Parental Influence and Advocacy

JMU

2013 YOUTH AND PARENT SUMMIT

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Influence

'\textit{in-flu-ence}'

\textit{noun} \textquote{in-\textipa{-}\textipa{flü-ən(t)s, especially Southern in-\textipa{\textquote{-}}}\textquote{-}}

\textbf{Definition of INFLUENCE}

1

\textit{a}: an ethereal fluid held to flow from the stars and to affect the actions of humans

\textit{b}: an emanation of occult power held to derive from stars

2

: an emanation of spiritual or moral force

3

\textit{a}: the act or power of producing an effect without apparent exertion of force or direct exercise of command

\textit{b}: corrupt interference with authority for personal gain

4

: the power or capacity of causing an effect in indirect or intangible ways : \textit{sway}

5

: one that exerts influence

— under the influence : affected by alcohol : \textit{drunk} <was arrested for driving under the influence>

Webster Dictionary
Advocacy

• ad·vo·ca·cy
• noun ˌad-vo-kə-sē
• Definition of ADVOCACY
  • : the act or process of advocating or supporting a cause or proposal

Webster Dictionary
Share Time

- Last time you found yourself advocating or trying to influence an outcome or decision?

- A time you were frustrated by a school decision? *(The process by which we are blocked or hindered from reaching goals)*
Conflict

A problem that demands a choice between two attractive alternatives

1. Approach-Approach Conflict
2. Approach-Avoidance Conflict
3. Avoidance- Avoidance Conflict
For Real Influence – Listen Past Your Blind Spots

- Level One: Avoidance Listening = Listening Over
- Level Two: Defensive Listening = Listening At
- Level Three: Problem-Solving Listening = Listening To
- Level Four: Connective Listening = Listening To

Adapted from Mark Goulston and John Ullmen (3/13/2013)
How Parents Can be Advocates

- Have your child as the focus point
- Be calm and direct - hopefully no surprises
- Be clear what you are seeking but be willing to listen
- Think “blind spots”
- Understand the roles of each party
- Know the rules
- Know the decision-makers
- Gather information
- Communicate effectively - watch non and verbal messages
- Emphasis solutions
- Honey versus bear traps

Adapted from the National Center for Learning Disabilities
• Your child’s teacher has indicated that your son does not warrant “extended school year services”. You feel he needs speech and language and OT services three times a week for the 10 week summer break. You are going to attend an IEP meeting this afternoon to discuss this issue.

• You are hoping to have a special day at your child’s school where all children and staff would learn about different disabilities. The principal said that he does not want to miss an instructional day for this activity although he understands the importance of the request. You are planning to meet with him and the superintendent to address this request again.