

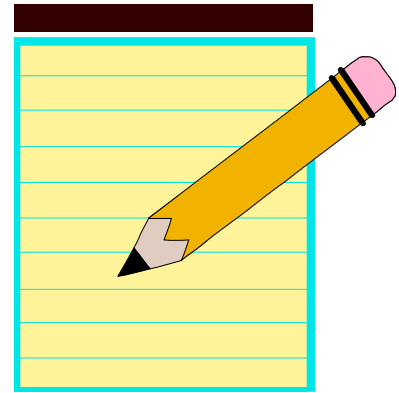
***EVERY CHILD DESERVES A MEDICAL HOME***

**Component Six:**  
**State and Local Advocacy**  
*Facilitator Manual*



**In Collaboration With**  
**American Academy of Pediatrics**  
**Family Voices**  
**Maternal and Child Health Bureau**  
**National Association of Children's Hospitals and Related Institutions**  
**Shriners Hospitals for Children**

## **Authors, Reviewers, and Contributors**



Primary lead author: Henry Ireys, PhD

Medical Home Children With Special Health Care Needs –  
Project Advisory author:  
Gil Buchanan, MD, FAAP

Committee on State Government Affairs reviewer:  
Fan Tait, MD, FAAP

Family Voices authors:  
Bev Crider  
Dara Howe

Shriners reviewers: David Wood, MD, MPH

NACHRI reviewer: Sue Dull, RN, MSN, MBA

Additional contributors:  
Debbie Allen, MA  
Jerry Anderson  
Kathy Blomquist, RN, PhD  
Amy Brin, MA  
Judy Dolins, MPH  
Connie Ginsberg  
Laurie Harlow  
John Holtz  
Ron S. Levin, MD  
Bob Moore, MA  
Jim Pawelski, MS  
Thomas W. Pendergrass, MD, MSPH, FAAP  
David Tayloe, Jr, MD, FAAP  
Donelle White

For more information on the *Every Child Deserves a Medical Home* Training Program,  
please contact

Manager, Training Initiatives  
American Academy of Pediatrics  
Division of Children with Special Needs  
141 Northwest Point Blvd  
Elk Grove Village, IL 60007  
800/433-9016, ext 4924  
fax: 847/228-7035  
mhtraining@aap.org

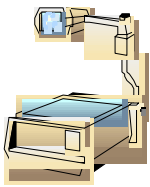
## Component Six: State and Local Advocacy

### Time Frame

*Please note that the section content is customizable and the stated time allocation might not fit your presentational needs. Feel free to use appropriate amounts of time to meet your educational scope.*

<b>Section One:</b> The Importance of Advocacy	10–15 minutes
<b>Section Two:</b> An Individual Advocate’s Role	10–15 minutes
<b>Section Three:</b> Partnerships for Group Advocacy	10–15 minutes
<b>Section Four:</b> Case Study/Group Exercise	20–40 minutes
<b>Section Five:</b> Wrap-up	5–10 minutes
<b>Total Time:</b>	<b>55–95 minutes</b>

### Equipment Needed








- LCD and laptop
- Screen
- Flip chart/chart paper
- Marking pens
- Microphone if large group


### Learning Objectives



- Discuss the importance of advocacy for children and youth with special health care needs (CYSHCN).
- Understand everyone has a role as an advocate for CYSHCN.
- Identify actions individuals can take to advocate for CYSHCN.
- Encourage partnerships to enhance advocacy action.
- Apply advocacy skills to the exercise/case study.


