South Dakota State University

ECE 470: Early Childhood Education Inclusion Strategies

Concepts addressed in this course: *Ongoing personal reflection on teaching and learning practices as a basis for making professional decisions: advocacy for learners*

**Students should refer to:**

**Specifically, students should review:**

I. Practicing best practices and using high ethical standards
II. Enacting the standards of the profession
III. NAEYC’s Code of Ethics
IV. Advocacy issues for putting people first (Clinton & Gore, 1992)
   a. Affordable quality health care for mothers and children.
   b. Improving K-12 systems, Pre-K systems, and providing opportunities for higher education.
   c. Make homes, schools, and streets safer for children by reducing violence and providing drug education.
   d. Support pro-family and pro-children policies through tax credits for families, medical leaves, childcare networks, and tough child-support legislation.
V. Getting involved in advocacy
   a. Support positive, healthy communication
   b. Become committed to the field
   c. Become a member of a professional organization
   d. Become involved with local politics
   e. Contact representatives and government leaders.
VI. Advice from Marian Wright Edelman, President of Children’s Defense Fund: “Hang in with your advocacy for children and the poor. The tide is going to turn. Don’t think you have to be a big dog to make a difference. You just need to be a persistent flea. Enough committed fleas biting strategically can make even the biggest dog uncomfortable and transform even the biggest nation…” (1991).

Helpful websites include:
Wright’s Law: [http://www.wrightslaw.com](http://www.wrightslaw.com) (advocacy for children with special needs)