

# SELF-ADVOCACY RESOURCES

The self-advocacy movement is continuously growing and producing many materials on and by people with disabilities speaking for themselves. This is a listing of many of the self-advocacy resources currently available now as well as classic self-advocacy resources referenced throughout the curriculum. Also included in this listing are items on choice and self-determination, which are related to the development of self-advocacy, in which the voices of self-advocates are included.

This listing is divided into the following categories:

- What is Self-Advocacy
- The “How tos” of Self-Advocacy: Groups
- Leadership Resources
- Resources on Inclusive Meetings
- Advisor’s Resources
- Audio Visual/Multi Media Resources
- Informational Websites
- Books on Self-Advocacy
- Academic Journal Articles, Book Chapters, and Research Papers

# What is Self-Advocacy?

## SELF-ADVOCACY RESOURCE NETWORK (SARN) MEMOS: MODELS OF DISABILITY

*Villains and Charity Cases: The Moral View of Disability*, August 4, 2004. Available online at:

[http://www.selfadvocacy.com/sarn/sarn\\_2004August4.htm](http://www.selfadvocacy.com/sarn/sarn_2004August4.htm)

*Understanding the Medical/Professional View of Disability*, August 18, 2004. Available online

at: [http://www.selfadvocacy.com/SARN/sarn\\_2004August18.htm](http://www.selfadvocacy.com/SARN/sarn_2004August18.htm)

*The Civil Rights View of Disability*, September 15, 2004. Available online at:

[http://www.selfadvocacy.com/sarn/sarn\\_2004September15.htm](http://www.selfadvocacy.com/sarn/sarn_2004September15.htm)

These issues of the SARN Memo provide a comprehensive description of the historical models of disability. These memos also provide activities that self-advocates can use to learn more about the models and how they have affected people with disabilities.

Published by:

Advocating Change Together

1821 University Avenue, Suite 306-S

St. Paul, MN 55104

Telephone: 651-641-0297 or 800-641-0059

FAX: 651-641-4053

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## SELF ADVOCACY FOR SELF ADVOCATES: A LEADERSHIP GUIDE

by Jeff Saucier, Alan Kurtz, Debbie Gilmer and Members of *Speaking Up for Us*, Maine's Self Advocacy Network, June 1996, Center for Community Inclusion, Maine's UAP, University of Maine. Available on-line at:

<http://www.ccids.umaine.edu/resources/selfadvocacy/selfadvocacy.pdf> or

<http://www.ccids.umaine.edu/resources/selfadvocacy/selfadvocacytxt.htm>

A guide made by self-advocates from Maine who have worked on self-advocacy leadership education. The guide was created to help teach self-advocates and others self-advocacy in a colorful accessible PowerPoint format.

Published by:

Center for Community Inclusion and Disability Studies  
5717 Corbett Hall, Room 114  
The University of Maine  
Orono, ME 04469  
207-581-1084

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### **WE ARE PEOPLE FIRST**

by J. P. Edwards.

Although this document was created early in the self-advocacy movement it is still useful. It is particularly helpful because it uses personal stories to show what kinds of struggles people were fighting for when they began self-advocacy.

Published by:

Ednick, Inc.  
Box 3612  
Portland, OR 97208

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### **THE DISABILITY BLANKET**

by Michael Kennedy. Reprinted from Mental Retardation, 32(1), 74-76.

This article represents how it feels to be under a one-size-and-fabric-fits-all blanket, and offers a vision for change.

To get a copy of this article, write to:

Center on Human Policy  
Syracuse University  
805 S Crouse Ave  
Syracuse, NY 13244-2280  
<http://thechp.syr.edu>

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## **VII. THE SELF-ADVOCACY MOVEMENT 1980s-PRESENT**

Part of the website Parallels in Time: A History of Developmental Disabilities. Available online at: <http://www.mncdd.org/parallels/seven/7menu.html>

This is an interactive presentation which describes the history of self-advocacy. This website has the capabilities to hear written descriptions through an audio player, as well as watch videos about the history of self-advocacy. The website also discusses key players in the self-advocacy movement and gives their brief bios.