## Component Six: State and Local Advocacy




	<p>Time to conduct this component of the Medical Home Workshop will be between <b>55 and 95 minutes</b>.</p>
<p><b>Teaching Point</b></p> 	<p><b>Teaching Point Boxes</b></p> <p>Shaded boxes outlined in bold indicate teaching points or discussion questions for the facilitators and are only present in the facilitator’s manual. The teaching points do not appear in the participant’s manual. All other information appears in both manuals.</p> <p>This component focuses on state and local advocacy and the medical home’s role in those efforts. Everyone involved in the care of CYSHCN can be an effective advocate for providing quality care for these patients. This component suggests many advocacy tactics and contacts that physicians, parents, or office staff can immediately use to advocate for needed resources and services. Convey to participants that a contributing advocate is not only the one that testifies in front of Congress, but also the one whose voice is heard at every level.</p> <p><b>Component Flexibility</b></p> <p>The curriculum is written in a flexible format, allowing for great adaptation in organization or content to meet local needs and issues. Feel free to condense the following slides or add local information to meet the needs of your audience. Also, take into consideration the participants’ level of knowledge about this area and time considerations when planning your presentation.</p>
	<p><b>Appendices</b></p> <p>Additional resources and tools are available in the appendices of this component. References to the appendices have been inserted in both the facilitator and participant manuals and are shaded in gray. Throughout the presentation, refer participants to this supplemental information in the appendices.</p>

<b>Slide 1</b>	<b>State and Local Advocacy</b>
<b>Slide 2</b>	<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• Discuss the importance of advocacy for children and youth with special health care needs (CYSHCN).</li> <li>• Understand everyone has a role as an advocate for CYSHCN.</li> <li>• Identify actions individuals can take to advocate for CYSHCN.</li> <li>• Encourage partnerships to enhance advocacy action.</li> <li>• Apply advocacy skills to the exercise/case study.</li> </ul>
<b>Slide 3</b>	<b>Section One: The Importance of Advocacy</b>
	<p>This section is designed to take <b>10 to 15 minutes</b>.</p>
<b>Teaching Point</b>  	<p>It may be helpful to define <i>advocacy</i> because participants may assign different meanings to this word.</p> <p><b>Advocacy:</b> the act or process of supporting a cause or proposal.</p> <p><b>Advocate:</b> One that pleads the cause of another.  2. One that defends or maintains a cause or proposal.</p> <p><i>Webster's II New College Dictionary.</i> Boston, MA: Houghton Mifflin Company; 1999</p>

<p><b>Slide 4</b></p>	<p><b>Why Is Advocacy Important?</b></p> <ul style="list-style-type: none"> <li>• Keeps the well-being of the child and family at the forefront</li> <li>• Promotes change at the “systems” level</li> <li>• Enhances the impact of individual efforts</li> <li>• Works to overcome system barriers</li> <li>• Highlights services that are available to the public</li> </ul>
<p><b>Slide 5</b></p>	<p><b>Where Is Advocacy Needed?</b></p> <p><b><u>Advocacy should be a part of all aspects of care.</u></b></p> <ul style="list-style-type: none"> <li>• <b>Financial:</b> access, managed care; Medicaid/SCHIP; reimbursement; supplemental assistance/programs</li> <li>• <b>Community:</b> school, respite, child care, transportation</li> <li>• <b>Psychosocial:</b> family, abuse/neglect, palliative care, foster care/adoption</li> <li>• <b>Legal:</b> guardianship, liability, do not resuscitate, consent, confidentiality</li> </ul>
<p><b>Teaching Point</b></p> 	<p>At this point in the presentation, outline who is in the audience. Physicians, nurses, social workers, teachers, service system directors, and/or family members/caregivers may be present. It is important for you to ensure that 1) your presentation frames each of them as an important advocate and 2) provides practical strategies for each person to use, regardless of his or her experience or expertise.</p> <p>This component is intended to promote advocacy efforts by all medical home providers.</p>

