

ADVOCACY AND LEADERSHIP

SPLH 764
Wednesdays 6-8pm

Spring 2008
Dole 3000

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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 special education.

Readings:

Required Text

Fiedler, C. (2000). *Making a difference: Advocacy competencies for special education professionals*. 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. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. In Villa, R., Thousand, J., Stainback, W. & Stainback, S. *Restructuring for Caring & Effective Education*. Baltimore: Paul Brookes.

SEDL articles available at

<http://www.sedl.org/change/issues/> (Volume, #) 2,2; 6,1; 4,4; or 2,3
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	40 points

	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<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 <http://nekesc.org/kcdd.html>

Families Together Education Advocate Program www.familiestogetherinc.org

Kansas State Regulations for Special Education www.kansped.org

Kansas Advocacy and Protective Services <http://www.ksadv.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
- 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.

Date	Topic	Readings
1/23	NO CLASS	
1/30	Introduction to Course Leadership	Kouzes & Posner, Chapter 1
2/6	Leadership	Kouzes & Posner, Chpt. 9, 13
2/13	Advocacy- what it is	Fiedler 1, 2
2/20	Advocacy- how to do it	Fiedler 11
2/27	Partnerships and Empowerment- Dr. Ann Turnbull	Fiedler 4, 8, 9
3/5	Panel of Graduates	
3/12	School Change	Fiedler 7, SELD articles
3/19	SPRING BREAK	Fiedler 6, 10
3/26	Public Policy Issues	Lippett, 2001 Kirwan, 2001
4/2	Law and Change – Rud Turnbull	Fiedler 5
4/9	Due Process – Samara Klein	Fiedler 6
4/16	Self-Determination – Dr. Mike Wehmeyer	Turnbull & Turnbull, 2001 Wehmeyer & Field, 2007
4/23	Person Centered Planning- Dr. Martha Blue Banning	GAP article Butterworth et. al.
4/30	Where do we go from here? <i>Dr. Kathleen McCluskey-Fawcett, Senior Vice- Provost KU</i>	
5/9	FINAL PRESENTATIONS	