Published by:

The Minnesota Governor's Council on Developmental Disabilities  
370 Centennial Office Building  
658 Cedar Street  
St. Paul, Minnesota 55155  
Phone: 651-296-4018 Toll-free number: 877-348-0505  
FAX: 651-297-7200  
Email: [admin.dd@state.mn.us](mailto:admin.dd@state.mn.us)  
<http://www.mncdd.org/>

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## THE SELF-ADVOCACY MOVEMENT: OPPORTUNITIES FOR EVERYONE

by Bonnie Shoultz. Available online at: <http://thechp.syr.edu/samoveta.htm>.

Provides a brief history of the development of the self-advocacy movement. Other

Center on Human Policy publications related to self-advocacy can be found at:

<http://thechp.syr.edu/selfadvo.htm>.

To get a copy of this article, write to:

Center on Human Policy

Syracuse University

805 S Crouse Ave

Syracuse, NY 13244-2280

<http://thechp.syr.edu>

## **The “How tos” of Self-Advocacy: Groups**

### ALL ABOUT GROUPS: A PUBLICATION OF THE SELF-ADVOCACY ASSOCIATION OF NEW YORK STATE, INC.

Available online at: <http://www.sanys.org/AllAboutGroups22007web.pdf>

This is a document which uses text and pictures to identify how self-advocacy groups are run. This publication includes how to start a group, as well as how to run meetings and develop leaders.

Published by:

Self-Advocacy Association of New York State, Inc.

500 Balltown Road, Building 5

Schenectady, NY 12304

518-382-1454

<http://www.sanys.org>

## SELF-ADVOCACY FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES: A TRAINERS MANUAL

by B. Browning & C. Rhoades

This document incorporates training information on subjects such as the definition of self-advocacy running a group, and advisors. This document also provides copies of materials that can be turned into overheads and used at presentations or training sessions.

Published by:

Rehabilitation Research and Training Center on Mental Retardation  
Division of Special Education and Rehabilitation  
University of Oregon

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## HOW TO START A SELF-ADVOCACY GROUP

by Anne Hutchins

This document provides some basic information about the history of self-advocacy in Massachusetts, and then describes how to form a group.

Published by:

Arc Massachusetts  
217 South Street  
Waltham, MA 02154  
617-891-6270

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## **SELF-ADVOCACY ORGANIZING: A SELF-ADVOCACY MANUAL FOR PEOPLE WITH DISABILITIES**

by C. Johnson, & R. Herold, 1984

This is an extensive description of self-advocacy. The chapters include: How to begin self-advocacy, organizing to have fun and raise money, issues, membership and outreach, and appendices. The information in this booklet is very thorough.

Published by:

Project in Self-Advocacy

Massachusetts Coalition of Citizens with Disabilities

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## **LEARNING ABOUT SELF-ADVOCACY: GETTING GOING, BOOKLET 2**

This document provides information which self-advocates who are just starting may find useful. This includes setting up a group, finding an advisor, deciding where to meet, and information about membership.

## **LEARNING ABOUT SELF-ADVOCACY: RUNNING A GROUP, BOOKLET 3**

This booklet provides information about the specifics of how to run meetings, keep track of money, and elect leaders.

## **LEARNING ABOUT SELF-ADVOCACY: WHAT NEXT? BOOKLET 4**

This booklet can be used for groups who are already established, but want to build. It provides information on networking with other groups, communication, organizing events, and getting extra help.

Published by:

Values into Action (formerly CMH: Campaigning for Valued Futures with People Who have Learning Difficulties)  
Oxford House  
Derbyshire Street  
London E2 6HG  
UNITED KINGDOM

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### SELF-ADVOCACY RULES AND TIPS

This document gives attention to five suggested rules for addressing grievances, poor quality or inadequate services, or discrimination.

Published by:

Office of Protection and Advocacy for Persons with Disabilities  
State of Connecticut

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### PEOPLE FIRST CHAPTER HANDOUT: A RESOURCE GUIDE FOR SELF-ADVOCACY CHAPTERS

This is a very useful and easy to read document which provides many of the basics to self-advocacy groups. This document also has charts and other useful materials which self-advocates could copy and use.

Published by:

People First of Illinois  
P.O. Box 2153  
Loves Park, IL 61130  
815-964-3128

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## PEOPLE FIRST OF WASHINGTON: NEW TRENDS IN SELF-ADVOCACY SUPPORT GROUPS

This document gives basic information about how and why people become involved in self-advocacy, and what practices are utilized by successful self-advocates.