<p><b>Slide 6</b></p>	<p><b>Why Should a Physician/Allied Health Care Provider Be an Advocate?</b></p> <ul style="list-style-type: none"> <li>• Are keenly aware of the needs of CYSHCN and family</li> <li>• Bring credibility</li> <li>• Are generally seen as trustworthy</li> <li>• Are seen most often as working on behalf of children</li> <li>• Can see trends/effects of health care system changes and their impact on their patients and families</li> </ul>
<p><b>Teaching Point</b></p> 	<p>Consider acknowledging that in 1930 the AAP was formed to be a leading voice for children and the pediatric specialty. Originally part of the American Medical Association as the Section on Pediatrics, this membership group broke away after being reprimanded for supporting the Sheppard-Towner Act—an act designed to benefit poor mothers and infants. Today the AAP remains persistent in its mission to be dedicated to the health of all infants, children, adolescents, and young adults.</p>
	<p>The article “Training Pediatricians to Become Child Advocates” can be found in <b>Appendix A</b> of this component for further reading on this issue.</p>

<p><b>Slide 7</b></p>	<p><b>How do Family Members/Caregivers Become Advocates?</b></p> <ul style="list-style-type: none"> <li>• Acknowledge that you are the best advocate for your child or youth.</li> <li>• Make contact with another family or a support group for assistance and to share information.</li> <li>• Learn all you can about the conditions of your child or youth.</li> <li>• Learn about the service systems available.</li> <li>• Keep records and notes; store in one place.</li> <li>• Know your child’s or youth’s health insurance plan.</li> <li>• Insist on being part of family-centered care from all providers.</li> </ul>
	<p>Family Voices developed the fact sheet “Families as Advocates,” which is available in <b>Appendix B</b>.</p> <p>For an overview of tools available to family/caregiver advocates, please visit  <a href="http://www.coping.org/specialneeds/advocacy.htm">http://www.coping.org/specialneeds/advocacy.htm</a></p>
<p><b>Slide 8</b></p>	<p><b>Barriers to Advocacy</b></p> <ul style="list-style-type: none"> <li>• Lack of time</li> <li>• Lack of comfort with/knowledge of advocacy process</li> <li>• Lack of volunteers</li> </ul>

<p><b>Slide 9</b></p>	<p><b>Section Two: An Individual Advocate’s Role</b></p>
	<p>This section is designed to take <b>10 to 15 minutes</b>.</p>
<p><b>Teaching Point</b></p> 	<p>While the first section established why advocacy is important, this section outlines helpful actions that an individual can take to become an advocate. Stress these points as practical strategies that one can use to further advocacy efforts. Remind participants of the power of persistence, resourcefulness, and creativity.</p> <p>“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.” —Sir Winston Churchill</p>
<p><b>Slide 10</b></p>	<p><b>Steps in Achieving Advocacy: For an Individual</b></p>
<p><b>Slide 11</b></p>	<p><b>Step 1: Develop a Foundation of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Decide on 1 or 2 issues that particularly interest you, and really get to know the issue(s).</li> <li>• Identify all “players” that are involved in the issue.</li> </ul>
	<p>The AAP has published “10 Tips for Child Advocates,” which is available in <b>Appendix C</b>.</p>


## Local Input







You should be familiar with your local/state legislative process and be able to answer questions about it. If it would be helpful to the audience, you may want to invite a lobbyist, state legislator, etc, to talk to your local group about the legislative process. Contact your state's AAP chapter for references or assistance.


Refer participants to the listing of the Web site links found on the Advocacy/State Government Affairs page of the AAP Web site at

[www.aap.org/advocacy/sgalinks.htm](http://www.aap.org/advocacy/sgalinks.htm)

<b>Slide 12</b>	<b>Step 2: Join Advocacy Groups or Coalitions</b>
<b>Slide 13</b>	<b>Value of Coalitions</b> <ul style="list-style-type: none"> <li>• Working together, people and agencies are more likely to be effective.</li> <li>• Increased resources, shared workload.</li> <li>• Variety of backgrounds, professions, and perspectives and areas of expertise are brought to the table.</li> <li>• Know and share what health and social services are available in the community for families of CYSHCN.</li> <li>• Help social service and education agencies see the importance of health promotion and medical care in educational, vocational, and social success of CYSHCN.</li> </ul>
<b>Slide 14</b>	<b>Step 3: Develop Credibility in Your Community Through</b> <ul style="list-style-type: none"> <li>• Community service</li> <li>• Networking</li> <li>• Developing relationships with governmental and nongovernmental organizations and officials</li> </ul>
<b>Local Input</b> 	<p>This is an opportunity to identify representatives or chairs of local/state legislative committees who may have CYSHCN as part of their legislative agendas.</p>



