

Learning With and From One Another: KUCDD-LEND Joint Training Seminars

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CONTEXT

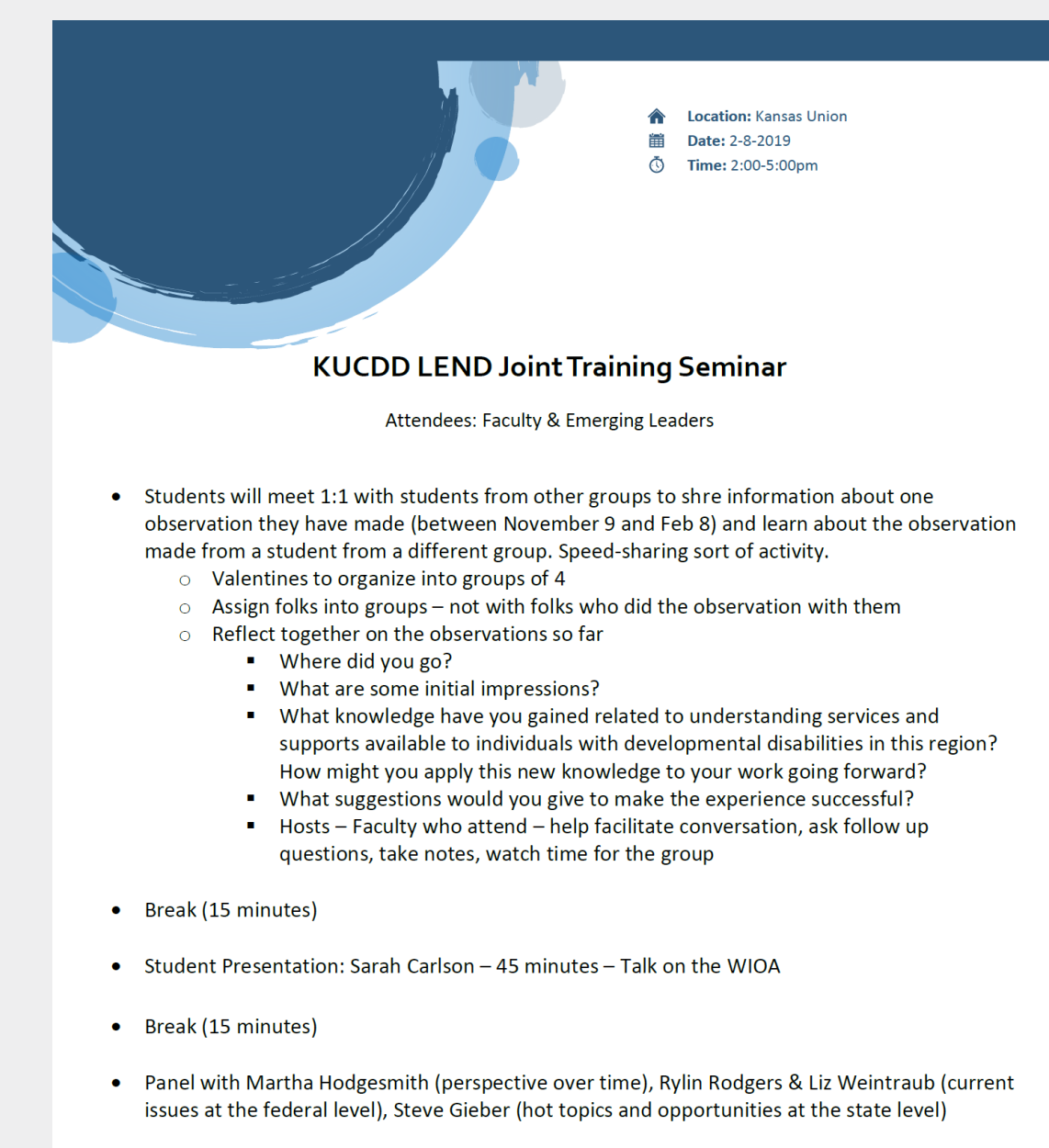
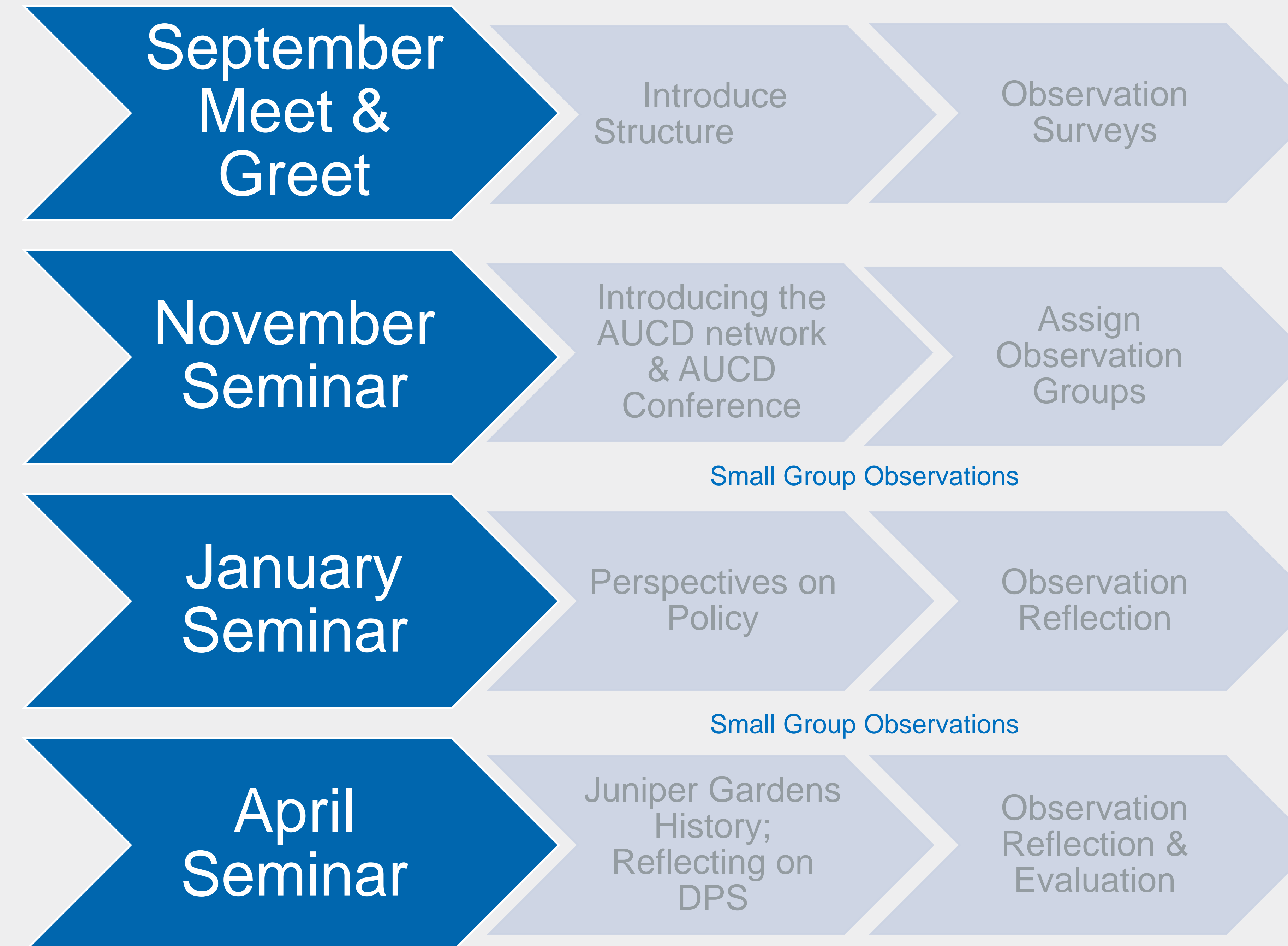
- The Kansas UCEDD-LEND programs have been working towards increased collaboration in multiple ways. In 2018-19, these collaborative efforts involved joint training experiences for Emerging Leaders from two sites. One experience was quarterly Joint Training Seminars. Another experience involved joint small-group observation experiences in community settings. This presentation will outline key elements of these collaborative learning efforts.

