

Title: Importance of Self-Advocacy Skills & Academic Confidence for Students with Disabilities

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The objective of this observation is to identify a possible correlation between self-advocacy and academic confidence in college students with disability. The inspiration to test for self-advocacy skills utilized by the students was derived from Tara J. Yosso's capitals, specifically, resistant capital. This capital is defined as the accumulation of knowledge that helps fight against some sort of opposition (Yosso): disabilities. Conducted through a survey given to PCC students entering the DSP&S center or utilizing the AbilityFirst service, a total of 35 students responded to the survey. With a total of 9 questions, four questions aimed to measure self-advocacy, four aimed to measure academic confidence level, and one tested for the confounding variable. Based on the sample data, the results show that the use of self-advocacy skills is independent of their year in college. But through a linear correlation hypothesis test, we found that there is a positive linear correlation between students' use of self-advocacy skills and their academic confidence. Similarly, in *Applying Salutogenesis to the Experiences of Students with Disabilities in the Netherlands*, researchers collected data of students with disabilities who used the resources provided by the school and had similar data to our research; students with disabilities who practice self-advocacy have higher academic confidence.

References

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