



- Risk taker
- Persistent
- Self-confident
- Hopeful
- Passionate

## Educators & Advocacy

SPCD 524

### Effective advocates are:

- Prepared
  - Model advocacy
  - Know the law, the student, & effective practice
- Keep the focus on the individual's needs
  - Have a clearly articulated goal(s)
  - Are open to compromise: Have a fallback plan
- Have data to support requests/position
  - "Feelings aren't evidence."
  - Keep records

### Effective advocates

- Try to see the other side's perspective
  - Frame suggestions to show how others benefit
- Actively listen (even if you think you can't)
  - I want to understand your position, Ms. Jones. Are you saying\_\_\_\_\_?"

"If we treat every person who disagrees with us as an enemy, we dull our instincts so we will not be able to detect the real enemies in our presence." (Wright's Law)

### CEC Ethical Standards

## Handout

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:

1. Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.
2. Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.
3. Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.
4. Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.
5. Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

(CEC Code of Ethics and Standards of Practice)

“Soft words, hard arguments.”

(Dale Bruner)

“If not you, who?  
If not now, when”

(Hillel)

Next Week

**We will discuss: Student-led IEPs**

**Read:**

- Agran, M., & Hughes, C. (2008)
- Konrad, M. (2009)
- Martin, J. E., Dycke, J. L. V., Greene, B. A., Gardner, J. E., Christensen, W. R., Woods, L. L., & Lovett, D. L. (2006)