<p><b>Slide 15</b></p>	<p><b>Step 4: Find Opportunities to Speak Out</b></p> <ul style="list-style-type: none"> <li>• Public hearings—community forums</li> <li>• Parent group meetings</li> <li>• Ongoing advisory councils</li> <li>• Special commissions or boards</li> <li>• Service clubs</li> </ul>
<p><b>Slide 16</b></p>	<p><b>Develop Your Message</b></p> <ul style="list-style-type: none"> <li>• Meaningful</li> <li>• Unambiguous</li> <li>• Elegant</li> <li>• Understandable</li> <li>• Convincing</li> </ul>
<p><b>Slide 17</b></p>	<p><b>Clarify Your Message by Telling a Story</b></p> <ul style="list-style-type: none"> <li>• Identify the urgent clinical problem.</li> <li>• Avoid using clinical language.</li> <li>• Briefly describe a family or child that best illustrates this problem.</li> <li>• State your proposed solution clearly.</li> </ul>
<p><b>Teaching Point</b></p> 	<p>Many people forget the power of the written word in advocacy. Consider developing a fact sheet on your issue following these guidelines</p> <ul style="list-style-type: none"> <li>• Keep it simple, brief, and straightforward.</li> <li>• Avoid technical jargon.</li> <li>• Use short statements (ie, bullet points).</li> <li>• Bold key statistics; avoid using too many statistics.</li> <li>• Respond to your opposition’s criticism.</li> <li>• Include your contact name and contact information.</li> </ul>
	<p>An overview of advocacy communication strategies is part of the <i>AAP State Governmental Affairs Handbook Chapter 11</i>, located in <b>Appendix D</b>.</p>

<p><b>Slide 18</b></p>	<p><b>Become a Trusted Source of Information</b></p> <ul style="list-style-type: none"> <li>• Keep up with key contacts/advocates.</li> <li>• Send information without asking anything in return.</li> <li>• Identify, work with, and encourage new persons with an interest in this population.</li> </ul>
<p><b>Slide 19</b></p>	<p><b>Step 5: Develop a Good Relationship With the Media</b> <i>(ie, newspaper, radio, TV)</i></p> <ul style="list-style-type: none"> <li>• Many organizations have “how-to” packets on establishing good media relations.</li> <li>• Develop news releases related to medical homes for CYSHCN that can be published in local papers.</li> <li>• Send thank-you letters to the media after you are interviewed.</li> </ul>
	<p>AAP members can log on to the members only channel through the AAP Web site: <a href="http://www.aap.org/">www.aap.org/</a>. Click on Media Center’ to view the <i>AAP Public Relations Handbook</i>. This will help in preparing to contact and work with the media on advocacy issues.</p> <p>Contact the National Center of Medical Home Initiatives for drafts of medical home news releases at <a href="mailto:mhtraining@aap.org">mhtraining@aap.org</a> <b>or</b> 800/433-9016, ext 4917.</p>
<p><b>Slide 20</b></p>	<p><b>Section Three: Partnerships for Group Advocacy</b></p>
	<p>This section is designed to take <b>10 to 15 minutes</b>.</p>