Types of KUCDD and LEND Learners:

- **Emerging Leaders at the UCEDD (Lawrence-based):**
 - ✓ doctoral students in nationally- and internationally-recognized special education program,
 - ✓ spend 4 years immersed in cutting-edge research and coursework
 - ✓ career goals are usually faculty position at a leading university, establishing an independent line of research in their area of expertise, based in the underlying principles of strengths-based, inclusive practices.
- **LEND (KUMC-based) Emerging Leaders:**
 - ✓ represent at least 10 different disciplines including self-advocates and family advocates, graduate students in several fields in allied health, mental health, and education.
 - ✓ several trainees identify with multiple identities and experiences in disability (e.g. parent advocates with background in occupational therapy or education, social work trainee who is also a parent of child with autism, behavioral analyst self-advocate).
 - ✓ spend 9-12 months in intensive, interdisciplinary training experiences across clinical, research, policy/advocacy, and leadership development.

RATIONALE & GOALS

- ✓ Emerging Leaders have much to learn from one another, across LEND and UCEDD programs
- ✓ Joint Training Seminars aimed to provide structured, intentional opportunities for trainees to connect with one another around shared interests, and to learn about the state and national network of disability-related supports



Sample Agenda



EMERGING COLLABORATIONS FROM KUCDD-LEND EMERGING LEADERS

Parent advocate establishes non-profit for competitive employment opportunities for young adults with disabilities.

