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JACKIE CZYZIA:

Hello and welcome. Thank you for joining us today, we will give it a minute or two to allow folks to join. If you want to introduce yourself and the chat you can put your name, program and any special things you are doing for the holidays that you are excited about. Hello everyone, welcome. If you are just joining, take some time to introduce yourself in the chat, name, program, something you are looking forward to with upcoming holidays.

Wonderful. I see spending holidays with extended families, families relaxing – that's the theme. Hello everyone, if you are just joining please introduce yourself in the chat, name, program, something you are looking forward to in the holidays. We will give it one more minute.

I'm seeing lots of great introductions and great plans for the holidays and the chat. I see time away from work, yes. Alright, I think we will get started, we have a lot to go through.

Thank you again for joining today's webinar. We are excited to present this it's presented by LEND. I'm the senior manager of ITAC which stands for the Interdisciplinary Technical Assistance Center on autism and developmental disabilities. I am a white woman with brunette hair pulled back wearing a green sweater.

Just a few housekeeping items before we get started. Please ensure that your name is displayed correctly in the participant list. You may also include your program or organization. And preferred pronouns. To do that hover over your name in the participants box and select "more", "rename". If you're not speaking please remain muted and state your name prior to speaking. There will be plenty of time for questions at the end of the webinar presentation but you may also feel free to add some questions within the chat. The presenters may see them and add them throughout the presentation but we will also make sure to collect those and answer them at the end.

Captioning is available. And I know my colleague Jeanette Cordova added access to the slides in the chat. If you need any tech or accommodations support please email us. This email is being recorded and archived. If you haven't already please use the chat box to introduce yourself, name, program and what are you looking forward to for the upcoming holidays?

We would love to get a sense of who is in the room. So I will launch a poll of how you would describe yourself. LEND self advocate faculty... (Reads)

(On slide)

You may feel free to add that role in the chat if you have a different role. I will give it a few moments to allow people to do the poll. I'm seeing a range so far.

I will give it 30 more seconds. If you're not able to use the poll, you can also put it in the chat.

We have about 85% of folks in the room who participated and we will give it a few more seconds.

So, hopefully you can see the poll but we have really broad range of LEND faculty, LEND directors, LEND faculty or other disciplines 26%. (Reads)

(On slide)

Fantastic. We have quite a number of folks that are coming have a different role or may not identify with these roles. We encourage you to put it in the chat. Tell us where you are coming from.

I know I described ITAC a bit in the beginning but I did want to introduce our team. So, ITAC stands for the Interdisciplinary Technical Assistance Center center on autism and disabilities -- developmental disabilities. We are project of AUCD, and we support autism CARES Program's. One of our primary roles is providing technical assistance to interdisciplinary training programs such as the LEND or DBP the developmental (indiscernible) programs. You can scan the QR code to our website if you're interested in learning more. We provide technical assistance in a lot of ways and one way is to provide products, resources, website, and work groups to help provide support to the land programs.

We will hear about this in a few minutes. I do want to introduce Doctor Kruti Notario who is the associate professor of disability and human development at the University of Illinois Chicago. She's also the director of the Illinois LEND. She has been our fearless leader of the LEND self advocacy discipline network known as LSDN which is in ITAC work group.

KRUTI ACHARYA:

Thank you Jacqui. So, welcome everybody I'm excited to be here with you today. And introduce LSDN, the authors of this and get into the meat of it with the.... (Reads)

(On slide)

Our group meets bimonthly on the first Wednesday which is 3 PM Eastern time. Our monthly meetings, the second half of our monthly meetings is reserved to be a community of practice. If you have questions about the self advocacy, and something came up in your program and you want to see how others are handling it, if you are planning something and you want to know how other programs have done it or if you just want to bounce ideas around, please come join us.

You can ask questions, get feedback and brainstorm ideas.

The self advocacy competence we will hear about are an excellent example of the type of resources we are hoping LSDN can produce. Here's a list of the other projects we have currently in the works or at least planning on it. We have a tip sheet about stipends in a webinar about recruitment and selection of self advocate trainees.

