

Lessons Learned Along the Way

Center for Leadership in Disability
Georgia State University
October 14, 2021



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Today's Objectives

1. Participants will hear stories from LEND programs regarding their successes and challenges pertaining to trainee support
2. Participants will be provided strategies for preventing tokenism within LEND
3. Participants will be provided recommendations for how to support advocate trainees



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Moderators



Molly Tucker, MSW
Training and
Advocacy Manager



Mark Crenshaw, MTS
Director of
Interdisciplinary
Training



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Panelists

- **Kurt Vogel**, Self-Advocate Faculty, Georgia LEND
- **Dr. Jessica Schuttler**, Training Director, Kansas LEND
- **Candace Cunningham**, Research Aide-Individual Advocacy, UMKC Institute for Human Development



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Accessibility and Inclusion



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How do you promote accessibility within your LEND program?



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Did you feel fully included within your LEND program?



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Suggestions for Meaningful Inclusion

- Be mindful of the physical space
- Use microphones
- Provide multiple opportunities for conversation and reflection
- Create opportunities for relationship building
- Provide opportunities for individuals to share their personal thoughts and perspectives
- Always ask before providing assistance



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Support



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Were there supports that you wish would have been offered or made available to you?



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Role Play: Asking for Support



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Tips for Supporting Trainees

- Trainees determine:
 - Their desired supports
 - How much support they need and want
 - The duration of the support
- Be available!
- Develop relationships with all trainees



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Tips for Supporting Trainees

- Create feedback loops
- Reflect on your practices
- Supports are fluid and everchanging!



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tokenism noun

Save Word

to-ken-ism | \ 'tō-kē-,ni-zəm

Definition of *tokenism*

: the policy or practice of making only a symbolic effort



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How do you prevent tokenism in your program?



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“We are led by those who most know these systems.”

-Aurora Levins Morales



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Advice



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Do you have any additional advice for new programs?



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What advice do you have for new advocate trainees?




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Advice for Staff

- Connect with other programs and AUCD
- Prioritize relationships
- Feedback, feedback, feedback!
- Make your priorities known
- Ask presenters to utilize Universal Design for Learning




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Hi Presenter,

We appreciate the time you are giving to our class through your guest lecture. As part of our GaLEND curriculum, we utilize the framework of Universal Design for Learning (UDL) to help everyone get the most out of being in class. Some people are familiar with UDL, but we are hoping each presenter will think about using this approach in your presentation with us.

To assist with this, we wanted to give you a quick overview of what UDL is and then make a few requests regarding your teaching materials.

Universal Design for Learning Defined
 UDL is the ability to recognize that each individual has a unique way of retaining information known as their learning style. Utilizing different methods to help enhance learning will reach multiple learners. This is based on the principles shown in the diagram below from the CAST website (<http://www.cast.org/enr/work/about-udl.html#WP1-323-32Q>)

WHICH APPROACH? THE WHY OF LEARNING	WHICH APPROACH? THE WHAT OF LEARNING	WHICH APPROACH? THE HOW OF LEARNING
 Engagement: For purposeful, motivated learners, stimulate interest and motivation for learning.	 Representation: For resourceful, knowledgeable learners, present information and content in different ways.	 Action & Expression: For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Ways to Incorporate UDL into your GaLEND Presentation:

- Send out the PowerPoint in advance to allow people to read the content prior to class
 - o In PowerPoints, use more than just words—use graphics, videos, etc.
- Incorporate discussion activities to allow students to process learning in different ways (e.g. auditory, kinesthetic, visual)
- We (GaLEND staff) will develop a brief group activity to do after the break (to check for trainee understanding)

What we are asking from you as a presenter:

- **Include** 3 questions immediately after the Title PowerPoint slide that the learners should be thinking about during the presentation.
 - o Tip: Incorporate learning objectives as questions for learners
- **Consider** an activity or way of presenting information to different learners (e.g., not all auditory—lecture)
- **List 3** Take Home Messages for the learners at the end of the PowerPoint presentation.

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Advice for Trainees

- Lived experience MATTERS
- Share your perspective
- Maximize relationships
- Be prepared to expand your perspective as an advocate



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Effective Communication

- Talk with trainees as adults and speak with them directly
- Ask open-ended questions
- Make eye contact whenever possible
- Speak calmly, clearly, and concisely



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Effective Communication

- Allow time for the person to speak and respond
- Listen attentively and patiently
- Repeat, rephrase, and clarify as needed
- Model how you'd like for trainees to engage, interact with, and speak to one another



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Building Relationships

- Be present
- Ask questions
- Share about yourself
- Be open and honest
- Show respect



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Building Relationships

- Be self-aware
- Allow for feedback
- Act with integrity
- Unconditional Positive Regard
- Make connections between LEND content/experiences and the individual's life



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Small Group Discussion

Let's Reflect:

What are you thinking about as a result of today's presentation and panel discussion?
Are there strategies, ideas, or values that you're taking with you?



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