

Testing. Testing.

SPEAKER:

I appreciate the concern. I feel like I am almost through this.

MARK CRENSHAW:

When I put the two and two together that Candace was one of your two trainees I was like, yes, this should be fun.

DR. JESSICA SCHUTTLER:

I'm gonna see if she needs to perfect --

MARK CRENSHAW:

She needs a link so going to send it to her in an email in my phone.

SPEAKER:

Good afternoon Mr. Vogel.

KURT VOGEL:

It's good to see you.

SPEAKER:

Yes indeed.

JACKIE CZYZIA:

Thank you for joining us everyone. We will wait one or two minutes for everyone to join today's training. While we are waiting feel free to introduce yourself in the chat. Name, program, role, that would be fantastic. Hi everyone and welcome. We are waiting a few more minutes as people are joining. Feel free to introduce yourself. I see a lot of people introducing themselves. Family faculty, training directors.

SPEAKER:

Hi, I'm Kathy, I was supposed to be here last week that I was really sick.

JACKIE CZYZIA:

Sorry to hear that. We have recorded last week's session and that will be available shortly. In this session will also be recorded.

SPEAKER:

I'm from New Hampshire.

JACKIE CZYZIA:

Welcome. We have a couple people from New Hampshire joining. Wonderful. I think we will get started. Thank you for joining today's joining -- training my name is Jackie and I am a senior manager at ACD and I am happy to report our partnership with the GSU ITAC has partnered with the Center for Leadership in Disability at Georgia State University in hosting a series of virtual trainings relating to self advocacy. We also had training last week, the slides are currently on the event page. The recording will be up by tomorrow. We will also be recording today's session as well and the slides are currently available on that event page. We will make sure to post that link in the chat shortly.

Just a few housekeeping items. Please ensure that your name is displayed correctly in the participant list. You may include your program and organization and any preferred pronouns, for example, Jackie she/her. You hover over your name in the participant's box and look at more and rename. Please remain muted unless speaking. We have great opportunities for interaction during training but we ask that if you do speak please state your name prior to speaking. Live captioning and ASL is available. If you have not done so already please use the chat box to introduce yourself. I do have a quick poll for us today and it looks like Jeanette or Marie who is with AUCD, if you could please post the pole, it would not allow me to do it on my end. This poll is just to see who is with us today. Jeanette, are you able to post the pole?

SPEAKER:

It's already up.

JACKIE CZYZIA:

Oh I don't see on land. (Laughs) thank you. Appreciate it. I think whenever you are ready. Since I am not able to see it, if you could post the results that would be fantastic. And Molly or Jeanette, if you're able to see the results that would be great, I cannot see it on my and for some reason.

SPEAKER:

Just allowing folks another few seconds. Then I will turn it off.

JACKIE CZYZIA:

Just asking if you are faculty, training Dir., current training, former trainee etc. another training program.

SPEAKER:

OK, closing out. Sharing results. And I will put them in the box. 20% the reader -- director associate Dir., 50% self advocacy faculty, 60% self advocates, 4% current trainees and 6%, 16%... Former training or current training and other we have 60%.

JACKIE CZYZIA:

Great, so we have a fantastic mix today. Without further delay I do want to introduce our trainers for today. We have Molly Tucker and Mark Crenshaw from Georgia State University. Molly is a Training and Advocacy Manager for the centre of leadership and disability at Georgia State University. She is responsible for the facilitation and coordination of leadership development and self accuracy programs for individuals with intellectual and develop mental disabilities. She is part of the GaLEND team and she supports trainees and ways to incorporate universal designs for learning. Mark Hunter is the director of interval discipline all training at Georgia State University and since 2011 he has been responsible for the implementation and coordination of GaLEND. GaLEND has prioritized the inclusion of Aggie visit training since it inception. As -- he is also served as an self advocate member for several years. He is a core faculty member for the AC UD faculty and he, we are very lucky to have her here today. I will let Molly take it away.

MOLLY TUCKER:

This is session 2, lessons learned along the way. I think it is really important that you learn from people other than Mark and I. Every program is different. We are excited to have some panelists with us for who we will introduce you to in a moment. Just as a precursor, today's presentation is going to be a panel discussion talking about what has worked did not work for programs, we will give you tips and suggestions as well as recommendations for you to look back after today's presentation and you we will go back to breakout rooms to discuss what you have learned and what you will do going forward.

We have three primary tractors for today's presentation. First we will hear stories about the programs and (Reads)

So you heard who Mark and I are but I am going to actually turn it over to Mark now to introduce our three panelists. Take it away, Mark.

MARK CRENSHAW:

Absolutely. I feel this way every time. The second time that we start doing this webinar series to see colleagues way of knowing for a while in the room and colleagues who I do not know yet, I'm just humbled to get to share these perspectives with you but I want to introduce you beautifully to the three

voices that you will hear today in addition to mine and Molly's. The first is Kurt Vogel. Kurt was a 2016, 2017 training in MR GaLEND program. He is a graduate of the inclusive secondary program at Georgia Institute of technology and Kurt is now serving as self adequate faculty for the GaLEND program. The second person I will introduce you to is Dr. Jessica Schuttler and she's the training Dir. in the Kansas land in at the Kansas land. I am grateful that she was willing and able to cover a part of her other role today shows that she can be with us because I think just provides some terrific experience and she will add to the perspective on this webinar today.

The third person is Candace Cunningham and she as an alumni of the Kansas land program, Kansas LEND program. She does individual advocacy at you KMC Institute for human development in Kansas City Missouri. She is also involved in a number of self accuracy activities -- self advocacy activities in Missouri. I met her as part of our 2021 leadership Academy. I cannot wait for you to hear from her today. Those are the three voices you will hear in addition to Molly and myself. I am looking forward to the conversation today.

MOLLY TUCKER:

We are going to begin our discussion with questions regarding accessibility and inclusion. One thing I want to point out that you will noticed throughout the presentation is that there will be some questions that are in blue text and some and green. Any time you see blue text that is for our two training directors. Mark and Jess will be answering this question. When you see text in green it is for Kurt and Candace. We wanted to share the different perspectives. One as a training director and one is a training. How did each person perceive the experience and what was it like as they were going through the process. Then we will again have summary slides at the end of every section. I'm going to start off by asking Jess and Mark this question and Mark if you could answer first. How do you import -- how do you promote accessibility within your lint program?

DR. JESSICA SCHUTTLER:

That's a big one. There are so many different ways that we want to promote accessibility and belonging within our LEND program. I think it starts with the physical spaces and places where we are meeting and ensuring those spaces are accessible. Some of us reside in fairly old, outdated buildings and ensuring that those spaces service they need to and are equipped with the sorts of materials that are needed depending on the support needs of those who may be entering into your program.

