

PROACT

Ellis, E.S. (1998). Watering up the curriculum for adolescents with learning disabilities – Part 2: Goals of the affective dimension. *Remedial and Special Education*, 19(2), 91-105.

This is a self-advocacy strategy. This technique is designed to help students be proactive in the classroom. It provides instruction in assertiveness skills combined with strategy instruction.

Plan

- Profile your strengths/weaknesses
- List problems of the specific situation
- Analyze why they are happening
- Note what needs to happen instead

Rehearse

- Rehearse explaining your disability
- Rehearse explaining how the disability is becoming a handicap
- Rehearse making the request
- Rehearse what to say if the response is positive & if its negative

Organize

- Evidence of disability
- Letters from professionals
- Paper/pencil

Ask

- Ask if this is a good time to talk
- State something positive, your goal, problem and request
- Keep the focus on possible solutions

Confirm

- Confirm what you will do
- Confirm what the other person has agreed to do
- Confirm your appreciation

Think-back

- What was agreed to? What wasn't?
- Do you need to try again another time?
- Will the other person need reminders?
- What should be done differently next time?