Published by:

People First of Washington

P.O. Box 381

Tacoma, WA 98401

206-272-2811

<http://www.peoplefirstofwashington.org/>

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## SELF-ADVOCACY START-UP TOOL KIT

Developed by the national self-advocacy group, Self-Advocates Becoming Empowered (SABE), this is a useful and easy to follow tool kit about how to start and run a self-advocacy group. It provides a lot of basic information in accessible formats and also includes resource guides to find further information.

Published by:

Human Policy Press

Syracuse University

P.O. Box 35127

Syracuse, NY 13235

<http://thechp.syr.edu/HumanPolicyPress/>

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## THE POWER OF LANGUAGE

Self-advocates, leaders of the campaign to promote use of plain language, designed this creative workshop to help people improve their writing. The handbook informs about principles of plain language. The facilitator's guide shows how to run a workshop.

Published by:

Roeher Institute  
Kinsmen Building  
4700 Keele Street  
North York, ON M3J 13P  
CANADA

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## WORKING TOGETHER FOR CHANGE: A TOOLKIT FOR SELF-ADVOCATES

By J. Z. McLane, J. Agosta, & T. Moore, July 2003

The purpose of this toolkit is to help self-advocates and others make change around issues affecting many people by working together.

Published by:

Self-Advocacy Leadership Network (SALN)  
Human Services Research Institute  
7420 SW Bridgeport Rd., Suite #210  
Portland, OR 97224  
503-924-3783  
503-924-3789 (fax)  
<http://www.hsri.org>

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## SELF DETERMINATION AND YOU: A TOOLKIT FOR SELF-ADVOCATES

By J. J. Daignault & J. Agosta, February 2005

This toolkit is about self-determination—to help self-advocates speak up for themselves and to have control over their lives.

Published by:

Self-Advocacy Leadership Network (SALN)

Human Services Research Institute

7420 SW Bridgeport Rd., Suite #210

Portland, OR 97224

503-924-3783

503-924-3789 (fax)

<http://www.hsri.org>

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## MY VOICE, MY CHOICE: A MANUAL FOR SELF-ADVOCATES: WHAT YOU NEED TO KNOW ABOUT PARTICIPANT-DRIVEN SUPPORTS

By J. Agosta, K. Melda & C. Ficker Terrill, 1999

This manual is designed to assist self-advocates to develop leadership skills around participant-driven supports. The first five chapters address information that all self-advocates will find useful in making change in their lives and the lives of others they know (e.g., regarding self-determination, understanding the system, and participant-direction). The final three chapters address issues that self-advocates will find useful in working for systems level and policy change. Each section contains examples and worksheets and a variety of illustrations.

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<http://www.hsri.org>

## **Leadership Resources**

### **LEADERSHIP PLUS**

M. Hoffman, 1995

This includes three informational manuals. The Participant Manual describes ways to develop leadership, self-advocacy, and self-determination skills and knowledge. The Facilitator's Manual is for facilitators to assist people with disabilities to use the Participant's Manual. "I Make a Motion Too" is a guide that assists in including people with disabilities on public boards and committees.

Published by:

Tulsa Arc

16 E. 16<sup>th</sup> Street, Suite 405

Tulsa, Ok 74119

918-582-8272

## NATIONAL PEOPLE FIRST PROJECT: PEOPLE FIRST LEADERSHIP TRAINING MANUAL

This is a useful document for both leaders and advisors. It also includes training materials for how self-advocates can interact with advisors, and how they can help maintain strong self-advocacy groups.

Published by:

Roehrer Institute  
Kinsmen Bldg., 4700 Keele Street  
Downsview ON M3J 1P3  
CANADA

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## PEOPLE FIRST OF WASHINGTON: OFFICER HANDBOOK

This describes all the roles and responsibilities of officers in a traditional People First self-advocacy group. The book also has handwritten comic form drawings to describe how officers interact with groups and each other.

Published by:

People First of Washington  
P.O. Box 648  
Clarkston, Washington 99403  
Phone: 1-800-758-1123  
<http://www.peoplefirstofwashington.org/>

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## SELF ADVOCACY FOR SELF ADVOCATES: A LEADERSHIP GUIDE

by Jeff Saucier, Alan Kurtz, Debbie Gilmer and Members of *Speaking Up for Us*, Maine's Self Advocacy Network, June 1996, Center for Community Inclusion, Maine's UAP, University of Maine. Available on-line at:

<http://www.ccids.umaine.edu/resources/selfadvocacy/selfadvocacy.pdf> or  
<http://www.ccids.umaine.edu/resources/selfadvocacy/selfadvocacytxt.htm>

This material is presented in an accessible PowerPoint format with the inclusion of both text and visuals. The chapters include: 1. What is Self Advocacy: Voices of Maine's Self-Advocates, 2. What Maine's Self Advocates Say They Want, 3. One Self-Advocate's Story: Jeff and His Experience with Speaking Up for Himself, 4. How Self-Advocacy Can Help You Realize Your Dreams, 5. What Self Advocates Ask for From Families, Friends, and Supporters.

