

Intervention of Self-Advocacy Skill Among Individual with Special Needs: A Systematic Literature Review

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Abstract--- *Self-advocacy is essential skills for the individual with special needs. Since 30 years ago, researchers had used various initiatives to develop and improve self-advocacy skills among individuals with special needs. Various initiatives have been taken by researchers including creating self-advocacy movement, introducing self-advocacy in international seminars, and designing transition programs for disabled relating to the importance of self-advocacy. According to these previous studies, a systematic literature review has been conducted to study on intervention of self-advocacy skills among the individuals with special needs. Articles were searched from years 2013 to 2018 by using Scopus and EBSCOhost as the main journal databases. There are three main objectives on this study, firstly is to identify literature review on interventions that had been conducted during the prescribed period, secondly to evaluate the effectiveness of interventions on individuals with special needs and lastly to determine the patterns of intervention that apply to individuals with special needs. The research design approaches were qualitative and quantitative (quasi-experimental, single subject experimental and group experiments) are included for this systematic analysis. The limitation of this study is only literatures on intervention of self-advocacy skill studies are selected to review. The importance of this study is to provide information on interventions of self-advocacy skills that have been conducted and to evaluate the effectiveness of such interventions on individuals with special needs. This study can also be used as a guide in planning an intervention programme for individuals with special needs especially for schools, specific agencies and government bodies.*

Keywords--- *Self-Advocacy Skill, Individual with Special Needs, Intervention.*

I. INTRODUCTION

Having an effective self-advocacy skill is difficult for individuals with special needs. Disability has an impact on the individual with special needs especially in learning self-advocacy skill from life experience. They need more practices and guidances from significant individuals to educate them in implementing this skill in their life. They also need to be exposed to self-advocacy skills before they move to secondary school (Zickel & Arnold, 2001; Test et al., 2005). Zickel and Arnold (2001) also suggest that individuals with special needs need to learn about themselves from a very young age, so that they can communicate with others about their own needs. Therefore, self-advocacy skills should be applied by them and they need to experience it themselves as it is one of the key factors to determine the success or failure of their life in the future.

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To date, there are various definitions of self-advocacy that has been defined by past researchers. Self-advocacy has been defined as the ability of individuals to develop themselves and help others with disabilities to talk about themselves, to express and speak with a conviction (Philips, 1990; Pennell, 2000), planned personal goals, make choices, choose goals, the ability for self-control and evaluation of behaviour (Wehmeyer et al., 2000), the ability to communicate personal needs and goals (Balcazar et al., 1991; Stodden, 2000) and the skill for the individuals need to speak up for self-defence (Wehmeyer et al., 1998), and also learn how to be assertive (Wehmeyer & Schwartz, 1997) to communicate or negotiate one's interests, desires and rights (Van Rausen, 1996). Self-advocacy can also raise awareness among students about their strengths and weaknesses and make them become more realistic about their ability (Yasmin & Mazmi, 2017). In conclusion, self-advocacy is an ability for an individual to voice out and communicate assertively about their needs, desires, goals, and their rights after acquire knowledge about themselves and their rights as individuals with special needs.

Test et al. (2005) have developed the conceptual framework of self-advocacy based on the literature review of self-advocacy intervention, chronology of self-advocacy, definitions and input from the stakeholders. There are four components of self-advocacy that have been developed in these conceptual frameworks including self-knowledge, knowledge of rights, communication and leadership. Self-knowledge includes individual knowledge of the strengths and weaknesses for an individual, self-awareness, goals, dreams, learning styles, support, adaptation, disabilities and responsibilities. According to Test et al. (2005), it is necessary for individuals with special needs to understand and know about themselves before they voice out what they need to others. Individuals with special needs also need to have realistic self-understanding and use existing skills to voice out their needs and their rights. Knowledge of rights includes the knowledge of personal rights, community rights, rights towards services, rights of users, rights towards education, the steps to advocate for a change and to know the sources of support that are needed. These knowledge of rights can empower individuals with special needs with more autonomy in their life. They can also stand up for their rights, find the right sources and supports from others. Communication also important in order for them to know about theirself and their rights. Individuals with disabilities should learn how to communicate effectively, discuss things, act assertively, attempt to voice and express their needs and to solve problems when face with challenging situations. The last component is leadership. This leadership component, in turn, consists of knowledge of the rights as a member of the group, guiding friends, group dynamics, knowing the resources and involvement in association. Leadership enables individuals with disabilities to engage in the group and learn to be leaders to form self-esteem and to socialise with others (Test et al., 2014).