Then I think it goes to our communication styles and approaches within our program. So being mindful and aware of our language so that we are speaking clearly, using plain language in material, having multiple ways that we are presenting and sharing information with one another. We do that in a few other ways through some of the resources we provide around our course experiences. Shout out to GaLEND and some of the resources they have around having plain language summaries for folks who are joining their classes, we are outlining some of the common terms we are using. Also making sure

we are recording and captioning our things so that they can review materials. You're also working on making sure we are creating hospitable spaces in terms of attitudes around belonging and in our actions that our faculty staff and trainees are having with one another. I don't know, accessibility is just about how we ensure that our ad could fit folks feel welcome but also that we have respectful and open conversation and communication amongst all of the members of our love LEND learning team. I would go along with that, I still have a lot of work to do so being open to feedback from all of our trainees as they come through our program as they share with us think that we need to do better, being, practising humility around doing that better and trying to incorporate that feedback as soon as you can into the work that we are doing. We are still learning as we are going. It is an honour to be with all of you to talk about this but I am also think about the work that we have to do in our own program to do this.

MOLLY TUCKER:

You mentioned several things in our talk last week. That was a good summary of why we had that conversation last week. Mark, is there anything you would like to add to what just said?

MARK CRENSHAW:

For the most part, Jess did a good job talking about accessibility in their program and many of those things that would echo. In terms of creating space where folks feel like they belong, one of the key things in terms of our practice as a LEND program, is to agree on the ground rules that we will use as we come together.

In the context of that conversation, when our trainees and faculty work on those shared agreements about how we are going to be together, we offer opportunities for trainees to add to our sense of shared agreements.

Particularly, I will call-- I recall trying to have a conversation about how technology is going to be used in the classroom and being clear, especially when we have guests who are presenting and people have their computers open or are looking at their phones. What that might mean. Specifically, having a family member say in the context of the creation of the group agreements.

Like, if I answer my phone, it's because my child with a disability might need something. I will make an effort to leave the room to take that call and I will come back as I can. Those group agreements are really important.

One of the other things that we do is make sure that there's appropriate amplification in the classroom. Everyone uses a microphone when they speak. Faculty, trainees, that makes it level and accessible to folks that are in person or online.

And, our particular story from our program is that I have advocated for the most flexible classroom space in our particular classroom building. The administrators scheduled to those rooms knew that if we do not put the LEND classes in those classrooms, Mark is going to let us know that. Part of it is also about conditioning the people around you to know what you need and to ask for that. And to advocate. But I think just did a really good job as well.

MOLLY TUCKER:

I just want to remind you, Jessica is the Kansas director. So Candace is one of our trainees here today and Kurt is under mark. Did you feel fully included within your LEND program as a trainee?

CANDACE CUNNINGHAM:

I felt completely included under the facilitators.

MOLLY TUCKER:

Can you tell us why you felt included? What made that possible?

CANDACE CUNNINGHAM:

Everything? (Laughs) I'm sorry. I have a disability where they treated me as a person first. And my disability second. If that makes sense.

MOLLY TUCKER:

That definitely makes sense. Thank you for sharing that. Kurt, how did you feel during your training here?

KURT VOGEL:

When I went to George LEND I felt like I came up with the design that felt like I was included in the George LEND program. I felt like the universal design for learning helps to make the content more accessible for me. Without it feeling like I was being singled out by accommodations that were being provided.

MOLLY TUCKER:

Thank you, Kurt! Kurt, I think you brought up an important point of feeling like the supports were in place for everyone. You didn't feel like they were just directed at you or that you were called out. It goes along with what Candace mentioned as well. We will provide a summary slide after each series of questions. Not only does the physical space accessible from an external perspective but can you use this piece-- the space is flexible and Mark made sure about using the microphone. Everyone is able to be heard and we want to made-- make sure that there is reflection. All four people talked about on holding relationships with one another.

Feeling like we are all in this shared experience together and really allowing people to engage in conversations that are meaningful. We want to create opportunities for relationship building. Jessica mentioned building relationship for all training. We want to make sure that we build opportunities for people for sharing their thoughts and perspective.

They are in the space for a reason. We want them to know that there are space matters. We selected them because they can learn from the content we are sharing but others can learn from them as well. Making sure everyone understands we are all teachers and learners in this space. One thing that's really important as we move forward with this idea of supporting trainees, before we provide assistance we should ask what the person needs. We mention that during session 1, but we never assume what someone needs. We want to make sure that we are asking and being thoughtful in how we are approaching the supports. Before we move into our next section, do you guys have anything that you want to add? I'm going to take that as a no.

MARK CRENSHAW:

Molly, I was just waiting for someone else to jump in before I did. I would just want to say about always ask before providing assistance. I think as someone who has worked with individuals with disabilities for a number of years, I can get into the mindset that I know how to properly support this person. I'm just going to make some assumptions about what they-- what I think they might need and what my experience has taught me. Almost every time I view that, am incorrect in in my assumptions. And I really have to engage in relationship building and conversations to make sure that I'm on the right track in terms of how to best best provide support.

MOLLY TUCKER:

Candace, would you like to add something?

CANDACE CUNNINGHAM:

Knowing that... This is an example. You might need to have accommodations. So those two might need the same accommodations.

MOLLY TUCKER:

That's a great point.

DR JESSICA SCHUTTLER:

I was just going to build off of the comment about building relationships and getting to know folks individually. About reassessing and creating that open communication between faculty and trainees about how support might shift or change depending on the context in which training is happening. Or, just within the course of a year, there is lots of different changes. Demands change.

Checking in with folks regularly. This applies to all of the trainees. Checking with all your folks to gauge what support is helpful. I would add, encouraging relationship building amongst trainees to create a cohort, and set up a sense of connection. We encourage folks to... When it's safe and pandemic appropriate to make time to get together and do things informally.

We've tried to think about informal ways that we can connect with one another and and not so structures-- structured away so we can create those spaces and identify supports and supports can be asked for.

MOLLY TUCKER:

You guys are way ahead of us. We were going to talk about how supports change over time. How everything is really fluid. I appreciate you guys bringing that up. It was something we were going to touch upon later in the presentation but you guys are right. You might need something in September that you don't need to December. You might need a different support in December. Thank you guys for for already initiating that conversation. We are going to transition into questions about support. What it looks like and what has been some successes and what has been some challenges that have been put in place. Mark, I'll start with you. Can you tell us about a time when you felt successful supporting advocate training?

MARK CRENSHAW:

I have Kurt's permission because it happens to include him. One time during Kurt's training year, we were at a legislative hearing at the Georgia state capital. It's just down the street from Georgia state and it happened to be about a bill to remove the words "mental retardation" from Georgia law and code.-- Code and replace them with intellectual disability.

Kurt was testifying that day. We reviewed his testimony while we were waiting for the hearing to commence and start. On the other side of me was a trainee, a former trainee from a different training year who had been asked to give testimony from a totally different perspective but about the same bill. It was really great to be able to be a resource to both trainees as they prepared to offer their testimony.

In the negotiation about the testimony, we really tried to make sure in the limited time that Kurt had to provide the testimony that he was using the most impactful set of words and he was communicating in a way that was authentic to who he is. The end of that story, when the bill passed to change the language in the Georgia law and code, the state representative who was the sponsor of the bill said that Kurt's testimony was one of the most impactful moments in the passage of the bill.

