



© Yo Dunn 2020



## My roles

2



© Yo Dunn 2020



3

## My background and experience



© Yo Dunn 2020



4

## Effective targeting: the autism trap



- Think broader than the autism world
- What really impacts autistic people's lives?
  - Right to make our own decisions
  - Physical Healthcare
  - Mental Health
  - Social care
  - Education
  - Money/welfare
  - Law Enforcement
  - Employment
  - Other social policy areas?

© Yo Dunn 2020



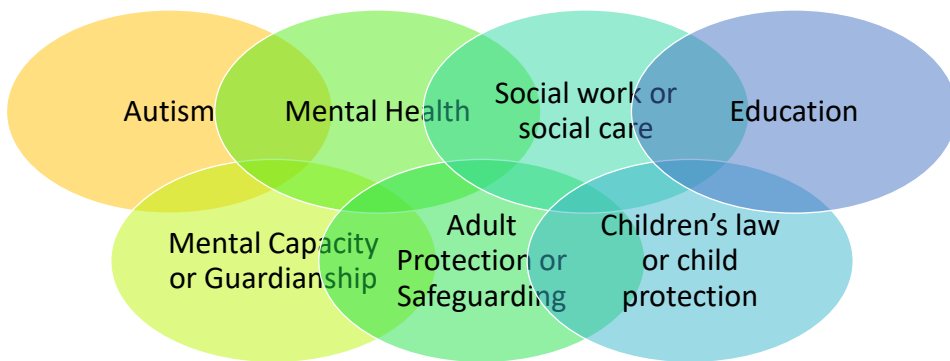
# Foundation: public law



© Yo Dunn 2020



# Mapping relevant areas of law and policy



Type in the chat box the names of any laws or policies you know of in any of these areas (in any country – name the country please!)

© Yo Dunn 2020



## Developing relevant knowledge and expertise: research

7

### Map the legal framework

- Identify potentially relevant laws
  - Primary legislation
  - Secondary legislation
  - Case law/Policy/Local legislation (depending on jurisdiction)
- Is the law enforced? i.e. are public bodies held accountable if they don't fulfil duties? How? And by whom?



© Yo Dunn 2020



## Developing relevant knowledge and expertise: research

8

### Map the policy process from the top down:

- How are new policies developed? Who gets a say? What actually impacts practice?
- Identify relevant organisations and understand their specific role:
  - Professional registration/regulatory bodies
  - Inspectorates/sector standards
  - Unions/Representative bodies of professionals
  - Public sector lobbying/representative bodies
  - Public sector/QUANGOs in relevant sectors
  - Big charities
  - Parent/carer organisations/groups

© Yo Dunn 2020

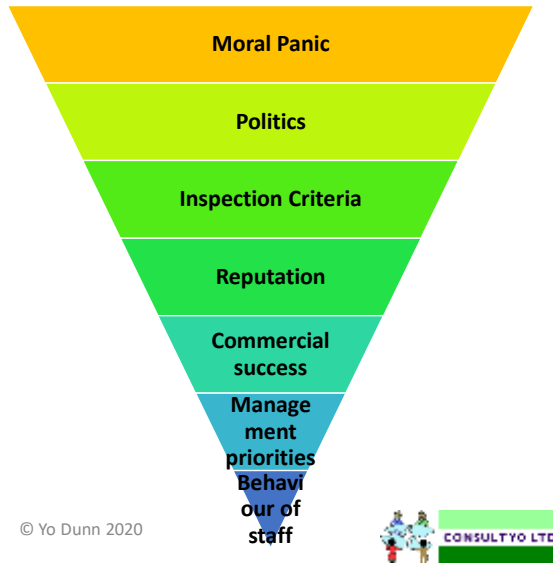


## Developing relevant knowledge and expertise: research

9

### Map the policy process from the bottom up:

- Starting with a particular situation, trace the problem upwards, at each stage asking “what affects this person or organisation’s decision making?”
- An example



## Developing relevant knowledge and expertise: research

10

The knowledge you can't acquire from books:

### 'Practice/clinical experience'

- Relevant 'trade'/specialist publications  
e.g. Social Workers – Community Care  
Teachers – Times Educational Supplement  
Doctors – BMA, NICE, Lancet etc.



Psychiatrists – Psychiatric journals, Autism journals

- Reading decisions of courts/tribunals (how the rules apply in practice)

### 'How things are done' i.e. Reality vs Theory

- Proxy experience
- Research – visiting courts; training courses for professionals; reading reports, case reviews, public enquiry reports
- Trial, error, analysis

Seek advice and feedback, read and research, avoid reinventing the wheel

© Yo Dunn 2020



11

## Developing relevant knowledge and expertise: analysis

- How are laws made?
- How are laws changed?
- How are laws enforced (if they are)? Who by? How consistently? Can people get funding (legal aid) to challenge?
- What else influences practice? E.g. inspection frameworks, performance measures/targets, professional standards, best practice guidance



© Yo Dunn 2020



12

## Effective targeting: Why?

Be realistic about our resources!

“The art of being wise is the art of knowing what to overlook.”

- *William James*

“The essence of strategy is choosing what not to do.”