In a review of several previous studies showed that there is an awareness among current researchers about the importance of self-advocacy skills being applied and giving exposure to individuals with special needs. Various interventions have been implemented by various parties including schools, non-governmental organisations (NGOs) or the government itself to enhance the functionality of these special needs individuals in society. Individual with special needs are encourage to get involve in society activities and given the same opportunities as normal individuals. Besides that, various initiatives have been taken by parties through the planning of specific activities and programs for individuals with special needs.

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Hence, in order to obtain further in-depth information and understanding of the interventions to individuals with special needs, a systematic analysis of the study should be taken and focus more on literature review interventions of self-advocacy skills from 2013 to 2018 among individuals with special needs. The author that focus on literature reviews of interventions studies that applied to youth who have various disabilities, especially for low-incidence developmental disabilities (e.g., mild, moderate, and profound intellectual disability; autism spectrum disorder), high-incidence disabilities (e.g., specific learning disabilities, emotional disturbance), physical disabilities, deaf and blind.

These studies are an extension of the study that have been conducted by previous researchers (Test et al., 2005; Robert et al., 2014). Test et al. (2005) which was a systematic analysis of the methodology and content of self-advocacy intervention studies that collected 25 studies (11 case studies, 11 group experiment studies and 3 qualitative studies) 2004. Test et al. (2005) has also developed a conceptual framework of self-advocacy as a result of the systematic analysis that has been done on previous research literature. Analysis on practices that promoted self-advocacy among students with disabilities was subsequently carried out by Robert et al. (2014) after analysing the study conducted by Test et al. (2005) and Robert et al. (2014) which also had touched on interventions that were given to disable students but from a different scope; for focusing on practices promoting self-advocacy to disable students based on systematic analysis conducted by past researchers from June 2004 to June 2012.

Intervention of self-advocacy skills studies among individuals with special needs will be systematically analysed by the author. The focus of this systematic analysis study is on the intervention pattern, effectiveness, strengths and weaknesses of each intervention that was conducted based on published articles via on-line database from 2013 to 2018. PRISMA statement is also used as a method to review the article from online databases- Scopus and EBSCOhost.

The objective of this systematic analysis, firstly, is to identify literary studies on article journal interventions that have been conducted throughout 2013 to 2018. The second objective is to identify the effectiveness of self-advocacy skills interventions in special needs individual and last but not least, to identify the patterns of intervention that were applied to individuals with special needs.

II. METHODOLOGY

In this section, the discussion focused on the method used by the author to retrieve articles that are related to the intervention of self-advocacy for individual with special needs. The author has used the PRISMA statement as a method to review the article, which includes resources from databases Scopus and EBSCOhost databases. PRISMA statement is used to run the systematic literature review, eligibility and exclusion criteria, steps of the review process (identification, screening and eligibility), data abstraction and analysis.

1) PRISMA

The review was guided base on relevant criteria by the PRISMA Statement (Preferred Reporting Items for Systematic reviews and Meta-Analyses). PRISMA offers three unique advantages, first it defines clear research questions that permit a systematic research, second it identifies inclusion and exclusion criteria and third, it attempts to examine large database of scientific literature in a defined time (Sierra-Correa & Cantera Kintz, 2015). The PRISMA

Statement allows for the rigorous search of terms that are related to the intervention of self-advocacy for individual with special needs in any categories; its impact and coded information are for review of future educator, parents and individual with special needs.

2) Resources

The authors had chosen to use Scopus and EBSCOhost as the main journal databases for searching the articles because they were established databases. There are specific reasons for choosing this database. Firstly, the Scopus database is one of the largest abstract and citation databases of peer-reviewed literature with more than 22,800 journals from 5000 publishers worldwide. It comprised of diverse subject areas such as social science, psychology, medicine, art and humanities and health professions. Secondly, the database used in this review was EBSCOhost. EBSCOhost was chosen because it was the leading provider of research databases, e-journals, magazine and a leading discovery service provider for libraries worldwide with more than 11,000 discovery customers in over 100 countries. EBSCOhost is also the leading provider of electronic journals & books for libraries, with a subscription management for more than 360,000 serials, including more than 57,000 e-journals, as well as online access to more than 1,000,000 e-books.