<p><b>Teaching Point</b></p> 	<p>Combining voices and efforts on behalf of an issue is a powerful way to get your message heard. This section suggests how to positively partner in advocacy efforts for a successful result. It addresses the importance of partnerships, lists potential partners in children’s/youth’s health care advocacy, and suggests strategies for such partners to employ.</p> <p>“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has.”</p> <p style="text-align: right;">—Margaret Mead</p>
<p><b>Slide 21</b></p>	<p><b>Value of Partnerships</b></p> <ul style="list-style-type: none"> <li>• Increase links to decision makers.</li> <li>• Provide background information on legislative issues.</li> <li>• Identify others interested in same issue(s).</li> <li>• Enhance credibility with governmental agencies and other advocacy groups.</li> <li>• Increase resources, share workload.</li> </ul>
<p><b>Slide 22</b></p>	<p><b>Principles of Effective Advocacy</b></p> <ul style="list-style-type: none"> <li>• Develop a clear goal(s) that is easily communicated and understood (preferably limited in scope, achievable, and measurable).</li> <li>• Identify friends and build coalitions.</li> </ul>
<p><b>Slide 23</b></p>	<p><b>Advocacy Partners</b></p> <ul style="list-style-type: none"> <li>• AAP and American Academy of Family Physicians chapters</li> <li>• Parents</li> <li>• Children’s, Shriners, and university hospitals</li> <li>• Local family advocacy groups</li> <li>• State medical societies and other specialty societies</li> <li>• State-based disability groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Disease-oriented voluntary organizations</li> <li>• Business leaders; government agencies</li> <li>• State and local bar associations</li> <li>• Independent living centers</li> <li>• Service clubs</li> </ul>
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<b>Slide 24</b>	<p><b>Key Agencies and Groups</b></p> <ul style="list-style-type: none"> <li>• Managed care organizations</li> <li>• Private insurance providers</li> <li>• Medicaid</li> <li>• US Maternal and Child Health Bureau Title V Children with Special Health Care Needs</li> <li>• Other health department programs</li> <li>• Special/regular education</li> <li>• Early intervention, preschool programs, infant/toddler community programs</li> <li>• Genetic programs</li> <li>• Policy makers (local, state, and federal legislators)</li> <li>• State/federal programs and agencies</li> <li>• Medical schools—students and residents</li> </ul>
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<p><b>Teaching Point</b></p> 	<p>Reference local community resource guides to add to the above lists.</p>
	<p>“Pediatricians Partnering With States To Assure That Children With Special Health Needs Are Provided Appropriate Services: The Vermont Experience With Managed Medicaid” can be found in <b>Appendix E</b>.</p> <p>“Working to Improve Mental Health Services: The North Carolina Advocacy Effort” can be found in <b>Appendix F</b>.</p>

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<b>Slide 25</b>	<b>Develop a Strategy Built on Achieving Incremental Success</b> <ul style="list-style-type: none"><li>• Comprehensive change is often difficult to achieve.</li><li>• Big wins often require perfect timing—small wins make the process manageable and less daunting.</li></ul>
<b>Slide 26</b>	<b>Identify Potential Opposition and Attempt to Influence Their Position</b> <ul style="list-style-type: none"><li>• Explain how your position can be beneficial to their position; identify mutual gains.</li><li>• Help them recognize that “investing in children’s health makes good sense.”</li><li>• Explain potential public relations problems of taking a position that could potentially harm children.</li><li>• Remember that your adversaries may be your future partners.</li></ul>
<b>Slide 27</b>	<b>Don’t Burn Bridges With Legislators; Treat Them With Respect</b> <ul style="list-style-type: none"><li>• Don’t personally attack.</li><li>• Don’t play one legislator against another.</li><li>• Don’t question their integrity.</li><li>• Never assume a position of active opposition without attempting to compromise.</li><li>• Consider including “the other side” in defining your problem and developing solutions.</li></ul>

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## Teaching Point





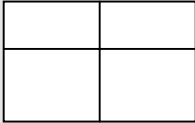
Legislators are obviously very powerful when it comes to making societal changes and, therefore, are a focus of many advocacy efforts. With that in mind, it is essential to develop a concise and direct message when conversing with legislators. When communicating with legislators regarding a legislative action, remember to include the answers to the following 3 questions:

- Is this bill a good idea?
- Is this bill a good use of tax dollars?
- Is this bill able to win support of 51% of voters?