Published by:

Center for Community Inclusion and Disability Studies  
5717 Corbett Hall, Room 114  
The University of Maine  
Orono, ME 04469  
Phone: 207-581-1084

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## **Resources on Inclusive Meetings**

### **MAKING GROUPS**

S. Globel & J. Flynn, 1994

A very useful tool for self-advocates, advisors, and board members. It includes separate materials for overheads which can be used for training.

Published by:

The Oregon Developmental Disabilities Council  
540 24<sup>th</sup> Place NE  
Salem, Or. 97301  
503-945-9941

## **NASDDDS HANDBOOK ON INCLUSIVE MEETINGS AND PRESENTATIONS**

Prepared by Charles Moseley

Available online at: <http://www.nasddd.org/pdf/TheGuide.pdf>

This document provides information for all agencies or other organizations where self-advocates are involved in the conversations. The document presents issues and challenges, guidelines for meetings, resources for conducting accessible meetings, and a checklist to be certain these needs are being met.

Published by:

National Association of State Directors of Developmental Disabilities Services  
113 Oronoco Street  
Alexandria, VA 22314  
703-683-4202  
<http://www.nasddd.org>

## **PARTICIPANT-DRIVEN SUPPORTS: A TOOLKIT ON PLANNING AND GIVING A PRESENTATION**

By J. Zolna, K. Melda & J. Agosta, October 2001

This toolkit was developed to provide information for self-advocates to plan and give presentations. It includes sample agendas, flyers and worksheets, and seeks to teach self-advocates ways to share information with their audience, how to be good presenters, and steps to planning a presentation.

Published by:

Self-Advocacy Leadership Network (SALN)

Human Services Research Institute

7420 SW Bridgeport Rd., Suite #210

Portland, OR 97224

503-924-3783

503-924-3789 (fax)

<http://www.hsri.org>

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## **Advisors Resources**

### **LARGE PEPPERONI PIZZA WITH AN ADVISOR ON THE SIDE: HOW TO HIRE, SUPERVISE, AND TRAIN AN ADVISOR, REVISED 2008**

This is a book which helps self-advocates learn how to hire and interview advisors, where to look for advisors, and how to supervise and train advisors. Now includes a DVD featuring narration of each page, plus, the Self-Advocates Becoming Empowered Self-Advocacy Start-Up Toolkit Video Section "Teaching An Advisor."

Published by:

People First of New Hampshire

P.O. Box 183

Plymouth, New Hampshire

603-536-9797

<http://www.peoplefirstofnh.org/PeopleFirstOfNHAdvisorBookRevised2008.htm>

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### **ADVISOR'S GUIDEBOOK FOR SELF-ADVOCACY**

by J. Woodyard, 1980

This book provides extensive information about the roles of advisors, and what kinds of activities advisors can help group members participate in. This book also helps advisors learn where to go to help self-advocates research and find information about issues.

Published by:

Technical Assistance for Self-Advocacy Project  
UAP-University of Kansas  
Lawrence, KS 66045

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### NATIONAL PEOPLE FIRST PROJECT: PEOPLE FIRST ADVICE FOR ADVISORS

by Bill Worrel, 1988

This document provides a great deal of information for advisors. This would be a good resource for a new advisor because it provides information about advising from a variety of lenses and perspectives. It also familiarizes advisors with issues that self-advocates face on a daily basis.

Published by:

National People First Project  
Roehrer Institute  
Kinsmen Building 4700 Keele Street  
Downsview, ON M3J 1P3  
CANADA

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## **Audio Visual/Multi Media Resources**

### **COUNT US IN: GROWING UP WITH DOWN SYNDROME**

by Jason Kingsley & Mitchell Levits, 1994

This is an audio CD of a book that tells about the experiences of the authors growing up with Down syndrome in their own words. It makes powerful statements about the full potential of people with disabilities.

