Triarchic Conceptualization of Advocacy: The Confluence of Science, Practice, and Policy

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THANK YOU

The generous support and inspiration of
Dr. Ronda Talley

Highlighting the importance of leadership and advocacy

Also, Dr. Jack Cummings and the members of the School Psychology Future’s Conference Planning Committee
AGENDA

My reflections on ADVOCACY…

A. SHARE THE KEY POINT

1. Define, describe and explore ADVOCACY?
   - Advocacy and School Psychology?
   - With whom do you do advocacy?

2. ADVOCACY as a process…

3. Some of my experiences to illustrate…
Be the change you wish to see in the world.
~ Mahatma Gandhi
ADVOCACY

What does advocacy mean to you?

“The act or process of advocating or supporting a cause or proposal.”

~ http://www.merriam-webster.com/dictionary/advocacy
ADVOCACY

- a catch-all word for the set of skills used to create a shift in public opinion and mobilize the necessary resources and forces to support an issue, policy, or constituency.

- attempts to enlarge the range of choices that people can have by increasing their power to define problems, solutions, and participate in the broader social and policy arena (Wallack, 1993).
Advocacy and School Psychology

Who or what may school psychologists advocate for?
Advocacy and School Psychology

- For children
- For families
- For community
- For the profession
- For the schools
- For education
- For change
- For success
- For solutions
- For enhancement
- For awareness
- For health
- For knowledge
- For disadvantaged
- For standards
- For accessibility
- For services
- For future
- For training
- For opportunity
- For equity
With whom do you do advocacy work?

- Colleagues
- Schools
- Local associations and government
- State associations and government
- Federal associations and government
- International association and organizations
- Community organizations
- Other relevant institutions with power and influence

"Be the change you wish to see in the world."
~ Mahatma Gandhi
How do you do advocacy work?

Five steps to consider in advocacy work:

1. Clearly identify the issue
2. Collaborate
3. Plan
4. Action
5. Reflect and evaluate
1. Clearly identify the issue

- Provide a simple description of the issue to help others understand.
- Obtain information (data, evidence, stakeholder input) about the issue. (i.e., encourage data-based decision making)
- Describe the issue in a way that helps to make change possible.
- Identify the key objectives or goals.
2. Collaborate

Partners and allies strengthen your efforts:

- Facilitate knowledge of and access to the process
- Enhance knowledge of the subject
- Help to get an issue on the ‘agenda’
- Relationship and network development
- Access to information
- Sufficient resources
- Provide additional skills
- Cooperative abilities
3. Plan

- Determine the appropriate individual(s) / group(s) / system(s) to target.
  - Who is in charge of developing/implementing the policy/program/service you’re concerned about?
  - Who has the power to make change?
  - Who does this decision maker listen to?
  - What decision processes are established?

- Establish action plans and timelines to facilitate change at the appropriate level(s)?
  - Individual meetings, Small group discussions, Sharing information, Involve key stakeholders and decision making persons
  - Public briefings, Involving higher level decision makers, Larger group discussions, Public sharing of information
  - Information distribution, Letter writing, Involving higher level decision/policy persons, Working with the media
4. Action

When you are implementing the advocacy strategy, it’s important to plan ahead and specify who is going to do what and when to:

- Prepare
- Deliver the actions
- Follow-up and
- Evaluate the actions
5. Reflect and Evaluate

Reflection on and evaluation of your advocacy efforts is an important way to learn from your experience.

For instance:

- Where did we start?
- Where are we now?
- What worked well and helped us achieve our objectives?
- What actions were not helpful?
- What might we do differently next time, and why?
UNDERLYING ELEMENTS

- Purpose
- Knowledge
- Passion
- Persistence
- Action

- Values
- Collaboration
- Planning
- Process
- Data-Based Decisions
One of the most important components of advocacy is...
TRIARCHIC CONCEPTUALIZATION

The Confluence of:

- Science
- Practice
- Policy
Some of My Experiences

The intersect of science, practice, and policy;

- **Grade Retention** – Advocating for polices that emphasize empirically supported interventions to promote the social and cognitive development of children.
Some of My Experiences

The intersect of science, practice, and policy;

- **Bullying** – Promoting Positive Peer Relationships (P3R) - Advocating for policies and programs to bring science to practice in an effort to promote healthy and prosocial development of children.
Some of My Experiences

The intersect of science, practice, and policy;

- **PREPaRE** school crisis prevention, preparedness, and response – Advocating for using contemporary knowledge to prevent, prepare for, and establish policies to support students, schools, and communities, as related to school violence and crisis events.
Some of My Experiences

The intersect of science, practice, and policy;

- **School Psychology Internationally** – Advocating for the important contributions and advancement of the science, practice, and policies relevant to the field of school psychology in countries around the world.
One person can make a difference, and everyone should try.

~ John F. Kennedy
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it’s the only thing that ever has.

~ Margaret Mead
"I am unable to make the days longer, so I strive to make them better."
~ Henry David Thoreau
“BE THE CHANGE YOU WANT TO SEE IN THE WORLD.”

MAHATMA GANDHI
IN SUM

Whatever level(s) and topic(s) you may focus your advocacy;
Within a Classroom
Your local School
Your Community
Your District
Your Profession
Your State
Your Country
Your Planet

Be the change you want to see
in YOUR world!
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