The March of Dimes developed “10 Steps for a Successful Legislative Visit,” which can be found in **Appendix G**.

<p><b>Slide 28</b></p>	<p><b>Be Pragmatic and Willing to Compromise</b></p> <ul style="list-style-type: none"> <li>• Prioritize key elements of the legislation.</li> <li>• Identify issues of lower priority to your group that seem to have greater value to your adversary.</li> <li>• Assess the possibility of regaining the lost element at a later time in the process or in subsequent legislation.</li> </ul>
<p><b>Slide 29</b></p>	<p><b>Consider Working With a Lobbyist</b></p> <ul style="list-style-type: none"> <li>• Some coalitions may be able to afford one.</li> <li>• Align with an organization that already has a lobbyist (many AAP chapters do).</li> <li>• Recruit effective and active people if a lobbyist is not possible.</li> </ul>
<p><b>Teaching Point</b></p> 	<p>If participants are not aware of the difference between acting as an advocate and acting as a lobbyist, mention the following:</p> <ul style="list-style-type: none"> <li>• Advocacy takes a broad approach; lobbying takes a specific approach.</li> <li>• Advocacy works to support; lobbying aims to advance.</li> </ul> <p>Pendergrass TW. Advocacy: state &amp; local issues and collaborations. Presented at: Pediatrician's Institute; May 2003; Chicago, IL</p>
<p><b>Slide 30</b></p>	<p><b>Be Seen as an Advocate for Others and Not for Yourself</b></p> <ul style="list-style-type: none"> <li>• Focus on benefits to children and families.</li> <li>• Use real-life examples to personalize messages.</li> <li>• Explain impact on the community.</li> </ul>

Slide 31	Section Four: Case Study/Group Exercise
	<p>This section is designed to take <b>20 to 40 minutes</b>.</p>
Teaching Point	<p><b>Option 1: Individuals Create Political Action Map</b></p> <p>This option asks individuals to create their own advocacy map based on personal issues/causes. It illustrates how straightforward it is for an individual to create a political action map.</p> <p>Step 1: Have each participant take out a piece of paper and divide it into quadrants.</p> <div data-bbox="748 959 941 1081" data-label="Diagram">  </div> <p>In the upper left corner, write down 3 issues of importance to you.</p> <p>Step 2: In the upper right corner, write down 3 supporters of that issue.</p> <p>Step 3: In the lower left corner, write down who is your opposition.</p> <p>Step 4: In the lower right corner, write down next steps.</p> <p>Pendergrass TW. Advocacy: state &amp; local issues and collaborations. Presented at: Pediatrician’s Institute; May 2003;Chicago, IL</p>
Group Exercise	<p><b>Option 2: Small Groups Create Political Action Map</b></p> <p>This option uses a small group format and a case study to develop an advocacy plan.</p>

Step 1: Have participants break off into small groups of 3 to 5 people.

Step 2: Have them read the following case study, and then answer the questions that follow. The questions will help them form a sustainable coalition for the issues presented in the case study.

After participants are in a group, tell them to follow steps 1 through 10. Ask a person from each group to give a short report after groups have had about 15 minutes to work. If using the following case study, instruct participants to read it first and then follow steps 1 through 10.

## Teaching Point



## Case Study

About a month ago you read an article in your local paper about a parent who claimed that her daughter developed multiple sclerosis as a result of receiving the hepatitis B vaccine. Despite the fact that there is no known scientific evidence of an association between the hepatitis B vaccine and multiple sclerosis, this parent asserted that if the vaccine had not been required for school entry, her child would not now have this debilitating disease. She questioned why parental rights were being so severely curtailed.

Following the publication of the article, the Dissatisfied Parents Together (DPT) group was successful in finding a sponsor to introduce legislation that would establish a philosophical exemption for the hepatitis B vaccine. Although experiences from other states show that philosophical exemptions account for about 5% of children not receiving immunizations, the negative publicity surrounding this bill has raised suspicions about the value and necessity of all childhood vaccines.