So, if you don't think that I was a proud project training director hearing that, you are mistaken. What it points to from my perspective is having a relationship with your trainees and being able to be present

for them and being able to be a support as they are undertaking their journeys. Both in and outside of the lens. -- In and outside of LEND.

MOLLY TUCKER:

Thanks Mark. Chess?

DR. JESSICA SCHUTTLE:

I'm just getting a little choked up think about that and that scenario to see that training come to real change and progress forward. I would just add to what Mark said those proud training moments, each time I see one of our self accuracy trainees move through LEND and move on from LEND and to a leadership role, whether that be a nonprofit position and working in the community and doing advocacy work there, perhaps an academic setting, becoming a research partner on different disability -related work or even each opportunity I have, like today, to have a former trainee that called teachers or co-leads or engages in some additional training or accuracy or other kind of work, that is where you see the success. It comes from moments that might be on a big stage and it might also be just a moment being alongside someone as they feel more empowered to act the state -- to excavate -- advocate for some sort of extreme. It's hard to pinpoint one story but anytime you are part of the story is someone making movement forward towards their personal goals and how you see that reflected on the broader field, it is probably one of the best parts of having this job.

MOLLY TUCKER:

Thank you. Kurt, I will ask you our first question but did you feel supported within your land program? - LEND program. Might want to unmute yourself.

KURT VOGEL:

When I was in GaLEND one of the ways that I felt the most supported was through relationships that I had with the other trainees in the cohort. And the way that help to support me was because it helps me to be able to see myself not as someone with a disability in a room but rather as just another trainee that has contributions to make.

MOLLY TUCKER:

Candace, what about you? Did you feel supported?

CANDACE CUNNINGHAM:

This is Candace and I I got support from the faculty but also I think I was working two jobs at the time and doing this and it Dr. (unknown name) was my supervisor and she always helps me and even if it wasn't that bad, I just needed that counselling to have someone to talk to and she always had her door open. Knowing that I could talk to Dr. Jessica Schuttler about stuff that was going on at that time.

MOLLY TUCKER:

Thank you, Candace. What I heard both Kurt and Candace mention is the role that relationships played, not only with their hello trainees but also training directors and that each of you were available and present and you cared about their long-term success not just their success for the year that you were with them, and you are committed to their growth. And I don't know if you realized it but as both of your trays were talking had this look on your face of pride (Laughs) and as training directors I think that is something you hope to feel, really proud about what you have participated in and I hope all of our new programs a year from now you have the same sense of pride and in the people that you are able to work alongside. That was a really sweet thing to make you make the same face as your trainee started to talk (Laughs) like, yeah, I'm really proud of this. Just, I will ask you this question first, let's talk about the opposite does. (Reads)

Or maybe a time that you really struggled to figure out what that training needed to be successful.

DR. JESSICA SCHUTTLER:

Absolutely. I think there is a gauge that you have to establish in the beginning about what sorts of ways of working together are going to work best for you as a faculty member and each of your Chaney's. So kind of depending on the personality, communication style, organizational characteristics, I guess it would save the person. Some folks need more time and she some needed shorter meetings, some need to work together a series of activities or a product, project or activity together. Where I have found myself falling short is where I have failed to read what that right match is as regards to form of communication, frequency of meeting and can indication and not catching that soon enough. Having a person feel overwhelmed when we could've avoided that by more often communication, if that makes sense.

I will also say, there are systemic barriers that sometimes make it challenging and for folks that are new to having a program like this I think it is important to understand, many of our university systems are not familiar with the enrolment process and the onboarding process of having folks of lived experience join your programs and those systems and the hoops that folks must jump through in order to be able to access things like earning credit for the LEND course or having their email address and login credentials to access these things that their graduate student colleagues have on day one it is a gap. It is a stressor. It requires accuracy to address. We have still not addressed it entirely at our site but it is something that we are trying to be intentional about each year and make those hoops easier to drum through or to make the hoops better and more flexible to understand the value of these folks in the essential nature that it is for them to have access to these things on day one alongside their colleagues. Those would be a couple of examples of where we are still adjusting our approach.

MOLLY TUCKER:

Thank you for mentioning systemic issues that we run into at university. I know, Mark, one of your

biggest frustrations in the world is that people cannot access I College, which is our judgement system, and it can take weeks for people to get what others get on day one. I think that is a universal frustration. Mark, how would you answer this question?

MARK CRENSHAW:

I get a lot of stories -- I could tell lots of stories about when I had expectations about how things would go with trainees, self aggregate trainees, all of our LEND trainees and had to adjust them in terms of getting the fit right for the trainee in the context of the program and some of that is just about, we talked about Universal Design for Learning, giving a range of opportunities for the trainee to show us what they know, what they are learning, to show us how they are processing the experience or pieces of the experience and some of it has been, you know, for instance I have not seen an assignment from a self advocate trainee so in the follow-up with them I would say, and I know Kurt and I did this a few times while he was in LEND, we would sit together and talk through his response to a prompt or a particular assignment and sometimes I would be on the other side of the keyboard typing what he said and I would say, "Kurt, this is what I heard you say, is this what you said?" And we work on that together. So I think just continuing to expand the range of options that folks have in terms of how to show what they are learning with the goal in mind. I want to understand what you are thinking about this particular experience and there are a number of ways we can get at that. Taking the time to sit down and say, "Did this not happen because we did not offer you the right opportunity?" Then figuring out what that is. In my experience, once you get into a rhythm with that then it opens up the possibility and a really rich conversation beyond what I expect from the trainee. Anytime I get to learn from a trainee a new perspective or a new idea or just be enriched by a conversation I am better for it.

MOLLY TUCKER:

Mark and Jess, correct me if I am wrong but what I heard you both saying is your approach changes daily with every person and interaction. To try and describe your approach as consistent would be kind of a misgiving, it is something that you are constantly changing and modifying. Is that accurate?

DR. JESSICA SCHUTTLER:

I think that is true. In terms of being responsible with communication, it is important to be consistent from an information sharing and provision standpoint. Some adjustments need to be made in the last couple of years, we have a weekly email update that folks can count on is going to come at and tell them what will be coming up with LEND and what you need to be keeping on top of. It also implemented conversation checkpoints this year, not just when you are meeting as me as your trading director, any meeting you are having with a reviser, trainees and supervisors have a set of agenda topics that they can talk about other things to but let us for sure check on this piece of the advantage Shrek this piece of the experience and this one, and other supports, that has been a helpful tool as well. It creates consistent opportunity to get that feedback. How we adapt and allow for the sharing, that is absolutely key and it's been cool. We have transitioned with people responding to those

reflection assignments. You can set up a meeting, write an essay, do a little audio recording of yourself of collecting. We – make it has been powerful to see those and learn from those perspectives when people are giving that flexibility in how they respond.

MOLLY TUCKER:

Mark and Jess, I see a question in the chat box that I would like to ask both of you before we move on. Dana said: we cannot access a accessibility services because we do not access them due to graduate school rules. How do you have access to those things? Do you guys have access to accessibility services or how do you approach that? Mark would you like to go first?