Published by:

Harcourt Bruce Trade Division  
525 B Street, Suite 1900  
San Diego CA 92101

### **SELF-ADVOCACY: FREEDOM, EQUALITY, AND JUSTICE FOR ALL**

This is a video based curriculum promoting disability as an emerging civil rights movement for people with developmental and other disabilities. Includes: video, guide, exercise, action plans, overheads, and participant packages.

Published by:

Advocating Change Together  
1821 University Avenue, Suite 306-S  
St. Paul, MN 55104  
Telephone: 651-641-0297 or 800-641-0059  
FAX: 651-641-4053  
<http://www.selfadvocacy.org/>

## THE POWER OF OUR VOICES

This is a powerful informational video about the self-advocacy movement and self-advocacy groups. Developed by the Syracuse DSO and partly funded by the Center on Human Policy.

For more information, write to:

Center on Human Policy  
Syracuse University  
805 S Crouse Avenue  
Syracuse, NY 13244-2280  
[thehp@syr.edu](mailto:thehp@syr.edu)

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## RESPECT [Music CD/Cassette]

by Karl Williams in association with Self-Advocates Becoming Empowered.

This is a powerful collection of 14 self-advocacy songs. The music is written and performed by singer/songwriter Karl Williams. Some songs include: "Stand Together," "Speaking for Ourselves," and "Close the Doors." Sample lyrics and music can be heard on the website of Karl Williams, <http://www.karlwilliams.com/respect.htm>.

Distributed by:

Human Policy Press  
Syracuse University  
PO Box 35127  
Syracuse, NY 13235  
[http://thehp.syr.edu/HumanPolicyPress/respect\\_cd.html](http://thehp.syr.edu/HumanPolicyPress/respect_cd.html)

## Informational Websites

- 1) Advocating Change Together (ACT): <http://www.selfadvocacy.com/>
- 2) Advocates in Action—Rhode Island State Association: [www.aina-ri.org](http://www.aina-ri.org)
- 3) Center on Human Policy: <http://thechp.syr.edu/>
- 4) Central England People First: [www.peoplefirst.org/uk/](http://www.peoplefirst.org/uk/)
- 5) Disability World: <http://www.disabilityworld.org/>
- 6) LD Pride.net: <http://www.ldpride.net/>
- 7) Minnesota Governor’s Council on Developmental Disabilities: <http://www.mncdd.org>
- 8) People First of New Hampshire: <http://www.peoplefirstofnh.org/>
- 9) People First of Illinois: <http://www.peoplefirstofillinois.org/>
- 10) People First of Washington: <http://www.peoplefirstofwashington.org/index.htm>
- 11) The Ragged Edge: <http://www.ragged-edge-mag.com/>
- 12) The Riot: <http://www.hsri.org/leaders/theriot/>
- 13) SABE: <http://www.sabeusa.org/>
- 14) Self- Advocacy Association of New York State: <http://www.sanys.org/>
- 15) Self-Advocacy Online: <http://www.selfadvocacyonline.org>
- 16) Self-Advocates as Leaders (SAAL): <http://cdrc.ohsu.edu/askaal/>
- 17) Speaking For Ourselves: Pennsylvania State Self-Advocacy Association:  
<http://www.libertynet.org/speaking/speak.html>
- 18) TASH: <http://www.tash.org/index.html>

## Books on Self-Advocacy

Charlton, J. (1998). *Nothing About Us Without Us*. Berkeley: University of California Press.

Charlton completed a study with the use of interviews conducted over a ten-year period with disability rights activists throughout the third-world, Europe, and the United States. This book provides a theoretical overview of disability oppression which describes similarities to and differences from racism, sexism, and colonialism. As an individual with a spinal disability, Charlton uses personal experience, cultural analysis, and political theory to create this illuminating book.

Dybwad, G., & Bersani, H. (Eds.). (1996). *New Voices: Self-Advocacy by People with Disabilities*. Cambridge, MA: Brookline Books.

This book includes many chapters written by self-advocates concerning the self-advocacy movement, and provides a historical perspective, as well as reflections on the current status and future course of the movement.

Goode, B. (1996). *The Beliefs, Values, and Principles of Self-Advocacy. International League of Societies for Persons with Mental Handicaps*. Cambridge, MA: Brookline Books.

This book discusses the beliefs, values, and principles guiding the self-advocacy movement. It also discusses the role of support persons and provides examples of good practice. This book is written by self-advocates and uses first person stories to exemplify their points.