She shares her parent perspective for training modules on the SDLMI being developed by a UCEDD colleague.

Parent trainee partners with UCEDD colleague on research related to inclusive reading instruction.

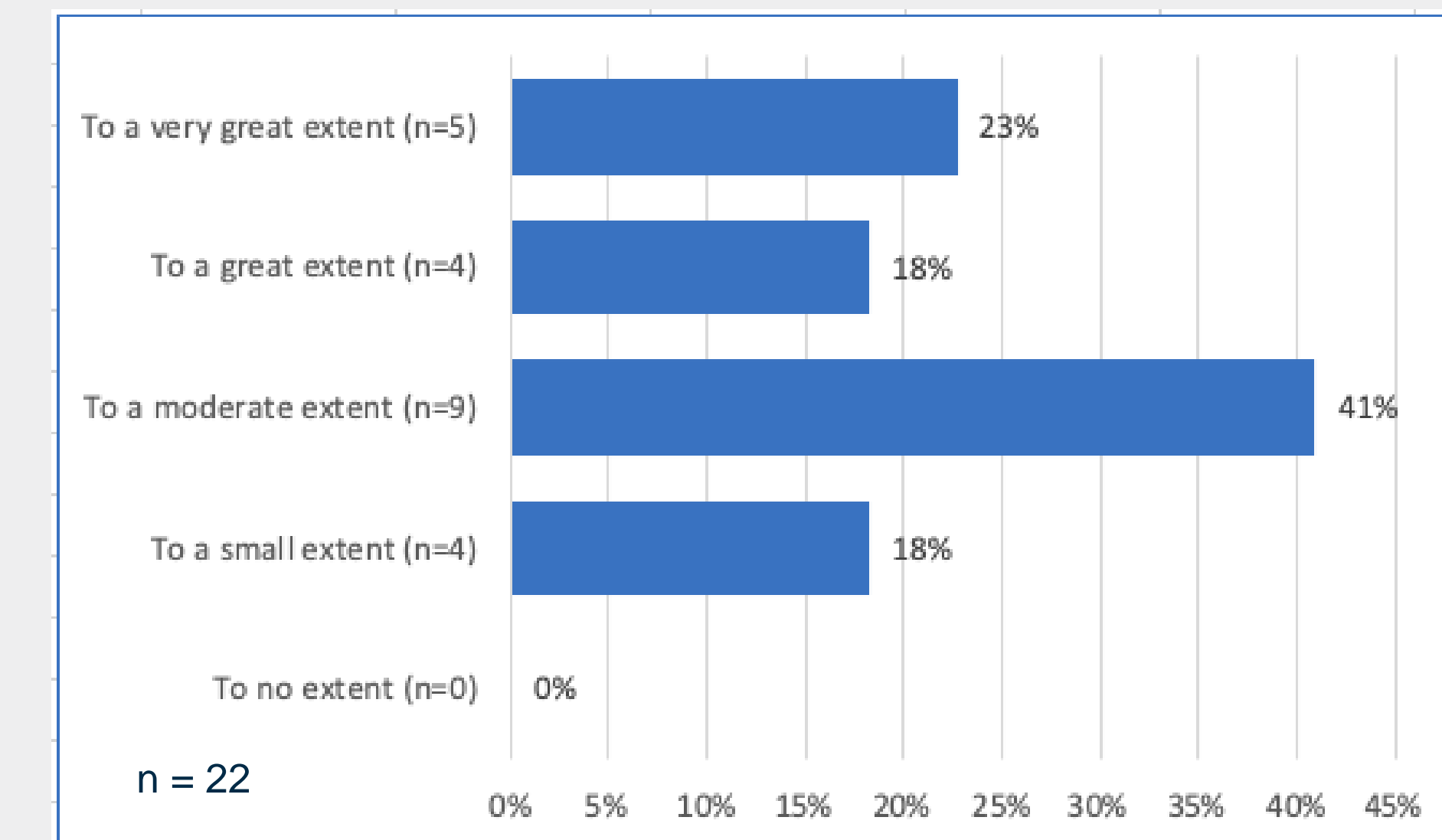
She provides feedback on study elements to UCEDD doctoral student.

• The new nonprofit is now working to implement principles of SDLMI into career development trainings.