MARK CRENSHAW:

Dena, I will say that our university has been an ongoing challenge. Disability services has been a resource, especially in the beginning, in terms of connecting us with preferred providers with accommodations but our trainees if they are not matriculating students they have historically not have had access to university disability services. I think there are some challenges related to that but I think there are also opportunities because, frankly, the flexibility that we build into our land budget -- LEND budget, allows for things that might not be approved for particular trainees. So even though it is a graduate level training experience I think there is some flex ability for us for not, in terms of having some trainees that are not graduate students. I think it is a balance and a mixed back -- mixed bag but absolutely there has been some challenges for accessing disability services for advocate trainings.

MOLLY TUCKER:

Just?

DR. JESSICA SCHUTTLER:

I would echo what Mark had to say. That they are able to enroll for undergraduate credit, and we have not access disability services through that route. What that has allowed was to address some of the equity issues around being able to earn credit, but enables to have our advocate trainees to finish an undergraduate degree or provide them with training that enables them to apply to a postgraduate program or a Masters program or another program from there. That has allowed us some flexibility to meet different students where they are at. Specific disability services, we have not accessed that regularly.

We use them time to time but to provide our own conversations and accommodations for our trainees.

MOLLY TUCKER:

I think that's an important for all of us to think about. Were there supports you wish would have been offered or made available to you?

KURT VOGEL:

When I was at Georgia LEND my two top passions and likes was

When I was in Georgia, and in an inclusive postsecondary program. I feel like one of the ways that there could have been support was to kind of be able to kind of think about my life and where I am-- I want to incorporate both of those and think about the long view. 5 to 10 years from now. That was something that I could actually do with.

MOLLY TUCKER:

Correct me if I'm wrong, I hear you saying, the ability to have very goal-directed conversations about the things you are interested in and how to put them together. Is that correct?

KURT VOGEL:

Yes.

MOLLY TUCKER:

Candace, what about you. Were there supports that you wish would've been made available to you that maybe work.

CANDACE CUNNINGHAM:

I can't think of any. I know there was an email system that I gave up on the second month. Having that support I found different ways to do things. That's been the only difficult thing I've had.

MOLLY TUCKER:

I appreciate you mentioning that. Sometimes you just have to make adjustments. If you're not getting email through your Kansas email, let's find a different way to connect with you. That might be a really simple solution, but it provides so much access and if people aren't getting information it might look like a lot. Thank you for giving that example. Jessica or Mark, is there anything that you want to say?

MARK CRENSHAW:

Kurt has been very focus on trying to find the right fit in terms of his passion for disability advocacy and technology. I think over time we have tried to continue to have conversations and figure out what the perfect fit is but what I will say is that I'm glad that we have an ongoing relationship so we can continue the conversation and have an opportunity to continue to work to support him to make the contributions that are most important to him.

MOLLY TUCKER:

Jessica, anything you wanted to add?

DR JESSICA SCHUTTLER:

I'm remember Candace is the ability. She gasped, we are trying to do our best to create consistent opportunities, create consistent access amongst this ongoing challenge and just acknowledging that.

MOLLY TUCKER:

Thank you for your thoughtful responses to those questions. We are going to do a role-play scenario. We know it can be difficult for individuals to ask for support. Thinking back to your LEND year, how would you go on to ask for support and how would Mark respond? So how would you ask for support?

KURT VOGEL:

At the beginning of the LEND year, I would go up to him and the kind of have a conversation with him about some of the things that would help me to get the most out of the Georgia LEND program. So that I wasn't feeling like I was falling behind or not able to get as most out of my experience as I could. Some of those things might be to preview the class content ahead of time.

We would be able to talk about it or even to talk with some of my other cohort members about what they thought to bounce ideas off of them.

MOLLY TUCKER:

Mark, as Kurt said he would bring this up to you in conversation. What is your approach to this conversation? How would you respond with those requests are made?

MARK CRENSHAW:

I would say it,-- I would say... Let's just be clear, this is not just a conversation that I have with self advocate trainings. It's all kinds of trainees across the LEND program. I would say, I hear that you say that you might benefit from being able to preview content and if I am the best one to help you do that, let's put some time on the calendar. To do that. We might even schedule a regular meeting in the context of the week to preview content before Wednesday or Friday class.

In the context of that meeting or the context of a conversation, I'm trying to not only preview the content, but working really hard to make sure that Clute understands why the content is relevant for him as a training and emerging leader in this space. And, in the context of that, if we have a conversation and that works for a while, or if I think it might be better for him to have a conversation with a colleague, I will do my best to make sure to make an introduction and a request, support or request that Kurt makes. Whatever is best for the situation that provides him access to the support that he needs. Then I will check in with him on a regular basis to say how is it going? Are you getting what you need? Either from me or from a colleague. From a LEND faculty member. Is there any more that I can do to help facilitate this?

As we talked about before, this is just an ongoing conversation that I want to have over the context of the year. Something we said at the beginning, you might outlive its usefulness given the content that's being given or the course with the range of experiences that Kurt is having. Just being flexible, being willing to make a plan, to listen to feedback and change the plan as we go along.

MOLLY TUCKER:

I appreciate you mentioned this is not something exclusive to advocate trainings but something for everyone. I don't know if we mentioned it but I was a Georgia land-- LEND trainee. The same year Kurt was. It was my supervisor but I'm very much a verbal processor. I have to think things through and be able to make real-life connections. Mark learned that pretty quickly. He would send these excursions to me and meet these people and do these things. He built in time for me to think through and engage in that. Figuring out why that happened and why that was important. Versus just doing a reflection or writing it down on a piece of paper. I might not have been able to engage the way that I wanted to. All of your trainings are going to have unique support needs and is trying to figure out how we can balance our time to do all of that in a way that fits what you guys have in your work week but makes each training feel supported valued and this idea that sometimes it just takes a little bit more time. It takes a little bit more effort, but that's why we are doing the work. This is why we are doing this. To help people learn this information and I think just thinking Mark that this is nothing we are talking about is exclusive to advocate training. Let's summarize what we just talked about over the course of those four questions. First and foremost, trainees determine their desired supports. How much support they want or need and as you said, they might have needed something in the beginning, and they might not need it by the second semester. They can decide how long they will utilize the support and it may change over time based off the assignments or projects or what is going on in the program. It's important for you to be available. I know many of you where multiple hats.

