

Developing Capacity for Leadership in Trainees from the Disciplines of Family and Self-Advocacy

Leadership Education in Neurodevelopmental and Related Disabilities (OKLEND) University of Oklahoma Health Sciences Center

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Purpose

This presentation describes strategies developed in the Oklahoma LEND program to prepare long-term trainees in the disciplines of Family and Self-advocacy to take on future roles as leaders and advocates.

Background

Oklahoma LEND has a long history of including faculty and trainees from the disciplines of Family and Self-advocacy.

1995 - Instructional Faculty from Family discipline

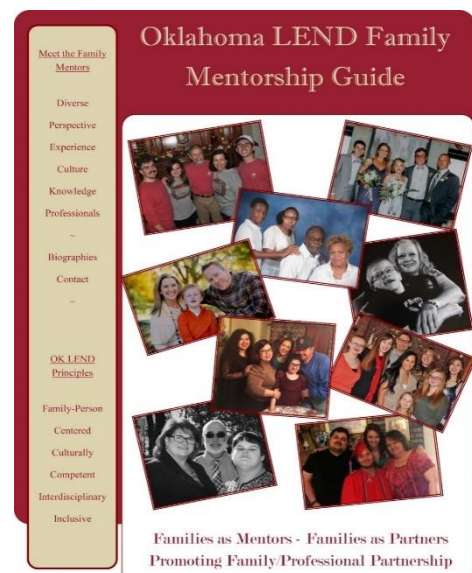
1998- Instructional Faculty from Self-advocacy discipline

1996 – Core Faculty in Family discipline

2002 – Core Faculty in Self-advocacy Discipline

2004 – First Trainees in Family and Self-advocacy

Structured Experiences with Family Mentors in Family Life and Advocacy



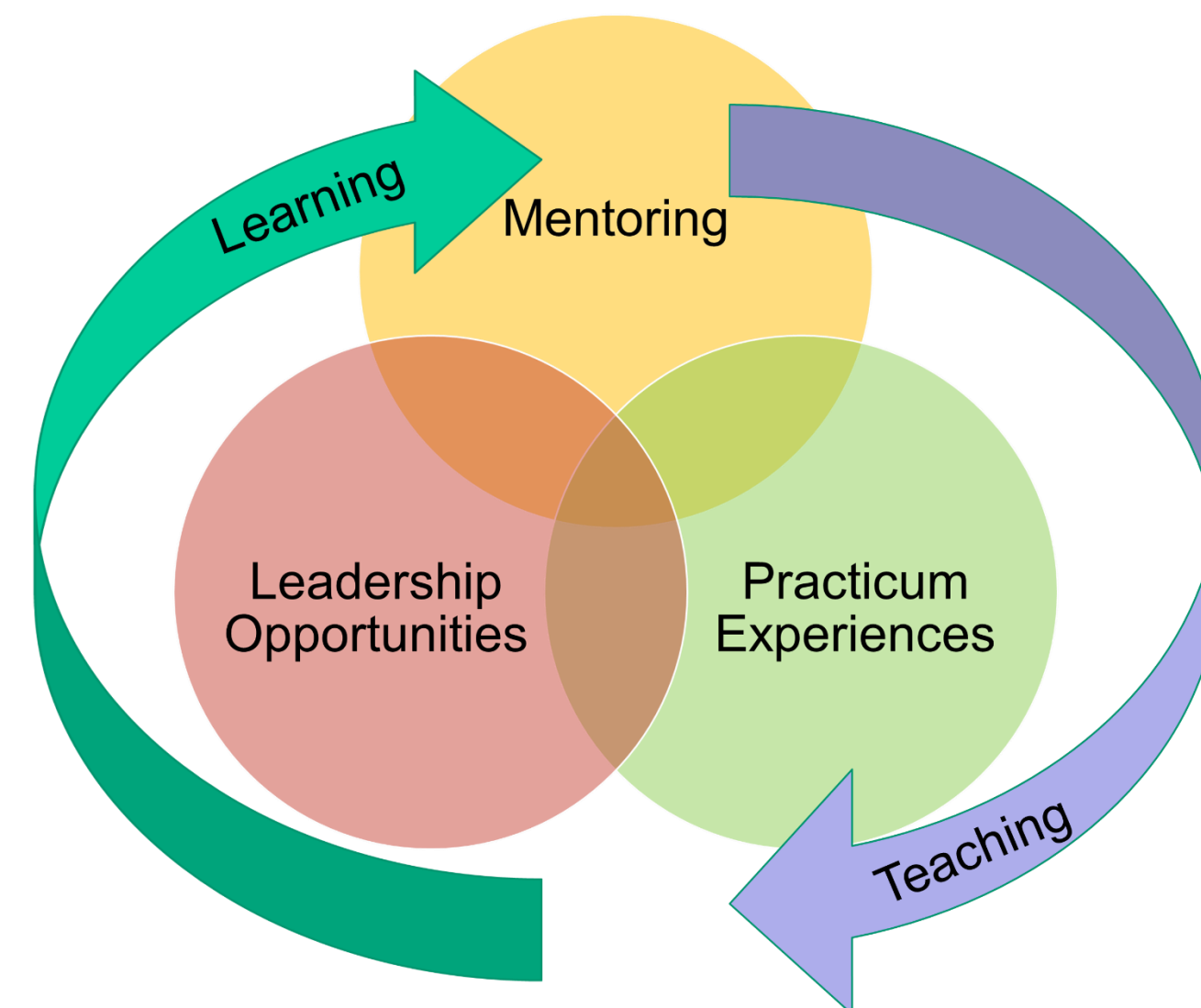
- Family mentors are intentionally assigned to provide a Family Life experience or Advocacy experience
- Family Mentors are paid for their time and expertise through a partnership with the Center for Learning and Leadership (UCEDD)