Your chapter has agreed that they need to stop this bill from being passed. It will likely take a public relations campaign to promote the value of vaccines. This approach will help counter the onslaught of negative publicity and misinformation. You know that you will need to build a coalition to be successful. Your executive committee will be meeting this evening to discuss the formation of this coalition. The purpose of the meeting is to decide how to develop and operate this coalition because the chapter has decided to initiate it. With the other members of the executive committee, consider the following steps.

**Building an Advocacy Plan**

**Step 1:** What are the goals of the coalition?

**Step 2:** Who will you invite to attend the first meeting of the coalition?

**Step 3:** Why do you want them to participate?

**Step 4:** Why will they want to participate?

**Step 5:** Who will you intentionally not invite?

**Step 6:** What will be the agenda for the meeting?

**Step 7:** Who will facilitate the first meeting?

**Step 8:** How will you decide what actions to take, and who will take them?

**Step 9:** On what issues do you anticipate there will be disagreement with other groups?

**Step 10:** How will you resolve differences?

**Step 11:** How will the coalition communicate between meetings?


**Step 12:** How will the coalition make decisions between meetings?

**Step 13:** Who will chair the coalition after the first meeting?


**Step 14:** If successful, will you steer the coalition in another direction or dissolve it?



**During the next meeting, here are some issues you**

	<p><b>may want to discuss.</b></p> <ul style="list-style-type: none"> <li>• Who will invite other potential partners to join us?</li> <li>• Who will invite local/state groups and agencies to advocate with us?</li> <li>• What is the local/state legislative process? Where is our issue in this process?</li> <li>• What key contacts do we need to make (either develop or continue to nurture)?</li> <li>• What opportunities might we have to speak out on our issue?</li> <li>• What opportunities do we have for media exposure? Who should be our spokesperson?</li> <li>• What should be our short- and long-term plan to succeed in addressing the advocacy issue? (You may need to try and try again.)</li> </ul>
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<p><b>Teaching Point</b></p> 	<p>After all groups have answered the steps for building an advocacy plan, ask for a short report.</p>
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<p><b>Slide 32</b></p>	<p><b>Section Five: Wrap-up</b></p>
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	<p>This section is designed to take <b>5 to 10 minutes.</b></p>
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<p><b>Slide 33</b></p>	<p><b>Take Home Message: Fitting Advocacy Into Busy Lives</b></p> <ul style="list-style-type: none"> <li>• Talk—tell stories.</li> <li>• Get on an advocacy alert e-mail list.</li> <li>• Set up a table to share information about an issue.</li> <li>• Wear a conspicuous badge/T-shirt.</li> <li>• Distribute campaign brochures for a political candidate with whom you support.</li> </ul> <p>Pendergrass TW. Advocacy: state &amp; local issues and collaborations. Presented at: Pediatrician’s Institute; May 2003; Chicago, IL</p>
	<p>Election years are an important time for advocacy efforts. “Eight Do’s and Don’ts for Non-Profits in an Election Year” is available in <b>Appendix H</b>.</p>
<p><b>Teaching Point</b></p> 	<p>Remind participants to view the advocacy as an ongoing process. It needs to begin somewhere and with someone, but it does not end at sometime.</p> <p>“We must ‘do something’ is the unanimous refrain. ‘You begin’ is the deadening refrain.”</p> <p style="text-align: right;">—Walter Dwight</p>
<p><b>Slide 34</b></p>	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of advocacy for children and youth with special health care needs (CYSHCN).</li> <li>• Understand everyone has a role as an advocate for CYSHCN.</li> <li>• Identify actions individuals can take to advocate for CYSHCN.</li> <li>• Encourage partnerships to enhance advocacy action.</li> <li>• Apply advocacy skills to the exercise/case study.</li> </ul>