Many of you are doing several different roles within your set, but it's important to be available. Pick yourself present for all of your training so that they can get their specific needs met. We develop relationships with them. All four of our panelists have talked about the role relationships have played within the programs and individual success. That goes back to the idea of one how we could start building relationships on day one. Building that into orientation or initial sessions but really helping individuals know that you are a resource and an ally for them through the process. Mark you mentioned this but create feedback loops. You may put a support in place but it doesn't work. Let the training explain that to you. Create a new option, allow that president to pick place and have that feedback. We need to evaluate whether something is working. Allow ourselves to receive that feedback and understand that it is there to help all of us. It is not there to hurt her feelings, make us feel bad, but sometimes we need to sit back and say, that did not work, what can I do instead? And reevaluate and start over. Also reflect on your own practices as faculty. Mark talked about this last week, this idea of universal design and accessibility as something you will constantly have to reflect on and think about. Something that worked last year may not work this year. Something that worked last

week may not work this week. It is important that we are constantly reflecting on our individual practices, practices overall and practices of the individuals you are bringing into your programs. Are you asking presenters to come and present who are not always aligning with the values that you have set or maybe you are not taking to it assessment the values that you underline. Constantly think about, how can we reflect on what is going right just as much as we want to reflect on what is going, what we need to continue to work on. Dana, I think you put it in the chat box but supports are fluid and ever-changing. It is really important that we constantly are being mindful of the fact that trainees are going to need a different things at different times and this is not just advocate trainees, I'm going to use myself as an example. When I was in LEND I was in a really bad car accident and he threw off my life for a couple of weeks while I try to figure that out. Mark can you that I might not be in class for a couple of days and we needed to evaluate without -- what that was going to look like. We need to think about life circumstances sometimes and how all of us are changing every day and, again, all of these supports are gonna be fluid for trainees. Julie wrote in the chat box, peer supports from treaties in the class. You are exactly right. We talked about that last week. How can we make sure that we are building relationships with each other, how other people in the program support one another, what are the natural supports that already exist and how can we TAC in to utilize them? -- In to utilize them? Thank you for putting that in the checkbox. I see people are sharing resources with each other. That's all we wanted it to be. An opportunity to use our collective brainpower to have conversations about trainees. We will transition into our next section now. How do we prevent tokenism.

I assume you will know this but just as a reminder, according to Merriam whisper red -- (Reads)

So I will ask this question of Jess and Mark and Mark I will start with you, how do you prevent tokenism in your LEND program?

MARK CRENSHAW:

Molly, two things I will say and I will turn it over to just but I think it is so important to start with a goal in mind. So for the last 11 years I have been really mindful that I want to support GaLEND trainees and led, and fellows to be leaders in the disability space in our space -- state. So I start with the idea that we recruit and retain and support and mentor advocate trainees who are emerging leaders. I want, I want them to feel like they have the tools and skills and aptitude and dispositions, and competence, to be leaders in conversations that matter in our state about services and supports and about accessibility and policy and practice that impacts them. I want advocate trainees to be in, at decision-making tables, in decision-making seats. I think having that goal, starting with that goal, really is number one in terms of avoiding tokenism.

Also, and I think we will talk about this as we go along, I think the other important thing to highlight here is just how important individuals with lived experience are in the context of the training program. In some ways their perspectives are the most important perspectives in the room. I think it is important

to me that we create environments where those perspectives are heard regularly. My friend JD Florez in Rochester has reminded me often and I will freely quote her now and tell her I did this, she would say, "None of the rest of the disciplines would have jobs and there were not people with disabilities, if there were not families impacted by disability. It behooves us to place those perspectives on people with lived experiences at the centre of our programs."

MOLLY TUCKER:

Jess, do you want to say anything to that?

DR. JESSICA SCHUTTLER:

Amen to that, I guess I would say. It is hard to enter that especially when you entered the quote from JD Florez but Apsley to do the things that Mark says, we want to infuse, and I hope to get to a point where were you are led by folks with lived experiences in our program so, you know, I think one way out program has always operated is that we have tried, we do not have discipline tracks. You do not come to LEND on the OT land -- track, you don't come in the family track. The discipline and the training and the competencies that you get is shared. How that individually looks for you may Valerie but it does not -- may vary, it discipline it varies on your training. Inherent to that, we try to ask folks who come to programs from any program background, to consider their identities and relationship to disability whether as a person with a more or less visible disability, a family member who is also engaged in the graduate program and that is what is informing their expense with this, a person with a disability who is also pursuing graduate training, we try to support folks in identifying and in multiple ways with the content we were talking about and to share those and be vocal about those lived experiences that may be they have not felt couple sharing in other places. I also agree, in terms of our content, presentations that we have, we want to be, those presentations are co-led by folks. It is not, let me as an expert talk to you about 25 minute for a topic and then at the last five minutes talk to the self lead advocate. Let's talk together about these concepts, plan together. In designing and thinking about what those opportunities are, how will we person centred and family centred in that. We have work to do in that area, for sure. We are a medical centre-based program, clinically based program, we have acknowledged that there is a lot of work that needs to happen around moving all of us from that medical model and embracing disability and diversity in our programs here.

I think it is also important, part of the elements of having the trainees do similar things, we ask all of our trainees to engage with a lot of tools that perhaps have been available as supports to people with a disability. Things like the self determination inventory, (UNKNOWN TERM) excess man tool, life course support planning sorts of tools, we ask all of our trainees to utilize those tools when they think about their LEND experience and use as a planning x-rays. We get those out and use them over the course of the year. These are not tools that you just use in service to a client but how it has been impacting you and your interaction with that, regardless of my identity status. These are helpful for all of us these tools. But we all have growth to make around those things. Those are just some examples

on how we try to engage in that way and try to avoid tokenism.

MOLLY TUCKER:

Mike, I saw a thumbs-up. Is there something want to add?

MARK CRENSHAW:

I'm seeing some conversation in the chat too. Just to say, just to amplify, the idea that we never set out to create a separate training program for advocate trainees. So they're having the LEND experience alongside their peers in academic disciplines, family advocacy trainees, same thing, and, you know, the question about relevance, connections to learning, motivation might be different for trainees across disciplines. The ways we help folks process their experience in LEND may be diverse but because they bring diverse experiences and perspectives with them to the room – back to the room but we are certainly committed to making sure, everyone participates in a community-based research process and, obviously, the gifts and abilities and the skills that diverse trainees bring to that from diverse disciplines contribute to what the process and the product look like but everyone engages in all parts of the experience.

MOLLY TUCKER:

Thank you Mark and Jess. I want to read a couple of things in the chat box and I want to ask you one of the questions that was put in here. Julie, you said we had invite our advocates and disability advocates to our CAC meetings while they are trainees in a couple of them are now advisors to our youth Centre. That is a great opportunity for our pipeline. Thank you for sharing that. (unknown name) asked the question, what are the opportunities for self advocates programs. They mentioned that they have the same expectations for projects. And they also invite them for didactics. What sort of leadership training do you provide to your trainees?

DR. JESSICA SCHUTTLER:

I'm like, does Mark want to go first? (Laughs) I can go. We encourage all of our trainees. Our courses set up so that we have a variety of different instructors that go through and our LEND faculty who are also discipline supervisors and have at least one section of the course. We'll try to do is encourage our self advocate and other discipline trainees what it is they are sort of disciplines turn that is teaching on a particular area or if there is an area in the syllabus where we know that our training brings particular expertise to then we try to match them up with that instructor so that they have a chance to call present within the course of the course, I guess, over the course of the two semesters.