Practicum Experiences with Self-Advocacy and Family Faculty

- Assistive Technology
- Transition from Youth to Adult
- Presentations/teaching in Self-advocacy
- Family involvement in systems
- Core Faculty mentoring meetings



Strategies



The Process

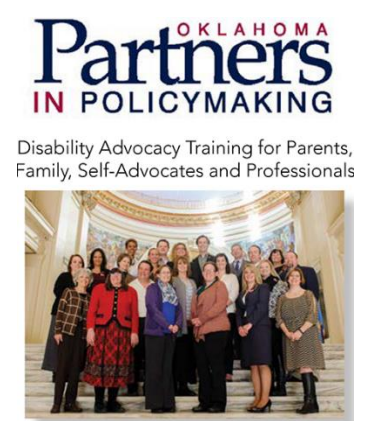
- Recruiting
- Accommodating
- Reassessing
- Communication
- Teaming
- Support
- Reflection
- Discovery

Benefits to the Community

- Prepares future leaders for Family-professional partnerships
- Raises awareness of the expertise available in the disciplines of Family and Self-advocacy
- Creates a network of experts ready to fulfill roles in the community

Where are they now?

- Working and serving in our communities
- Serving on Boards and Councils
- Affecting system change
- Continuing growth in advocating for themselves and others



Reflections from OKLEND Fellows on the Impact of Family and Self-Advocacy

“I have gained a huge understanding of the expertise of family members and the importance of integrating families and communities in the care of children with disabilities.”

“I found myself thinking about how their needs were represented in my part of the discussion. I liked the fact that they were there to hold me accountable for person-centered thinking.”

“I understand how important it is to always include [Individuals and families] and consider their personal preferences, needs, wants and culture. This perspective will forever be instilled in both my professional practice and personal aspirations.”

Considerations

- University system or stipend/benefit issues
- What accommodations might be needed?
- What technology might be helpful?
- Extra time required for mentoring

Recommendations

- Develop connections with Family and Self-advocacy groups for recruiting
- Interview process to identify future goals and outline expectations
- Full inclusion in all LEND learning activities
- Targeted mentoring process to assist discovery of their role

