Contents

Preface ix

Introduction

The Need for Professional Advocacy in Special Education 1

Advocacy Defined 3
The Historical Legacy of Advocacy 5
The Reluctance of Professionals to Serve as Advocates 6
The Need for Professional Advocacy in Special Education 8
Essential Professional Advocacy Competencies for Making a Difference 20
Summary 23

Part 1
Essential Dispositions

Chapter 1

An Advocacy Disposition 29

Dual-Role Dilemma 31
Characteristics of Effective Advocates 34
Values Inherent in an Advocacy Disposition 39
Legal Safeguards in Professional Advocacy Work 45
Developmental Phases in Becoming an Advocate 49
Factors Fostering a Professional Advocacy Disposition 53
Summary 54

Chapter 2

An Ethical Disposition 57

The Relationship Between Law and Ethics 58
Professional Ethical Codes 59
A Personal Ethic of Caring 68
Characteristics of Ethical Professionals 70
Ethics in Professional Preparation Programs 76
Summary 77

© copyrighted material by PRO-ED, Inc.

Chapter 3
A Family Support and Empowerment Disposition 79
Negative Professional Attitudes and Assumptions 81
A Family Systems Framework 86
A Family Support Disposition 90
A Family Empowerment Disposition 94
Advocacy Training and Support for Families 96
Summary 114

Chapter 4
A Resilience Disposition 117
Stressors Affecting Special Education Professionals 118
Special Education Teacher Attrition and Retention Studies 122
Resilience Factors 133
Summary 144

Part II
Essential Knowledge Bases

Chapter 5
Knowledge of Special Education Law 149
Sources of Law and Legal Research Tools 153
Zero Reject Principle 156
Nondiscriminatory Evaluation Principle 170
Free and Appropriate Public Education Principle 175
Least Restrictive Environment Principle 189
Procedural Due Process and Parent Participation Principles 193
Section 504 of the Rehabilitation Act of 1973 200
Summary 201

Chapter 6
Knowledge of Dispute Resolution Mechanisms in Special Education 205
Mediation 207
Due Process Hearings 219
Alternative Dispute Resolution Strategies 229
Additional Special Education Enforcement and Dispute Resolution Mechanisms 238
Summary 247

© copyrighted material by PRO-ED, Inc.

Chapter 7

Knowledge of School Change Issues and Strategies 251

Advocacy Scenarios 254
Barriers to School Change 258
Intrapersonal Change 260
Interpersonal Change 262
Systems Change 267
Institutional Change 273
Summary 275

Chapter 8

Knowledge of Community Services and Organizations That Support Individuals With Disabilities and Their Families 277

Needs of Students With Disabilities and Their Families 278
Special Education Professional–Based Community Connections 279
Collaborative Supports That Benefit All Students 280
Meeting the Needs Specific to Students With Disabilities 286
Summary 291

Part III
Essential Skills

Chapter 9

Types of Interpersonal Communication Skills 297

Variables Influencing the Quality of Interpersonal Interactions 299
Barriers to Effective Communication 304
Interpersonal Communication Skills 306
Specific Interpersonal Communication Issues 321
Summary 329

Chapter 10

Collaboration Skills 331

A Context for Understanding School Collaboration Issues 333
Competencies for Effective Advocacy-Oriented Collaboration 338
Enhancing Group Decision-Making Processes 347
Summary 355

© copyrighted material by PRO-ED, Inc.

Chapter 11

Conflict Resolution Skills 357

Causes of Conflict in Professionals' Advocacy Efforts 359
Destructive and Constructive Conflict 369
Conflict Resolution Approaches 371
Constructive Conflict Resolution Strategies and Skills 375
Summary 389

Chapter 12

Advocacy Skills and Strategies 393

Types of Advocacy 396
Advocacy Principles, Procedures, Skills, and Strategies 410
Examples of Educational Advocacy by School Professionals 434
Summary 454

Chapter 13

Ethical Analysis Skills 457

Examples Indicating a Need for Ethical Reasoning and Decision-Making 458
Relevant Principles for Ethical Decision-Making in Special Education 463
A Model for Ethical Reasoning and Decision-Making 474
Summary 489

Conclusion

Special Education Advocacy Outcomes 493

Advocacy Outcomes 495
Essential Advocacy Competencies Exhibited by the Four Special Education Professionals 500
Summary 505

References 509

Index 543

© Copyrighted material by PRO-ED, Inc.