Goodley, D. (2000). *Self-Advocacy in the Lives of People with Learning Disabilities*.  
Buckingham: Open University Press.

This book provides important discussion on some of the current issues in self-advocacy and other movements built upon social models. The book looks at the group and individual structures of self-advocacy, and discusses how these groups adapt to current trends, and ways in which self-advocacy survives over the years.

Roehrer Institute. (1999). *Portraits of Our Lives: Literacy Series (1-10)*. Toronto: The Roehrer Institute.

Portraits of Our Lives is a collection of 10 books based on interviews with persons across Canada who live with a range of disabilities. In Portraits, the reader meets 10 people who, in moving out of their personal situations, illuminate the meaning of disability in society.

Sands, D., & Wehmeyer, M. (1996). *Self-Determination Across the Lifespan: Independence and Choice for People with Disabilities*. Baltimore: Paul H. Brookes Publishing Co.

This book recognizes that self-determination is one of the building blocks of independence for people with disabilities and explores the theoretical, developmental, and practical aspects of decision making.

Shapiro, J. (1993). *No Pity: People with Disabilities Forging a New Civil Rights Movement*.  
New York: Three Rivers Press.

This book discusses the many elements of the disability rights movement. The book allows the reader to understand the intricacies of the development of the movement. A chapter in the book is also dedicated to the People First Movement.

Tufail, J., & Lyon, K. (2007). *Speaking Up* (4-book set). London: Jessica Kingsley.

This four book set promotes self-advocacy for people who want to learn to speak up for themselves. Each book has illustrations and case studies showing the positive results of self-advocacy for the individuals themselves, as well as others.

Williams, P., & Shoultz, B. (1982). *We Can Speak for Ourselves*. Cambridge, MA: Brookline Books.

A book of practical advice to help self-advocates, parents and professionals learn about the rights of people with developmental disabilities. This book was written for and by a group of self-advocates.

## **Academic Journal Articles, Book Chapters, and Research Papers**

Antaki, C., Finlay, W. Sheridan, E, Jingree, T & Walton, C. (2006). Producing decisions in service-user groups for people with an intellectual disability: Two contrasting facilitator styles. *Mental Retardation, 44*, 322-343.

This article looks at service-user groups who attempt to promote self-advocacy for individuals with intellectual disabilities. Through two case studies the authors identify

two styles where the results of both show people with disabilities not taking full initiative in self-advocacy and subsequently becoming disempowered.

Cone, A. A. (2000) Self-advocacy group advisor activities and their impact/relation to self-advocacy group development. *International Journal of Disability, Development and Education*, *47*, 137- 154.

This student attempted to identify self-advocacy group advisor activities, and examine how these activities link self-advocacy group development, and how these activities change over time. The study was comprised of telephone surveys of 118 randomly selected advisors.

Cooney, B. (2002) Exploring perspectives on transition of youth with disabilities: Voices of young adults, parents, and professionals. *Mental Retardation*, *40*, 425-435.

This article utilizes qualitative methods to examine transition experiences of 9 young adults with severe disabilities during high school, as well as the perspectives of parents and professionals. This article found that parents and professionals worked for the betterment of young adults; however, the inability to recognize the diverse perspectives hindered the quality of the transition process.

Dowse, L. (2001) Contesting practices, challenging codes: Self-advocacy, disability and the social model. *Disability & Society*, *16*, 123-141.

This article examines the relationship between self-advocacy and the disability movement in Great Britain in the context of social movement theory. Social

movement theory can be used to understand how disability movements have promoted a strong “disabled” identity, and “collective action frame.” The article then goes on to analyze how the voice of many of these individuals with learning disabilities has gone unheard in the movement and in self-advocacy.

Frawley, P., Bigby, C., & Forsyth, H. (2006, December). Why are conferences “Sometimes about us, without us”? *Journal of Intellectual & Developmental Disability, 31*(4), 249–251.

In order to find out about conference inclusivity, the authors interviewed conference organizers, self-advocate conference participants, and officers of the Australasian Society for the Study of Intellectual Disability. Findings reveal that planning for inclusion is inconsistent, and often the approach to conference inclusion is the organization of separate strands or parallel programs. From the perspective of self-advocates, conferences must be affordable; the program and presentations need to be in clear, understandable language; and it is helpful if presentations use a variety of presentation modes. Finally, self-advocates felt that some people would benefit from the availability of facilitators, support workers, and note takers.

