

ADVOCACY AND LEADERSHIP

SPLH 764
Mondays 6-8pm

Spring 2012
Dole 3048

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Course Description:

Advocacy and Leadership will provide students with the skills they need to be agents of change in their work environment. The class will provide students with a forum to discuss issues and develop strategies related to change at policy, systems, and personal levels. Strategies learned will facilitate the implementation of best practices in multiple settings. .

Readings: Additional readings may be added

Required Text

Fiedler, C. (2009). *Making a difference: Advocacy competencies for special education Professionals (2nd Ed.)*. Needham Heights, MA: Allyn & Bacon.

Additional Readings:

Butterworth, J., Steere, D.E., & Whitney-Thomas, J. (1997). Using person-centered planning to address personal quality of life. In R.L. Schalock & G.N. Siperstein (Eds.), *Quality of life (Vol II): Application to persons with disabilities (pp. 5-23)*. Washington, DC: American Association on Mental Retardation.

Kirwan, A. (2001). The art of the possible: Getting involved in policy change. *Zero to Three, 21*, 9-15.

Kouzes, J.M. & Posner, B.Z. (2007). *The leadership challenge (4th Ed)*. San Francisco, CA: Jossey-Bass.

Lippett, J.A. (2001). Policy and policy making for infants, toddlers and their families: A primer for practitioners. *Zero to Three, 21*, 4-8.

Kunc, N. (2000). Rediscovering the right to belong. In Villa, R., Thousand, J., Stainback, W. & Stainback, S. *Restructuring for Caring & Effective Education (2nd Ed)*. Baltimore: Paul Brookes.

SEDL articles available at

<http://www.sedl.org/change/issues/> (Volume, #) 2,2; 6,1; 4,4; 2,3; 9, 1; or 9, 2
www.sedl.org/change/facilitate/leadership.html
www.sedl.org/change/facilitate/leaders.html

Turnbull,A. Turnbull, R. (2001). Self-determination for individuals with significant cognitive disabilities and their families. *JASH*, 26 (1) 56-62.

Wehmeyer, M. & Field, S. (2007). Self-determination: What it is and why is it important to students with disabilities? In M. Wehmeyer & S. Field *Self-Determination: Instructional and assessment strategies*. Thousand Oaks, CA: Corwin Press.

Grading will be based on the following:

| | |
|------------------------------|------------------|
| Attendance and Participation | 15 points |
| Resource Review | 15 points |
| Leadership Project | 30 points |
| Issue Project | <u>40 points</u> |
| | 100 |

| Percentage | Grade |
|------------|-------|
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 60-69 | D |
| Below 60 | F |

Projects

1) Resource Review

The purpose of this project is to review, compile and present advocacy resources on a topic related to the student's field of study. Resources may include websites, handbooks, pamphlets, etc. Each week, a student will present resources to the group in a meaningful and user-friendly format. Presentation of material should take 5-10 minutes.

Here are some topic suggestions and websites to get you started....

“child welfare and mental health,”

“state initiatives and programs for early childhood,”

“self determination for adults with disabilities”

Children's Defense Fund www.childrensdefense.org

Kansas Action for Children www.kac.org

Kansas Council on Developmental Disabilities www.kcdd.org (site under development)

Families Together Education Advocate Program www.familiestogetherinc.org

Kansas State Regulations for Special Education www.ksde.org

(Special Education on left side bar)

Disability Rights Center of Kansas www.drckansas.org
Center for personal Assistance Services www.pascenter.org
The Parent Education & Advocacy Leadership Center www.pealcenter.org
Research & Training Center @ University of Minnesota www.selfadvocacyonline.org
Self Advocate Coalition of Kansas www.sackonline.org
Interhab & Self Advocacy Coalition in Kansas www.interhab.org
The Special Ed Advocate www.wrightslaw.org

2) Leadership Project

Based on our exploration of leadership, your Leadership Practices Inventory, and the Five Practices of Exemplary Leadership, select an area of your life where you have the opportunity to lead and actively and consciously do so. **Keep a journal** of the leadership process and submit a reflection paper based on your experience. The leadership opportunity can be in any part of your life. You will be given some worksheets to guide this process.

3) Advocacy Issue Project

Select an issue related to your field of study to apply advocacy and leadership strategies learned throughout the semester. You may choose one of the topics listed below or develop your own (with approval from instructors). Your presentation of this issue and strategy application may take the format of your choice. Determine which format would best convey this information to your peers. Formats may include a written paper and oral summary, PowerPoint, brochure, handbook, newsletter, CD-ROM, video, etc. Your product should be meaningful and useful for you and your peers. Your product should show well-researched knowledge of the subject matter and application of strategies presented in course readings and discussions.

Possible Topics:

- Implications of No Child Left Behind for families of children in special education
- Proposed changes to No Child Left Behind and implications for families and students in special education
- Educating school personnel on discipline policies and implications for children in special education
- Use of person-centered planning in a school system
- Foster care system and child/education advocate program
- Creating and maintaining professional learning communities in schools: How do we really work together across disciplines?
- Self-determination system in transition to adult services

Academic Misconduct: Please refer to your Graduate School Catalogue and the Intercampus Program MA Handbook for the definition and policies regarding academic misconduct. If you do not have a handbook or catalogue, please see one of the instructors.

Accommodations: The KU office of Services for Students with Disabilities (SSD) coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SSD, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.ku.edu/~ssdis>. Please also contact the instructors privately in regard to your needs in this course.

Tentative Schedule

| Date | Topic | Readings |
|-------------|--|---|
| 1/16 | NO CLASS | BEGIN READING AHEAD |
| 1/23 | Introduction to Course Leadership | Kouzes & Posner, Chapter 1 |
| 1/30 | Leadership | Kouzes & Posner, Chpt. 9, 13 |
| 2/6 | Advocacy- what it is | Fiedler 1 |
| 2/13 | Advocacy- how to do it | Fiedler 12 |
| 2/20 | Partnerships and Empowerment- Shana Haines and Vera Stroup-Rentier | Fiedler 3,9,10 |
| 2/27 | Panel of Graduates | |
| 3/5 | School Change | Fiedler 7, SEDL articles |
| 3/12 | Public Policy Issues Speaker TBA | Lippett, 2001 Kirwan, 2001 |
| 3/19 | <i>SPRING BREAK</i> | |
| 3/26 | Law and Change Rud Turnbull, Beach Center | Fiedler 5 |
| 4/2 | Self-Determination – Dr. Mike Wehmeyer | Turnbull & Turnbull, 2001 Wehmeyer & Field, 2007 |
| 4/9 | Person Centered Planning- Dr. Martha Blue Banning , Beach Center | GAP article Butterworth et. al. |
| 4/16 | Special Education Mediation – Mark Ward, Kansas Department of Education | Fiedler 6, 11 |
| 4/23 | Where do we go from here? Speaker TBA | |
| 4/30 | FINAL PRESENTATIONS | |