I love the pipeline to your community advisory panel. We have had that opportunity as well. Both our family Advocate, discipline supervisors have been bridged (indiscernible) to get engaged with board membership and service in that way to different community organizations and nonprofits which has been exciting opportunities as well and a springboard out of LEND. We try, as much as possible, to

where we partner along with trainees and where their trainees interest fit, we want to engage them and bring them to the table to different leadership opportunities that are faculty are engaging with in advisory roles and other elements in that. All of our trainees complete a capstone project that is broadly diverse but is essentially trying to bring some evidence informed programming or resources to a state holder -- stakeholder and do some evaluation and assessment of the impact of that. That might be through a research project or some other community-based project as well and it is all of our trainees engaging with that with the idea that they learn to identify a challenge, support and organization in addition -- addressing it and evaluate the impact of doing that. That is a few of the examples.

MOLLY TUCKER: Mark?

MARK CRENSHAW:

I would just add that we often invite trainee alumni back to provide relevant content in the courses. The other thing that I will say, there are both formal and informal channels for current self advocate trainees to connect with emerging self advocate leaders. Both within LEND program within state and nationally. Just thinking about the expertise and perspectives that self advocates bring to the perspective. Matching their skills and passions with the need for the LEND trainees and fellows that would benefit for folks with a range of lived experience.

Yeah, that's important.

MOLLY TUCKER:

If you don't mind me asking, I know something you do every year is the start of your leadership course with an advocacy panel. Could you explain the strategic reasoning behind that?

MARK CRENSHAW:

Yeah! Every fall, the first presentation in the leadership shop in our- seminar-- that goes over a panel of advocate leaders in our state. Mostly in our state, but sometimes also national leaders. Many of them now are alumni of our LEND who are working and advocacy roles.

So pedagogically it functions and I think for some disciplines, sometimes that first station came from people with lived experience that are most directly in position to advocate for more inclusive accessible world terms of the notion who is the teacher on one's head.

A little disorientation before there is a reorientation. But also, just for advocate trainees that there are opportunities to engage in both paid and volunteer roles that are connected to things that you care about and connected to supporting people to advocate with and for people with disabilities. That's super important. The conversation becomes a touchdown for our trainees. We point back to it often

and whether that happens because the faculty point back to it and say, remember when this speaker from the protection and advocacy office was here.

And they talked about this in our first conversation and sometimes it will be trainees that says, that reminds me of this conversation I had with the person from the deputy director of the living counsel during our first session. But it really does become an important step, important touchstone that we often refer back to throughout the year.

MOLLY TUCKER:

The thing that I heard about both of your comments is one of the most important ways is to make sure that your work is rounded and lived experience. Would you say that's an accurate summary of what you both said? I see headset shaking. As we were putting this together and we were thinking about tokenism as a whole. This kind of lines up with what both of you said. I hope I pronounce the individuals name correctly. We are led by those who most know these systems.

During our first session, Mark touched upon the importance of thinking about disability justice and of the framework of how you conceptualize this and this is a great example of that. We want to make sure that we are led by those who both most know the systems. I'm going to go to our next section which is all about advice. And tips for new programs and new trainees.

I want to make sure there is nothing in the chat that I'm missing. Shelley, you said that... Every other month, there is also something that... This is a good opportunity for leadership opportunities. If you guys are interested in those opportunities, I would definitely recommend reaching out to Jackie who just wrote in the chat box and he she would be happy to provide more information. Thank you, Shelley, for highlighting other ways that conversations like these are happening on a regular basis. Do you have any additional advice for new programs?

DR JESSICA SCHUTTLE:

As I was thinking about this question, I was thinking what an advantage it really is that programs are beginning from the ground up with your self advocate trainees from the start. That's how we all should've started. I think it's great that we have this opportunity for new lead programs. This was a thought, but you probably already got this from the first part of the content. I think input from lived experience in this development process is going to be key. As much as you can partner with self advocate communications, your DD counsel, your use and consumer panels as well.

Two guided program, how you are recruiting, and supporting-- and providing support is essential. I think this idea of building relationship with all your trainees to create the spaces for the feedback is really important.

It's important to be intentional about that. Just having communication be open from the get go about support needs. Are we sending out material that's accessible? Are we reaching folks to find those potential leaders that are not well represented in the program. How are we open about being responsive to support needs of folks that are interested in the program. We had a trainee who was interested in the program and he saw the rolling application deadline was a particular day. He thought that was the last day he could apply. After that date, he was not going to apply with us. Until another faculty connection explained that. We were so glad that he followed up and we realized we need to address the lack-- language. He's an incredible journey for us. Just thinking about from start to finish, how are we being guided with those intentions at the center.

I think that's important and it's something that I need to ask myself every day.

MOLLY TUCKER:

Thank you. What you said really aligns with last week. These conversations are developing. It's easier to do them as part of the creation process rather than retroactively fitting them. Thank you for reinforcing that. Mark, what about you?

MARK CRENSHAW:

I would emphasize a lot of what Jessica already said. But communication is so important in the context of this conversation. An ongoing opportunity for feedback on how we are doing and how we could do it better the next time. In the context of that, I think being willing to try and make mistakes and make another attempt has been important in my learning in this area. It continues to be important in my learning in this area.

And, recruiting, retaining and supporting self advocate trainees who are willing to be partners in that process as well. We talked last week on how we view LEND as graduate occupancy training program. Usually before people get to LEND there's a couple things that occur before that. The other thing that makes those precursor experiences work for us in Georgia, is consistent communication between the stakeholders and the state to say that I met this person added an event in the community, thinking about encouraging them to apply for LEND.

What has been your experience with them? And either receiving the feedback yes, they are in a good place for that or, maybe we need to connect them with another experience before LEND. Or, maybe they are not interested the way I'm interested for them. Just recognizing that we continue to keep motivation high through the process. We have to be clear about what the training goals are and what our goals are. What the lend program requires us to do and whether that is a match for the desires of the trainee in terms of what they want to learn and again.-- And again.

I would say communicate, communicate, communicate.

MOLLY TUCKER:

You made that very clear. Communication is is key. Not only what you are saying but how you are saying it. Thank you for that. As the chat box has shown, there's lots of different ways that you guys continue to have these conversations amongst yourselves to learn what we can do better and how we can improve and one of our suggestions moving forward is going to be to lean upon one another. Reach out to other programs. There's people that have done this and can give you input on what has worked and what does not work. We don't always have to re-create the wheel, just use it in a different way. How can we use one another to make those things happen? We think it's important to get perspectives from trainees about what their advices for training. What's the advice they would give trainees to join programs. What advice do you have for new advocate trainings? Candace, I will start with you. What advice do you have for new trainees?

CANDACE CUNNINGHAM:

This is Candace, can you hear me? The advice I would have for trainees is don't think that you know everything. Be open to learning. Even though it is about disabilities you will still learn new things about disabilities.

MOLLY TUCKER:

Thank you, Candace. Yeah, I think that goes back to something you mentioned earlier. We might know our expense but we do not know the expenses of other people. We need to be open to that. Kurt, what about you? What advice would you give?

KURT VOGEL:

I think for me to come into Georgia being open, to being open to taking a different, considering to take a different path that they knew you had originally come down or come into or also, one thing I would say would've helped his four self advocates not coming in not to be solely focused on their own a disability -- their own disability but focusing on the disability community at large.