3) Eligibility and Exclusion Criteria

The authors determined several eligibility and exclusion criteria to choose the articles for review. The first is with regards to the literature type- only article journals with empirical data were selected to be reviewed. This means review article, books, books series, chapters in books and conference proceedings were excluded from analysis. Secondly, the searching efforts were focused on articles published in English only and excluded the non-English publications in order to avoid any confusion and difficulty in translation. Thirdly, with regards to timeline, the limitation of the publications date is between 2013 and 2018 (only articles within a 6-year period have been selected). This is to ensure for only recent literature, evolution of research and related publications were selected. As the review process focused on intervention of self-advocacy skill, articles that are indexed based on social science are selected, which means articles that are published under hard science index (Science Citation Indexed Expanded) are excluded. Lastly, in line with objective of this review only articles that are focused on intervention of self-advocacy skill for individual with special needs were selected for analysis. Table 1 shows the inclusion and exclusion criteria described above.

Table 1: The inclusion and exclusion criteria

<i>Criterion</i>	<i>Eligibility</i>	<i>Exclusion</i>
Literature type	Journal (research articles)	Journals (systematic review), book series, book, chapter in book, conference proceeding
Language	English	Non-English
Timeline	Between 2013 - 2018	≤ 2012
Indexes	Social Science Citation Index, Emerging Sources Citation Index, Art and Humanities Index	Science Citation Indexed Expanded

4) Systematic Review Process

This systematic literature review involved the four stages process. The review process was performed on January 2019. The first phase was to identify the keywords using a searching process. Based on previous studies and the

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thesaurus, similar keywords that are related to the article have been used. Table 2 shows the keywords and searching information strategy for the systematic review process.

Table 2: The keywords and information-searching strategy for a systematic review process

<i>Databases</i>	<i>Keywords Used</i>
Scopus	Intervention AND "self-advocacy skill" AND learning AND disability AND (LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017) OR LIMIT-TO (PUBYEAR , 2016) OR LIMIT-TO (PUBYEAR , 2015) OR LIMIT-TO (PUBYEAR , 2014) OR LIMIT-TO (PUBYEAR , 2013)) AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "re")) AND (LIMIT-TO (SUBJAREA , "SOC")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SRCTYPE , "j"))
EBSCOhost	Intervention AND "self-advocacy" AND " self-advocacy skill" AND "self-determination" AND self-awareness AND special need pupils AND learning disabilities AND intellectual disabilities AND intellectual development disorder AND severe disabilities

The second stage was to screen the related article for review and synthesis. After the screening process, out of the 276 articles that were eligible to be reviewed, a total of 226 articles were removed. The third stage is eligibility, i.e. only the full articles were accessed and reviewed. After careful screening of an article, a total of five duplicated articles were removed. A total of 31 articles were further excluded after careful examination because some articles did not focus on the intervention of self-advocacy skill, and were not empirical articles and did not focus on individuals with special needs. Finally, the results at the last stage of the review showed that only a total of 14 articles had been used for analysis, after taking into account the criteria that were set earlier in the objective. Figure 1 shows the flow diagram of the review process.