## Appendices

Training Pediatricians to Become Child Advocates	A
Families as Advocates: Being a Health Advocate for Your Child With Special Needs	B
10 Tips for Child Advocates	C
State Governmental Affairs Handbook Chapter 11: Advocacy Communications	D
Pediatricians Partnering With States To Assure That Children With Special Health Needs Are Provided Appropriate Services: The Vermont Experience With Managed Medicaid	E
Working to Improve Mental Health Services: The North Carolina Advocacy Effort	F
10 Steps for a Successful Legislative Visit	G
Eight Do's and Don'ts for Non-Profits in an Election Year	H
Additional Resources	I

## Additional Resources

### Books

American Academy of Pediatrics. *Government Affairs Handbook*. Elk Grove Village, IL: American Academy of Pediatrics; 1998

#### Search the Medical Home Bibliography at:

[www.medicalhomeinfo.org/resources/bibliography.html](http://www.medicalhomeinfo.org/resources/bibliography.html)

### Phone Numbers

- **AAP Division of State Governmental Affairs:** 800/433-9016, ext 7799
- **AAP Department of Government Liaison:** 800/336-5475
- **Child Advocacy Program at Boston Medical Center:** 202/986-3000
- **Family Voices National Office:** 888/835-5669
- **Voices for America's Children:** 202/289-0777
- **National Association of Children's Hospitals and Related Institutions:** 703/684-1355

### Advocacy Web Sites

- **Advocates 4 Special Kids:** [www.a4sk.org/](http://www.a4sk.org/)
- **American Academy of Pediatrics—State Governmental Affairs:** [www.aap.org/advocacy/sgalinks.htm](http://www.aap.org/advocacy/sgalinks.htm)
- **American Nurses Association:** [www.ana.org/](http://www.ana.org/)
- **Association of Maternal Child Health Programs Legislative Action Center:** [www.amchp.org/legislative/friends.php](http://www.amchp.org/legislative/friends.php)
- **Center on Budget and Policy Priorities:** [www.cbpp.org/](http://www.cbpp.org/)
- **Center for Health Services Research and Policy:** [www.gwumc.edu/sphhs/healthpolicy/chsrp/](http://www.gwumc.edu/sphhs/healthpolicy/chsrp/)
- **The Council of Parent Attorneys and Advocates:** [www.copaa.net/](http://www.copaa.net/)
- **Connect for Kids Weekly:** [www.connectforkids.org/](http://www.connectforkids.org/)
- **Council of State Governments:** [www.statesnews.org/](http://www.statesnews.org/)
- **Disability Rights Education & Defense Fund, INC:** [www.dredf.org/](http://www.dredf.org/)
- **EDLAW, INC:** [www.edlaw.net/](http://www.edlaw.net/)
- **Education Administration On-line:** [www.lrp.com/ed](http://www.lrp.com/ed)
- **The Individuals with Disabilities Education Act:** [www.ideapolicy.org/](http://www.ideapolicy.org/)
- **IDEA Practices:** [www.ideapractices.org/](http://www.ideapractices.org/)

- **Legal.com:** [www.legal.com/](http://www.legal.com/)
- **National Academy for State Health Policy:** [www.nashp.org/](http://www.nashp.org/)
- **National Association of Attorneys General:** [www.naag.org/](http://www.naag.org/)
- **National Conference of State Legislatures:** [www.ncsl.org/](http://www.ncsl.org/)
- **National Governors Association:** [www.nga.org/](http://www.nga.org/)
- **Patient Advocate Foundation:** [www.patientadvocate.org/](http://www.patientadvocate.org/)
- **Parent Advocacy Coalition for Educational Rights:** [www.pacer.org/](http://www.pacer.org/)
- **Special Education Legal Rights Strategies:** [www.reedmartin.com/index.htm](http://www.reedmartin.com/index.htm)
- **Special Needs Advocate for Parents (SNAP):** [www.snapinfo.org/](http://www.snapinfo.org/)
- **Wrightslaw:** [www.wrightslaw.com/](http://www.wrightslaw.com/)

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