Goodley, D., Armstrong, D., Sutherland, K. & Lauren, L. (2003) Self-advocacy, “learning difficulties,” and the social model of disability. *Mental Retardation, 43*, 149–160.

These authors used research with individuals labeled “learning disabled” and examined how their activity in self-advocacy groups reflected their understandings of self-

advocacy accounted for in personal narratives. They concluded that there are a variety of theoretical, policy, and practical implications which surface in narrative through people who engage in the self-advocacy movement.

Ledger, S., & Tilley, L. (2006, September). The History of Self-Advocacy for People with Learning Difficulties: International Comparisons [Feature issue]. *British Journal of Learning Disabilities*, 34(3).

In 2004 there was an international conference at the Open University in the United Kingdom about the history of self-advocacy. Self-advocates and their supporters attended this conference from many different countries. This issue of the *British Journal of Learning Disabilities* is a collection of papers from that conference and tells how self-advocacy is taking place in different countries. Together the papers give a bigger picture of self-advocacy and show how people in different countries are often dealing with similar issues.

Mactavish, J., Mahon, M., & Lutfiyya, Z. (2000) “I can speak for myself”: Involving individuals with intellectual disabilities as research participants. *Mental Retardation*, 38, 216-227.

This project was conducted over two years using qualitative methods and was designed to improve understanding of social integration by including perspectives of individuals with intellectual disabilities. Individual interviews and focus groups were found to be among effective strategies in enabling participants with intellectual disabilities to express their perspectives.

McNally, S. (2003). A survey of self-advocacy groups for people with learning disabilities in an English region. *Journal of Learning Disabilities, 7*, 231-250.

This article surveyed Self-Advocacy Groups for people with learning disability in England. The article provided findings about the origin, structure and functioning of groups from 53 surveys which were returned.

Pennell, R. (2001). Self-determination and self-advocacy: Shifting the power. *Journal of Disability Policy Studies, 11*(4), 223-227.

This article discusses the history of the civil rights movement. It then discusses how self-advocacy and self-determination have developed. The article then shows how different tactics have worked both nationally and in North Carolina to promote these movements.

Powers, L., Dinerstein, R., & Holmes, S. (2005). Self-Advocacy, Self-Determination and Social Freedom and Opportunity. In K. C. Lakin & A. P. Turnbull (Eds.), *National Goals & Research For People with Intellectual and Developmental Disabilities* (pp. 257-287). Washington, DC: The Arc of the U.S. and the American Association on Mental Retardation.

This book chapter discusses the evolving national promises of self-advocacy, social freedom and opportunity. The vision is to develop tools and models and clarify and debate the implications of these promises while making self-determination and self-advocacy a reality for citizens with DD/ID.

Test, D., Fowler, C., Wood, W., Brewer, D., Eddy, S. (2005). A conceptual framework of self-advocacy for students with disabilities. *Remedial and Special Education, 26*, 43-54.

This article reviews literature in order to develop a conceptual framework of self-advocacy involving four components: knowledge of self, knowledge of rights, communication, and leadership. This is developed to serve as a guide for instructional planning, curricular design, and assessment of self-advocacy.

Wappet, M. (2002) Self-determination and disability rights: Lessons from the women's movement. *Journal of Disability Policy Studies, 13*(2), 119-124.

This article looks at what methods were specifically effective in the women's movement and then applies these methods to the self-determination/disability rights movement. The need for more involvement of individuals with disabilities is emphasized in four areas: academic/theoretical, leadership, political, and economic.

Wehmeyer, M., Bersani, H., & Gagne, R. (2000). Riding the third wave: Self-determination and self-advocacy in the 21<sup>st</sup> century. *Focus on Autism and Other Developmental Disabilities, 15*, 106-115.

This article examines three waves of the disability movement: professional, parent, and self-advocacy. The article looks at perspectives of all three groups and discusses perspectives concerning control and choice in the lives of individuals with disabilities as well as the development and future of the self-advocacy movement.

Zubal-Ruggieri, R. (2007). Making links, making connections: Internet resources for self-advocates and people with developmental disabilities. *Intellectual and Developmental Disabilities, 45*(3), 209-215.

This article first discusses the importance of finding affordable tools that provide accessibility for people of varying abilities. Second, the article describes numerous benefits of Internet use for self-advocates. There is need for further technological development, as well as for self-advocates to gain experience in use of technology.