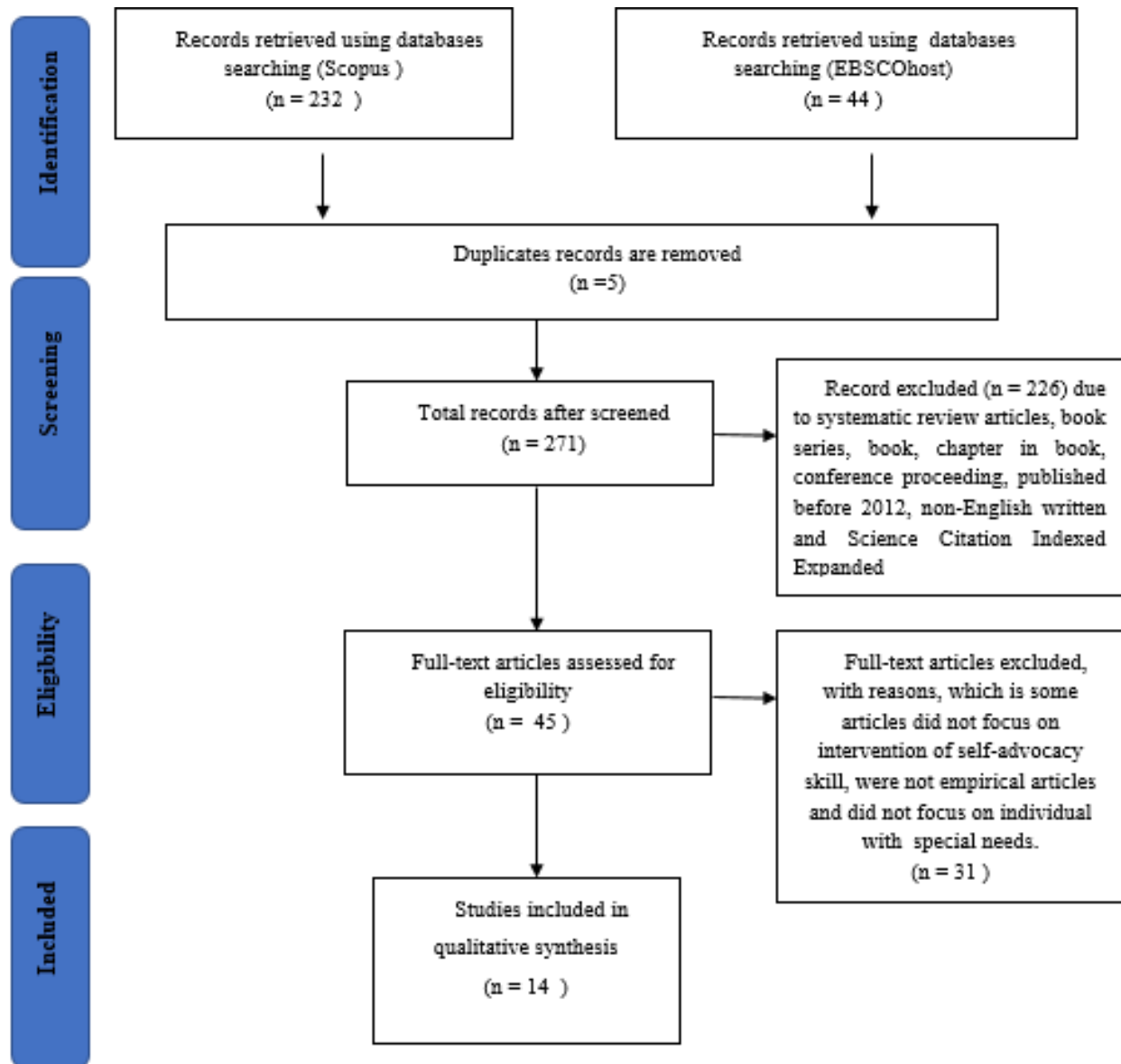


Figure 1: The flow diagram of the review process

5) *Data Abstraction and Analysis*

The abstracts of forty-five articles were read in order to extract data from relevant articles, and matched with the objective. After that, the full articles (in-depth) were read to identify appropriate themes and sub-themes for review and synthesis. Qualitative analysis was performed using content analysis and objective in order to identify themes that were related to the intervention of self-advocacy skill among individual with special needs. Finally, a total of fourteen studies were deemed relevant and the full-text article were assessed and analysed.

III. RESULTS AND DISCUSSION

1) *Analysis*

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In the early stages, 45 articles were obtained based on the criteria of the prescribed article selection. However, only 14 articles were selected for systematic analysis in this study because they met the set criteria (Cuenca-Carlino & Load (2013); Schelling & Rao (2013); White, Summers, Zhang & Renault (2013); Prater, Redman, Aderson & Gibb (2014), Dryden, Desmarais & Arsenault (2014); Dryden, Desmarais & Arsenault (2017); Keenan, King, Curran & McPherson (2014); Wong Fong, Ortega & Sharkey (2014); Laarhoven-Myers, Larhoven, Smith, Johnson & Oison (2014), Kramer (2015), Seong, Wehmeyer, Palmer & Little (2015); Brock, Bigg, Carter, Cattey & Raley (2015); Holzberg, Test & Rusher (2018) and Cuenca-Carlino, Mustian, Allen & Whitley (2018). Table 3 below are the discussions on the analysis of the articles that have been done by the authors.