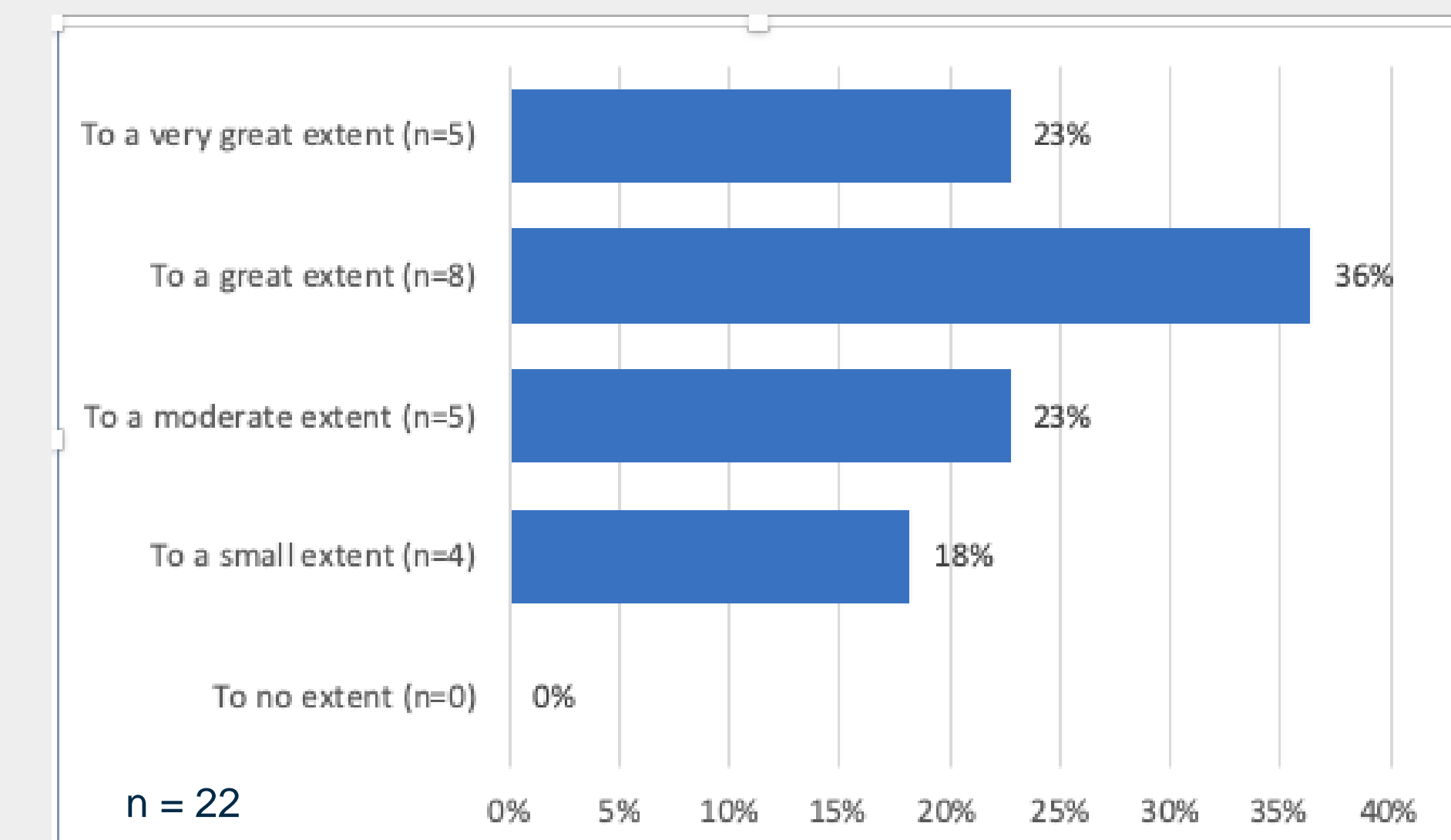
• Emerging leaders share resources to improve accessibility of a local school district's reading curriculum and instructional practices for students with significant support needs.

OUTCOMES

To what extent did the joint training experiences provide you with the opportunity to obtain a broader perspective of the KUCDD-LEND network?



To what extent did the joint training experiences provide opportunities for trainees to interact with one another?



- Many participants shared that they enjoyed the opportunity to learn alongside so many different types of learners with different backgrounds, and enjoyed finding common ground, reshaping their perspective on their work, which is the spirit of interdisciplinary practice and training.
- LEND trainees had the opportunity to learn more and become involved with leading research initiatives, while our UCEDD trainees appreciated staying grounded by learning from the lived experiences of others and seeing practice "on the ground" in local communities.

CONSIDERATIONS

- Schedule coordination was challenging because of the many existing commitments of faculty, staff and trainees
- Geographic location challenges with training sites in Lawrence, KS and Kansas City, KS (with an additional UCEDD site in Parsons, KS)
- Difference in trainee program lengths (e.g., potentially 4 years for a UCEDD trainee and 9 months for a LEND trainee)
- Next phase: Collaborative Leadership Groups

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