualizing Collaborating Inventing Selecting Summarizing

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Palmer, C., & Roessler, R. (2000). Requesting classroom accommodations: self-advocacy and conflict resolution training for college students with disabilities. Journal of Rehabilitation, 66 (3), 38-43. ·