2) Data Collection

The results of the analysis that were carried out on the participants who were involved in the systematic analysis of the intervention had been primary school students (0.6%), secondary school students (87%), high schools (4.6%) and university students (7.8%) - from 10 to 21 years old with various disabilities. A total of 677 students were involved in this analysed study. The average respondents for each study were 52 people. The gender of the participants was reported only in 6 studies. Therefore, the number of gender-based research participants cannot be reported in this paper.

The study participants are from various backgrounds of disabilities. Among the disabilities that are experienced by the participants in the selected studies are emotional and behavioural disorders, intellectual disorder, physical disabilities, sensory disorders, learning problems, cerebral palsy, spine befit, autism, developmental problems, dyslexia, speech disorders and hearing impairments, and a lack of focus and hyperactive disorder known as ADHD.

There were six studies that did not discuss the ethnicity of their study participants compared to seven studies that did discuss it. (Cuenca-Carlino, et al. (2013); Wong, et al. (2014); Laarhoven-Mayer, et al. (2014); Seong et al. (2015); Brock, et al. (2015), Holzberg, et al. (2018) and Cuenca-Carlino, et al. (2018) Among the ethnic participants of the study who have been reported by the researchers are: Caucasian (n = 283), Asian / Pacific Islander (n = 11), African American (n = 44), Hispanic (n = 88), African (n = 1), Latino American (n = 5), Native American or Alaskan Native (n = 2) and others (n = 2). This ethnic analysis shows that the Caucasian ethnicity is the most involved as study participants (n=283), followed by Hispanic, 88 participants and African American, 44 participants.

3) Research Design

The intervention studies used various research approaches which were quantitative studies of group experiments (n = 3), single subject design (n = 3) and quasi experiments (n = 2), qualitative studies (n = 2) and quantitative (n=1), and mix method (n = 3). The analysis of the study also showed a quasi-experiment (Dryden, et al. 2014; Seong, et al. 2015) and experimental study of single subject (Cuenca-Carlino, et al. 2013; Schelling & Rao 2013; Cuenca-Carlino, et al. 2018), and a qualitative and quantitative combination study (White, et al. 2013; Laarhoven-Myer, et al. 2014) conducted by the researchers.

There are many researchers who used questionnaires to obtain data before intervention and after intervention in order to assess the effectiveness of interventions (Cuenca-Carlino, et al. 2013; Schelling et al., 2013; White et al. 2013; Laarhoven-Myer et al. 2014 Dryden et al. 2014; 2017; Seong et al. 2015; & Cuenca-Carlino et al. 2018). In the case

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of the group experimental studies, there were researchers who used a questionnaire to obtain data on the skills or knowledge possess by participants at the beginning of the study (Holzberg et al. 2018), and at the end of the study in order to evaluate the implementation of interventions that have been carried out (Wong et al. 2014).

4) Intervention

Review on the interventions that had been conducted on individuals with special needs during 2013 to 2018 found that fourteen interventions focused on self-advocacy skills and self-determination. The intervention was related to the writing of the use of the Writing Training Module on requirements, and the requirements known as Self-Regulation Strategy Development (SRSD) intervention (Cuenca-Carlino et al. 2013; Cuenca-Carlino et al. 2018). The use of computers as an intermediary of special needs advocacy strategies were also carried out by some researchers such as the Interactive Hypermedia Program intervention (Schelling & Rao 2013), on-line tutor based training known as KBOT (White et al. 2013) and multimedia presentations are used as a means of expressing hope, dreams and goals as Project MY VOICE (Laarhoven-Mayer et. al 2014).

There were also interventions that had been carried out based on a particular module or model applied to develop self-advocacy skills among individuals with special needs, such as knowledge about incompetence, self-awareness, social skills, communication, assertiveness and self-confidence. (Prater, et. al 2014 ; Dryden, et al. 2014; Dryden, et al 2017 ; Keenan, et al. 2014. Wong, et al. 2014 ; Seong et al. 2015 ; Brock et al. 2015; Holzberg, et al. 2018). The approach used also varied according to the module or model that was applied by the researcher based on the type of research that was used.

Researchers also used various methods of implementing interventions in individual with special needs including individual interventions, small group interventions and large group interventions. Apart from that the place of intervention is also different depending on suitability in the classroom, primary school, secondary school and at the University. Table 3 shows the analysis of the findings.