- *Michael Porter*

© Yo Dunn 2020



13

## Effective targeting: target selection

**What do you need to influence that will have the most important impacts on autistic people's lives?**

**Loss of fundamental legal rights –**  
Guardianship? Compulsory  
detention/treatment?

**Access to healthcare, support or  
education –** Legal rights to  
services, eligibility criteria,  
practical accessibility issues

**Inequality or discrimination in  
what environments?** Healthcare,  
education, employment



© Yo Dunn 2020



14

## Effective targeting: the research spiral



- Research and more research and research for the purpose of understanding/knowing more
- Does it have a practical application? How close to the practical application are we? How do we get from here to the practical application?
- Is research likely to be useful in solving this problem?

© Yo Dunn 2020



## Effective targeting - opportunities<sup>15</sup>



- Timing
- Allies
- Identify laws, policies and practices which have the most impact on day to day lives of significant group
- Identify the positive change – what **will** work, not just what isn't working now
- Identify the motivating factors
- Realism!
- Have more than an idea, seek advice, develop a coherent proposal, plan strategy and tactics

© Yo Dunn 2020



16

## Getting a foot in the door

- Be known – write, speak, contribute to professional discourse in relevant area
- Be useful – provide accurate, reliable knowledge/expertise which isn't available elsewhere e.g. collective autistic knowledge, technical knowledge, research review
- Be a properly constituted group – but identify whether/how representative you are
- Be reliable – don't make promises you can't keep, fulfil your commitments
- Take others with you – refer and recommend

© Yo Dunn 2020





# Credibility – how not to get dismissed

17

- Self-Awareness – including aware of how NTs see you
- Provide more than just ideas
- Identify sources of knowledge:
  - Own personal experience
  - Collective autistic experience (numbers!)
  - Own research (formal qualifications? Accreditation?)
  - Reading research (how qualified are you to review? How comprehensive/balanced picture?)
  - Professional practice experience directly
  - Collective practice experience (how do you know?)
  - Authoritative sources (e.g. Law, government docs) – cite specifics
- Prioritisation (see next slide)
- Realism (see next slide)



© Yo Dunn 2020



# Credibility – prioritisation and realism

18

- Does this policy affect the day to day lives of a significant number of autistic people?
- Can I identify specifically how it needs to change, including what it could change to?
- Will that achieve the goal that the state is trying to achieve?
- Will those who have to implement the change be motivated to do so or can I identify a mechanism via which they could be motivated to do so?
- Are the costs realistic in the current climate? (e.g. cheaper, cost neutral or viable cost-benefit argument)
- Is it politically achievable in the current climate? (e.g. either would be popular or at least wouldn't be unpopular)

© Yo Dunn 2020



## Credibility – offering solutions



- Do your homework
  - What has been tried before?
  - Why isn't it working?
  - Has anyone else developed or suggested a solution you can support?
- Balance
  - Acknowledge the pros and cons of all proposals
  - If possible, offer more than one potential solution

© Yo Dunn 2020



## Credibility: professional presentation – this shouldn't matter, but it does <sup>20</sup>

- Approach the right person
- Communication and language e.g. the professional pitch, sufficiently 'polite' and 'tactful'(!), treat with respect
- Clothing and appearance (!)
- 'Social skills' – managing to shut up, trying to listen, meeting etiquette etc.
- Organisation
- Reliability
- Responsiveness
- Self-awareness
- Money – charging the right price, when to do stuff for free
- Awareness of and compliance with legal/practical responsibilities and expectations e.g. Data protection (GDPR), company/charity law (if applicable), contract law, insurance

© Yo Dunn 2020



21

## Effective targeting – focussing limited resources



Don't waste time/resources on:

- Discussions for the sake of discussion
- Strategies, meetings, 'aspirations'
- Ask: "will it make a real difference to everyday lives of (at least a significant number of) autistic people?"
- Tokenism
- Pandering (flattery, 'empty' words and promises)

© Yo Dunn 2020



22

## Effective targeting - audience

- Who holds the levers?
- What matters to them?
- Identify facilitators
- Identify allies
- Factor in the difficulty of getting attention
- Factor in motivation
- Look and think beyond the autism world



© Yo Dunn 2020



# Effective targeting: evaluating proposals 23

- Different kinds of 'rules'
  - Law (international, country, local)
  - Regulations
  - Statutory guidance or codes of practice
  - Policies
  - Best practice
- Different kinds of legal duty:
  - Specific duty
  - General duty
  - Aspirational duty
- Draft v Final; Brought into effect/incorporated
- Effective levers vs Ineffective levers (e.g. Criminal Justice)
- Follow the money
- Identify the rights
- Whose responsibility?
  - Delegation/partnership/pass the buck
- Unintended consequences



© Yo Dunn 2020



24

## Summary



- Think beyond autism
- Map law and policy
- Develop relevant knowledge and expertise
- Effective targeting:
  - Selection
  - Opportunity
  - Audience
  - Focus limited resources
- Credibility
  - Foot in the door, don't get dismissed
  - Prioritisation
  - Realism
  - Offer solutions, not merely problems or ideas
  - Presentation
- Evaluate proposals critically

© Yo Dunn 2020



# Conclusions

Questions to ask before trying to get heard:

“What’s the point?”

“How many people does this affect?”

“How significant an impact does this have on people’s lives?”

“Will this realistically bring about change? If so, how?”

“What does it cost?”

“Why would people buy into this proposal?”

“Who is accountable for this?”

Then decide and take actions



© Yo Dunn 2020

