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# The Advocacy Continuum Exercise

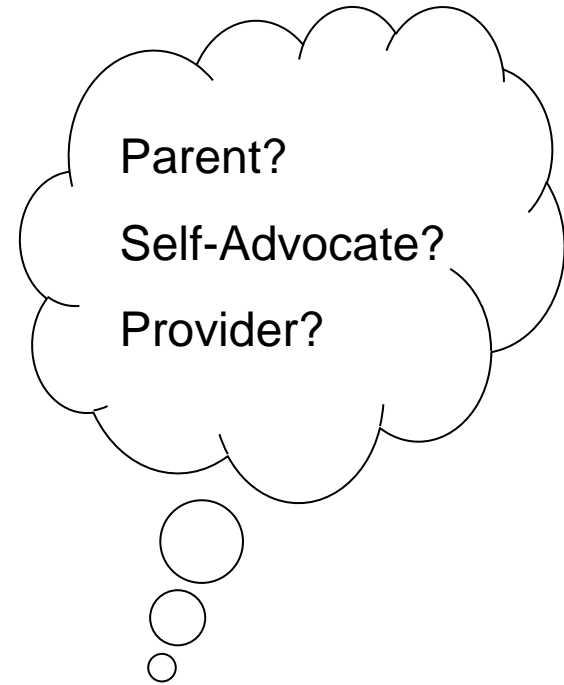
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## MODULE IV

(Slides created by AUCD and  
adapted by USC UCEDD CHLA  
team.)

# Introductions

- Name
- Part of state you are from
- Experience with disability



# Introduction to the Advocacy Continuum Exercise

- Explore the range of advocacy activities
- Helps define the role of the CAC as advisors



# What is Advocacy?

## Discussion

# Educating vs. Advocating



- *Educating* is giving people information
- *Advocating* is telling people what they should do, based on that information
- Both are important tools
- Choosing when it is appropriate to *educate* or *advocate* can help you reach your goal a faster

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# How does my role as *Advisor* to the UCEDD fit with my role as an *Educator*?

- Educating as an Advisor
  - CAC members educate in the community:
    - Talking to policymakers about the resources of the UCEDD
    - Educating people in the disability system about values, resources, and best practices you have learned about through your experience advising the UCEDD
    - Educating other people who have disabilities, their family members, and community members about the resources of the UCEDD
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# How does my role as an *Advisor* to the UCEDD fit with my role as an *Advocate*?

- Advocating as an Advisor
- CAC members advocate at the UCEDD, both in and out of CAC meetings
  - “I know my son does not get his needs met in his IEP process: I would like to tell the UCEDD about my ideas to make the school system work better for students with disabilities.”
  - “I know of community resources that could help this UCEDD project meet the needs of more people.”

# The Advocacy Continuum

The many roles of a disability advocate

Typical CAC activities are shaded

CAC Advisory Capacity



2. Rally against health care cuts at state capitol



4. "I insist you include this in my person centered plan."



5. "This training would be more parent-friendly if..."



8. Help Develop Five Year Plan



1. Participate in civil disobedience



3. ADVOCATE for the needs of PWD's with your legislator



6. "My personal experience helps the UCEDD meet the needs of the community."



7. EDUCATE the community and legislators about the UCEDD's projects



# Discussion

- What are some examples of the following types of advocacy:
  - ❑ Self-Advocacy
  - ❑ Advocacy for a family member
  - ❑ Advocacy for another individual
  - ❑ Systems Advocacy
  - ❑ Other?



# Advocacy Continuum Exercise

- Using the examples you came up with, see where they fall on the Advocacy Continuum
- Can any of these examples be considered more than one type of advocacy?
- List all that apply on your Advocacy Continuum Worksheet



# The Advocacy Continuum Worksheet

The many roles of a disability advocate



CAC Advisory  
Capacity

Self-Advocacy

Family-Member  
Advocacy

Advocacy for Others

Systems Advocacy

# Advising as an advocate

- People can both advocate and advise but they need to know what “hat” to wear for the situation
  - For example, you are a parent of a child with a disability participating in a CAC meeting. The “hat” you are wearing could read “advisor to UCEDD and parent.”



**PARENT**



**ADVISOR**



**SELF-ADVOCATE**



**PARTNER**

# Matching Roles

The Advocacy Continuum can help you match your hat with the situation you are in



What I do as a self-advocate?



How do I advise the UCEDD?

Let's think about this a little more in the next slide

# Advocacy Continuum Exercise

**Outside Advising  
the UCEDD**

**Advising the  
UCEDD**

	Self Advocacy	
	Advocacy for a Family Member	
	Advocacy for Another Individual	
	Systems Advocacy	

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# Discussion

- Being a member of our UCEDD's CAC
  - What does the UCEDD expect from me?
  - How does my experience help inform the UCEDD?
  - What does the advisory committee do?
  - What does it mean to advise the UCEDD?

# Questions