Table 3: Analysis of findings

No .	Researcher	Title	Sampling	Method	Instrument	Intervention	Findings
1	Cuenca-Carlino, Y. & Muatian, A.L. (2013)	Self-Regulation Strategy Development Connecting Persuasive Writing to Self-Advocacy for Student with Emotional and Behavioural Disorder	9 secondary school student	Single subject multiple probe across group design.	Questionnaire Pre and post intervention	Self-regulation Strategy Development (SRSD) intervention	Increased number of words in the student's essay writing, word transfer and overall quality and writing about self-determination . Can say what they need and want.

2	Schelling, A.L. & Rao, S. (2013)	Evaluating Self Advocacy Strategy Instruction for Student with An Intellectual Disability using Interaction Hypermedia Program	6 high school students.	Experiment single subject.	Questionnaire Pre and post intervention Observation protocol	Self-Advocacy Compact Disc (SACD)	The results show that students learn self-advocacy skills by using computer instruction intermediaries. Students are also more motivated to carry out their duties and gain the knowledge of self-advocacy skills and their implementation.
3	White, G.W., Summers, J.A., Zhang, E., & Renault, VAl., (2013)	Evaluating the Effect of Self Advocacy Training Program for Undergraduate with Disabilities.	52 undergraduate students	Mixed method: Combination of qualitative and quantitative	Online questionnaire. Pre and post intervention	KBOT online tutor based knowledge 2) Face-to-face training workshops (4 training workshops)	KBOT has proven to be useful in providing information pertaining to the legislation and the type of accommodation required in learning. The training-based training workshops are proven to be a helpful strategy for students to apply for accommodation.
4	Dryden, E.M., Desmarais, J., & Arsenaault, L. (2014).	Effectiveness of The IMPACT: Ability Program to Improve Safety and Self-Advocacy Skill in High School Student with Disabilities.	21 students who received intervention 36 waiting list respondents	Quasi experiment	Questionnaire Pre and post intervention	IMPACT Ability Training.	The results showed that there was a significant and positive impact on IMPACT students: Ability Training when

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							compared with the control group. More effective use of disabled students who have experienced abuse.
5	Prater, M.A., Redman, A.S., Aderson, D. & Gibb, G.S. (2014)	Teaching Adolescent Student with Learning Disabilities to Self-Advocate for Accommodations.	15 high school students	Experiment Review	Interviews	Self-Advocacy Training.	All four students asked for educational accommodation after receiving training
6	Keenan, S., King, G., Curran, C.J. & McPherson, A. (2014)	Effectiveness of Experimental Life Skill Coaching for Youth with Disability.	50 high school study participants	Qualitative	Questionnaire After intervention	Life skill Coaching Intervention: One to one coaching and Life skill group:	Effectiveness of community-based experience and counselling interventions for disabled children. There is no significant difference between achievement in the intervention between individual Guidance and the group.
7	Wong Fong K. Lau, Ortega, K., & Sharkey, J. (2014)	Disability Awareness Training With Group of Adolescents with Learning Disabilities.	12 high school students.	Combination of qualitative and quantitative	Questionnaire Pre and post intervention	Disability Awareness Intervention Outline.	Group exercises can give benefit as it raises awareness of self-indulgence.
8	Laarhoven-Myers, T.E.V., Larhoven, T.R.V., Smith, T.J., Johnson,	Promoting Self Determination and Transition Technology: student and Parents Perspectives.	100 high school students	Combination of qualitative and quantitative	Questionnaire Pre and post intervention	Project My Voice -	70% of the participants were satisfied with the activity. Feeling ready for the future. Parents also