MOLLY TUCKER:

I actually have a follow-up question for both of you that we did not include but I think it is important. Kurt, I will start with you. Looking back on your lived experience what would you say was the most important take away that you have that year?

KURT VOGEL:

One of the most important things for me that I took away was to think about my own disability in a different way and to kind of help me, it kind of helped me feel more comfortable with my own disability. And how to talk about it with others, feel more comfortable talking about it with other people.

MOLLY TUCKER:

Candace, what about you? What would you say your biggest take away was?

CANDACE CUNNINGHAM:

My biggest take away was, I guess, getting used to learning about a CD you learning program and learning how I can, like I said earlier, I work at a youth centre now so learning how I can still say, still stay in line with it and still learn from my job. If that makes sense. If that makes sense.

MOLLY TUCKER:

It did. Justin Martyr, -- Jess and Mark, I want to ask you this question that we did not have prepared. Jester will start with you, it is now a requirement to have a advocate trainee by year three. How is it changed your program?

DR. JESSICA SCHUTTLER:

I was a... Self-efficacy is a training track. I do not know if I can speak a lot for how it was, how it was changed, from a self-discipline to after, but I can say how much I have learned as a person who is trying to be an ally to folks with disabilities about how to do that better. For my self advocate colleagues and others with lived experience. I don't know how great of a job I have done with that but, learn to listen first, most of all, and to sort of co-conspire and think together on how to do the work better and make space to do the work.

MOLLY TUCKER:

Thanks Jess. How about you Mark? I know last time you said you prioritize that. Why was that a commitment?

MARK CRENSHAW:

I'm going to be honest, I inherited that commitment from the person who is our LEND director. But having worked in the disability community before coming to Georgia state and Center for Leadership in Disability and LEND it just made sense to me that self advocates would be at the table, would be learning, would be growing, growing, contributing, leading from the beginning and, you know, I simply can't imagine the value of the conversation in our rooms over the years without the voices and experiences of our Advocate trainees, without the voices and expenses of advocates in our state, the conversation has been so rich. I have learned to listen differently and I think Candace hit on it for me. I hope bringing folks together in interdisciplinary conversation with folks with live experience has helped to them be humble, right? It has taught me a ton of humility related to navigating the world with people the world was not necessarily made simple to navigate with and for.

So, you know, that is what I would say. I am glad I inherited a commitment to including advocate trainees because our LEND program is better for it and I think our state is better for it, the clinicians

and policy leaders and professionals and faculty members conceive of the world with disabilities in a different way than they would have if they had not learned us alongside people with disabilities.

MOLLY TUCKER:

Thank you Mark and Jess. You will summarize a bit of what you've already heard. He mentioned this, it is important to connect with other programs at AUCD to hear tips and suggestions that we are hearing today. All four of our pellets – Mike panelist have said that the most important thing that you as staff can do is prioritize relationship. With staff, trainees, presenters, but building relationships, you don't only build them but you maintain and sustain them over time. Jess and Mark have said this already, more times than we can count, but feedback. Feedback is such a crucial part of this.

MARK CRENSHAW:

I think I said exactly like that.

MOLLY TUCKER:

Probably did. (Laughs). Feedback groups where you can reflect on what needs to be changed over time. Next thing is really make your priorities know. We talked a little bit about this last session as well but just because something is a priority and value to you does not mean that it is for other people. You want to make sure that if your program has specific priorities that you are sharing that with the trainees and people you are inviting into your space. For example, Mark said for him a priority is that everyone will use a microphone. You will make it clear that when you have a new person in a space you will use a microphone. If it is a priority that your presenters always use ALT text on their images because you share your presentations you need to make sure that they know that they need to use ALT text on their presentations when they are sharing it with a trainee. It is important that if there are things that are nonnegotiable for your program you share those with the stakeholders that are involved. We talked about the importance of Universal Design for Learning last week but we think it is an important thing to ask your presenters especially those that are external to use UDL. I am going to showcase a resource that we at Georgia State created in 2016 and 17 and Kurt was one of the primary authors of this resource. This was an email we sent out to all of our presenters stop. This is outlining what universal design is ways to incorporate and what we are asking for them. We are going to brief -- I'm just going to read it briefly. (Reads)

So universal design (Reads)

So then it has a link to cast and then it has an image which we showed you last week, the why of learning, the what of learning, and the how of learning. Engagement representation action and expression. (Reads)

Consider an activity or a way to present information to learners. List three take away messages for the

end of the presentation. So that is something that we still use. Kurt, you are sort of one of the key people to help make that happen as part of our UDL workgroup. You're happy to share this with you. It is on the ITAC website. We would be happy to send the link and show you how to access this. Mark, is there anything else you wanted to mention about this resource?

MARK CRENSHAW:

Molly, the only thing I would add is as we have engaged our Georgia State University presenters from across the disciplines, across colleges and units we have had a number of requests to share information about universal design with faculty and department's so that has been a really good sort of conversation to be able to be in, you know, sort of a service and technical assistance to provide at a university level but it hasn't also been great -- but it has also been great to be able to work with presenters over time and see how these requests change the way they think about their presentations. So I am grateful to be in this conversation and this is just one of the resources that enables that for us.

MOLLY TUCKER:

One specific presenter comes to mind that has told us his presentation has changed over time the more he learns about this and it has made him a more effective presenter, a better instructor. I think as you said, Mark, this is not just of the debt is beneficial to us and our trainees it has really enhance the professional involvement and facilitation skills of the people we are breaking in. It has dual benefits but, again, we are happy to share that and it looks like Jackie put the link in the chat box. This is some idea, uses some advice or trainees, lived experience matters. One of the things you might be expansible #responsible for doing is making sure they know that their Olympic spirits matters. We've had to push one of our trainees to make them for comfortable sharing the perspective and, as Mark you said earlier, sometimes his perspective is the most important one in the room. Helping Tim -- helping him to understand that. Helping trainees understand that they have things that are worth sharing and things that are not only providing more context and grouting but also teach their fellow trainees important information. New paragraph we want them and to share their perspectives. The importance of maximizing relationships but also helping advocate trainees connect with presenters and other people in your program so that they can see what is possible for coming next. Making those network opportunities, helping them create opportunities for life after LEND. Kurt, you said this and Candace mentioned it as well. Be prepared for them to expand their perspective as an advocate. Mark, you talked about this during the first session but you want trainees to come in and realize they are living as a disability advocate. Shift their perspective on advocating for the community and people with disability, not just my specific disability or my personal experience but how can I take it one step further and talk about the larger disability committee.

We also want to talk to you about effective munication. You have heard that committee kitchen is a key in all of this. These are some pretty simple tips just things to think about. Yes, Mark, Kurt, Candace, jump in if there's anything you want to expand upon. We want to remind everyone first to talk to

trainees as adults. There might've been some of your trainees who unfortunately experienced it where people do not treat them as adults even though they are one or make sure you are speaking directly to the training. They might have someone accompanying them, supporter, but always talk directly to the training. Show them that respect. A lot of individuals might not have had that extremes previously. We want to make sure we are asking open-ended questions. It allows us to take the conversation deeper. You want to make eye contact when possible. This is a sign of respect. Showing that you are attentive in the conversation. I think, just, I don't realize you did this but you use this exact phrase during your first answer, speak calmly, clearly and concisely. I think she said that word for word at the very beginning. (Laughs) but we want to make sure that people understand what we are trying to say, make sure our messages are clear, make sure that our main takeaways can be understood. We do not need to fluff things up, provide too much attentional -- additional context. To be clear and concise.