	H. & Oison, Justin. (2014)						give positive comments and are happy with MY VOICE Project.
9	Brock, M.E., Bigg, E.E., Carter, E.W., Cattey, G.N., & Raley, K.S. (2015)	Implementation and generalisation of peer support arrangement for student with severe disabilities in inclusive classrooms	4 primary school students	Experiment Review	Observation of verbal and non-verbal behavior.	Peer Support Arrangement	Overall, partner support interventions can improve the success of students with moderate disabilities.
10	Kramer, J.M. (2015)	Identifying and evaluating the therapeutic Strategies Used During a Manualised Self Advocacy Intervention for Transition-Age Youth.	50 teenagers	Combination of qualitative and quantitative	Semi-structured interviews.	Module-Human occupational (MOHO)	Coaches are more independent to solve problems.
11	Seong, Y., Wehmeier, M.L. Palmer, S.B. & Little, T.D. (2015)	Effect of the Self Directed Individualised Education Program of Self Determination and Transition of Adolescent with Disability	338 high school students	Quasi experiment	Questionnaire Pre and post intervention	Self-Direct IEP Intervention	Students are more actively involved in RPI discussions and RPI processes
12	Dryden, E.M., Desmarais, J., & Arsenault, L. (2017).	Effectiveness of The IMPACT: Ability Program to Improve Safety and Self-Advocacy Skill in Student with Disabilities – Follow up study	57 student completed the IMPACT: Ability training	Quantitative	Questionnaire Pre and post intervention (same survey was used for 1 year follow up	IMPACT Ability Training.	Finding show that some of the significant positive impacts demonstrated by student immediately after participant in the program.
13	Holzberg, D.G., Test, D.W. & Rusher,	Self-Advocacy Instruction to Teach High School Senior With Mild Disabilities to Access	4 high school students (senior)	Experiment Multi probe across	Questionnaire Pre intervention	Self-Advocacy and Conflict Resolution (SACR)	Effective intervention and can increase the ability of 4 students to

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	D.E. (2018)	Accommodation in College.		participant s design		Training. 2 parts modules Module 1: Self Advocacy Skill Module II: Skills managing skills	request accommodati on
14	Cuenca-Carlino, Y., Mustian A.L., Allen, R.D. & Whitley, S.F. (2018)	Writing for My Future Transition Focused Self Advocacy of Secondary Student With Emotional/Behavioral Disorder.	9 high school students.	One subject multiple probe across group design.	Questionnaire Pre and post intervention	Self-regulation Strategy Development (SRSD) intervention	SRSD interventions are functioning and improving the quality and self-advocacy of self-writing. Students are able to express their personal needs and wants.

IV. DISCUSSION

1) *Intervention Pattern*

Systematic analysis on self-advocacy skills interventions focuses on the literature reviews of the last six years. The results of the analysis showed that there were not many changes in the intervention patterns conducted by previous researchers. Interventions that had been provided were related to self-advocacy skills such as self-knowledge, knowledge of the rights to acquire learning accommodation, writing, individual teaching and communication plans. The systematic analysis found that computer-based intervention patterns were carried out in 2013 (Schelling & Rao, 2013; White et al., 2013) and 2014 (Laahoven et al., 2014). The uses of writing interventions were only carried out in 2013 and 2018 by the same researcher (Cuenca-Carlina et al., 2013; Cuenca-Carlina et al., 2018), and was a further study that had been conducted in 2012 (Cuenca-Sanchezri et al., 2012). Most of the self-advocacy skills interventions used specific modules developed by researchers or are adapted from the previous studies.

2) *Duration of Intervention*

The duration of intervention is dependent on the objectives of the intervention and the duration set by the researchers. Based on this analysis, it is found that the intervention was between 6 and 23 meetings, and the duration is was between 40 minutes to 90 minutes for each time meeting. However, since the study participants were individuals with special needs, appropriate consideration were made by the researchers to avoid losing the participants of the studies and to attract their attention to participate in the interventions.

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3) *The Effects of Intervention on Individuals with Special Needs*

The studies reported there are significant impact of the interventions on the participants. The participants, teachers and parents involved in the interventions gave positive feedback and stated that there were changes in the participants' behaviour. For example, studies conducted by Cuenca-Carlina et al. (2013) and Cuenca-Carlina et al. (2018) on the use of self-determination and self-advocacy approaches, stated that individuals with special needs were able to express what they need. In addition, participants were also found to have started to write about self-determination, self-perception and efficacy skills. Self-Regulatory Strategy Development (SRS) interventions also improved the writing quality of self-determination and self-advocacy. However, there were also weaknesses found in this intervention. One of them was that the participants need to follow the written steps that had been taught to them in order to write an essay. The second weakness was that the results of this study could not be generalised because it involved a small group study of four (Cuenca-Carlina et al., 2013) to nine students (Cuenca-Carlina et al., 2018).

There were three computer-based studies conducted by researchers as intermediaries in their research interventions (Schelling & Rao, 2013; White et al., 2013; Laarhoven-Mayer et al., 2014). Schelling and Rao (2013) study on 6 high school students with intellectual disability found that the Self-Advocacy Compact Disc (SADC) that were used in their interventions showed an increase in the students and the teacher learning, as well as giving less instruction so that students could follow directions which was based on the hypermedia interactions found in the SADC. In addition, MY VOICE Project was also effective in helping the study participants to express their expectations, dreams and goals through multimedia presentations. 70% of the students who had participated in the intervention expressed their satisfaction with the activities that had been carried out and felt ready for their future (Laarhoven_Myers et al., 2014).

The study conducted by White et al. (2013) were quite different from the other studies, the researchers used interventions by providing training for students based on on-line tutorials known as KBOT. Apart from that, students were also required to attend four face-to-face training workshops. Since this study is a group experimental study that does not involve the control group, pre and post-test using various answer inventory have been done by the researcher to evaluate student's knowledge and behavioural. The results of this study found that KBOT proved to be effective because after the intervention had been given the student could provide information about the law and the accommodation needed in learning. The exercise that was provided proved to be very helpful for students in obtaining the necessary accommodation through a given strategy (White et al., 2013). Overall, it is found that interventions that use computers as intermediaries in building self-directed advocacy skills to students with special needs have shown a positive impact and can help them to explore their own skills and learn about it. The findings also found that students learn self-advocacy skills by using computer intermediaries and that they were also more motivated to carry out the assigned tasks as well as to practice self-advocacy skills that had been learned.

Next, there were also interventions conducted by researchers that were based on specific training modules and research goals. These modules were used to guide students to learn self-advocacy skills and self-determination (Dryen et al., 2014; Keenan et al., 2014; Wong et al., 2014; Kramer, 2015; Seong et al., 2015; Brock et al., 2015) and to ask for accommodations for their learning (Prater et al., 2014; Holzberg et al., 2018). The findings show that the use of

these modules has positive effect on the participants, especially in identifying themselves, learning self-advocacy skills, self-determination, communication skills, involvement in individual teaching programs and in learning accommodation skills. However, using the modules as interventions also have their own weaknesses because the modules were only used for specific groups of individuals. For example, IMPLACT: Ability Training (Dryden et al., 2014) is only suitable for participants who have been abused. Group intervention using the Life skill group module (Keenan et al., 2014) is also only suitable for certain participants, as they need to do role playing activities using public transit, map reading and community safety. The module is not suitable for use among individuals with cerebral palsy, intellectual disability and those with autism spectrum disorders.

V. CONCLUSION

This study is a systematic analysis of self-advocacy skills interventions for individuals with special needs from 2013 to 2018. This study is also an extension of the study conducted by Test et al. (2005), which focuses on self-advocacy, intervention studies conducted from 1972 to 2004 and the study by Robert et al. (2014) which analyse the practice of promoting self-advocacy to students with disabilities from 2004 to 2012. The findings show that various interventions on self-advocacy skills have been given to individuals with special needs since the last 47 years. The studies that have been conducted over the past five years have shown more creative and innovative researchers diversifying their interventions to individual with special needs in order to be self-reliant, and to voice their rights as individuals with special needs.

This review suggests recommendations for future studies. First, interventions that are given individually or in small groups are found to be more effective than in the large groups. This is because individual with special needs are different in terms of thinking and in their acceptance levels of learning. Therefore, appropriate intervention planning for individual with special needs, needs to be done in detail and implemented at the right time. The review of studies shows that many of the students have difficulty in achieving success because of the lack of self-awareness, and transitional programs that are carried out too late. Second, future researchers who want to plan activities for individuals with special needs should also ensure the self-advocacy skills that are implemented in the intervention are apply by the participants. It is recommended that future researchers do the follow up intervention or assessment for the participants after a few months he or she has conducted the intervention. The goal is to ensure that the teaching and learning of self-advocacy skills continue to be practiced by the study participants. Third, the use of modules as intervention materials also need to be appropriated to the different categories disabilities. Duration of intervention should also be considered by the researchers to avoid the participants refusing the intervention session if it has been carried out for a long time. Lastly, the future researchers should focus on a firm and established intervention or program effectiveness, and long-term effects for the special needs population.

This systematic review of articles implies for researchers to develop creative and innovative interventions for individual with special needs. This review can be used as a guide in planning an intervention programme for individuals with special needs especially in schools or specific agencies.

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