We want to make sure we ate give taught aspect we give time for the speaker to respond. There may be trainees that communicate then in a different way then you communicate. They might use a communicate device, may speak a little slower than you. Make sure you are providing them time to respond. Giving the respect that the desert. -- They deserve. The patient understatement. Give each person the time and space that is needed for them. If needed, repeat and rephrase to intensify the maximum understanding.

We want to model for your trainees how you expect for them to engage interact and speak with one another. In addition to the training director, you are the model for all of the things we are talking about. Part of it is that you are showing your expectations. Think of yourself as a model for how you want things to go within your learning environments. Mark, or just, do you want to say anything about this?

MARK CRENSHAW:

Not going to say anything.

DR JESSICA SCHUTTLER:

Modeling it with your interaction with trainees but where you are engaging and working. One of the places I've been shaved a lot by my trainees is that I practice on the clinical side of my work and thinking about how my clinical interactions and my voice practices in that space as well. I will add that to that consideration as well. One might think you.

MOLLY TUCKER:

Thank you. Be present. We don't just be available but when you're actually having a conversation with someone, be present. To be actively listening and in the moment with them. Pay attention and reflecting on what they are saying. Ask questions. We also want to share things about yourself. We are building relationships. It's on relationship and shared respect for one another. You want to be open and honest. Admitting when things did not work, using that opportunity for feedback and reflection and

being really open about who they are, what's important for them and all of you in your role, and a showing respect to everyone.

It seems so obvious and straightforward but a lot of the people you might be working with might not always receive the respect that they deserve. You want to make sure that respect is at the core of where you are interaction with-- interacting with one another. Be self-aware. We mess up, we don't always do things right. Acknowledge that, and apologize if needed. Make changes, but be self-aware about the role that you play in this process for all of your trainees. It's important to act with integrity. If you are saying that you're going to do something, make sure it happens.

You want to be someone can call upon as a resource. You might have several trainees that have been let down by lots of people in their lives in the past and you want to make sure you can be a resource to call upon. Mark, I think you actually directly talked about this, but make connections between LEND content/expenses with the individual's life. It helps them know that you are listening to them, making those connections, but help them get a better idea of the relevance that this can have in their current situations and future situations.

Also, I want to open out up-- open it up to get your thoughts. We'll have a couple of minutes so we will do this in large group. I'm going to read the question and I'm going to close the presentation so we can see each other and be able to talk as one. What are you thinking about as a result of today's presentation and discussion? Are there strategies, ideas or values that you are taking with you? I'm going to stop sharing my screen. In the chat box, or voice, but what have you heard from today from Jess, Mark, Candace and Kirk?-- Kurt? Feel free to come off of mute or right in the chat box.

SPEAKER:

There's been some great ideas and resources there as well. It's exciting to be part of the conversation.

MOLLY TUCKER:

Does anyone have questions for panelist? Anything that we haven't addressed that you would like to ask? Kathleen, it looks as you're talking you are on mute. I want to make sure that were not missing what you are saying.

SPEAKER:

Do not be afraid of raising her hand in class. I relate from experience.

MOLLY TUCKER:

I think that the question for all four people. Mark, and Jess. How do you alleviate those fears? Mark, do you want to go first?? Frankly, in my experience, it's not easy. All the time. What you do is, I think you

be consistently present when the fears or hesitations are expressed, you send the message that the person and their perspective is needed in the context of the training program that they have stories and experiences to share and like I said, sometimes those stories are the most relevant stories in the room. Supporting people to share those stories and if in the context of your relationship with the self advocate over time, if you've heard a story that you think is relative to a conversation to either... I'm not beyond saying if it's OK can you share that story in class tomorrow? If it's OK, do you want to practice how you are going to tell that story in the context of the class? And, being ready for it not to be OK to share the story at that time as well. Some of it is just about being respectful and about doing some training and folks that have been in the leadership Academy will be familiar with this phrase, but LEND is not a share or die opportunity of our trainees. You are not required to share a story if you are not ready to share a story. But creating opportunities for prospective and stories to be shared and continuously saying to trainees, it's really important. Your story is really important.

Like if you are talking about the special education system, for instance, to have a recipient of special education services is really important. Sometimes that person is a trainee. We do the best that we can to include folks on the panels who have been direct recipients of the services we are talking about. When the panel is done, and guests leave the room, the first person I want to hear from is the trainee that also might have an experience in social education. To prep them and to say, your perspective is really important, we really want to hear from you, and what support do you need to be able to share that?

MOLLY TUCKER:

Dena, I will ask you let your-- you ask your question.

SPEAKER:

One thing that has worked really well for us as having small groups so it seems like they feel more comfortable. All the trainees feel more comfortable sharing their stories in small groups. We make sure every class to have some small group time for them to get to know each other, especially at the very beginning. So then they feel comfortable sharing their stories because sometimes, it's just too much to share it in front of the big group.

MOLLY TUCKER:

That's a very important point. Jessica, I will ask you the question in the chat box and Mark as well.

DR JESSICA SCHUTTLER:

Are they long-term? Do they complete all 300 hours?

DR JESSICA SCHUTTLER:

We have had advocate trainees your long-term and we've had some that are medium-term in both

goals depending on the interests and other demands and other fits for the trainees.

MOLLY TUCKER:

Mark?

MARK CRENSHAW:

All of our advocate trainees have been termed trainees. All of our advocate trainees in land, -- in LEND... We other provide other leadership experiences to self advocates not under LEND.

Sometimes that means that they are either short or intermediate. All the self advocates that participate in LEND or long-term trainees.

MOLLY TUCKER:

Well, we are right at 5 o'clock. We want to be mindful of all of your time. Thank you so much for joining us today. Thank you for being part of the conversation. Thank you for an excellent chat box. You guys were sharing resources and information. Thank you for this opportunity. If everyone's comfortable, Candace, Kurt, Mark and Jess, would you mind putting your email addresses in the chat box and people can follow up with you individually? We want to use each other as resources.

DR JESSICA SCHUTTLER:

I was just double checking to make sure I typed it correctly. Let's be in touch.

SPEAKER:

I was just going to think Jess, Candace, and Kurt, but Mark and Molly as well. This was amazing. Not only for the new program, but I think for all LEND programs this was helpful. I appreciate your time for today. Just a note, we put an evaluation survey in the chat, we appreciate if you take time to fill that out and we will make sure to have the recording as well as resources sent to all of you as a package at the end of this series. And again, next week we have another training we hope you will join and that link is also in the chat. Thank you to all of our panelists and Mark and Molly for this training and I hope everyone has a really great night.

MOLLY TUCKER:

Goodbye everyone!

MARK CRENSHAW:

Thank you all.