We have a tip sheet about the role of self advocate faculty. If any of these things are of interest to you, we welcome your participation within the LSDN monthly meetings. Or, if you like to volunteer for any of these workgroups, please reach out to me or Jeanette Cordova.

It is my pleasure to introduce you all to the authors of the LEND self advocacy competencies. We hope these will be an integral tool for all land programs. We have Jairo Arana from the University of Miami Mailman Center LEND. Mary Angus from the Munroe-Meyer Institute Nebraska LEND. Shelly Baer from the University of Miami Mailman Center LEND. McCafferty S Kermon from the Arizona LEND. I want to thank this group for the tremendous amount of work that they put into this and their commitment for this effort.

I also wanted to thank Jacqui and Jeanette for their support of the LSDN. As well as this initiative. So without further ado, I am going to pass it over to Shelley.

**SHELLY BAER:**

Thank you so much and thank you all for coming to our session today. Good to see everybody. So, this has been a labor of love between Mary, McCafferty, Jairo and I for the last two years. We are thrilled to present this to you today. What we hope you will take away from our session is understanding the need and purpose of the LEND Self Advocacy Discipline Competencies. And learn new ways to use the competencies, to meet discipline specific learning and leadership roles for your training.

And explain how the competencies could enhance the interdisciplinary learning goals of all your LEND trainees by providing more in-depth disability content. Curriculum.

**McCAFFERTY S KERMON:**

I saw it! I'm glad everyone is here as well and this is exciting. I wanted to start off the slides with one of the most common questions and misunderstandings we have come across while we have been working on this project. One, is that the competencies are not a separate curriculum. They are not something that an extra curriculum of work, that is self advocate training (indiscernible). Instead they are supplement to the MCHB competences. They do not replace them. They are modeled after the

MCHB competencies, and also the competencies are not requirement. Again, we are not making or isolating out self advocate and giving them extra work. This is a guide to offer suggestions to spark ideas on how to meet the discipline specific learning needs and leadership goals of a self advocate training.

Because there's a lot of questions around that. It's not an organized discipline. Learning styles are different. It's new, some of this information is new to existing programs. And so, what we are trying to do is support, not dictate.

There's a lot of flexibility involved in all of this.

MARY ANGUS:

One of the things we are doing in terms of why we created the competency, was several reasons. One is that, unlike many of the other disciplines, self advocacy isn't a professional discipline. We are not clinicians. There are no structures of professional requirements in place to do tract -- to direct a trainees learning. So the competencies were created to offer structure to meet the leadership goals of self advocate, including those with IDD. I'm an older woman with graying hair, great glasses and the background from universities behind me.

McCAFFERTY S KERMON:

for self assessment scale that we thought was an important thing to include in the competencies. Because, self advocates when and to the program they come from different backgrounds. They are not used to university system are the things we take for granted being part of university work. They are also not always, having not been exposed to all of the opportunity that this presents, may not be able to be specific about their interests and their goals. So this is a way, to help do that and identify areas of interest and measure skills at the beginning of training, and then identify learning and leadership goals to create a personalized learning and leadership plan. And measure progress at the completion of LEND. The self-assessment scale is meant to be a tangible tool. It can be removed, marked and it can help focus in on interest or strengths they are lacking or a self advocate trainee may be interested in learning more or seeing where their strengths are and help design that person centered learning goal for the trainee.

And, because it's a scale like this, can be used to measure progress. So much of the work we do, is abstract. Especially if you're not familiar with the program. So it's something very tangible and hands-on and concrete, that the trainee can use.

SHELLY BAER:

If I can add in a bit. There is a pre-and post. They do it before they begin LEND and they do it at the

end. You will be able to see where your trainee has grown over the year in your LEND program. It's the last appendix in our little handbook. So it's a pullout.

McCAFFERTY S KERMON:

Thank you Shelly, it also helps to identify which resources and which- that the trainee would be interested in completing. It would help support these decisions.

JAIRO ARANA:

Hello I'm Jairo, diving into now what are the competencies. What we can expect to find. We divided it into five competencies. There is a self advocacy, disability Civil Rights Movement and other Models of Disability, to include social model, micro model, the advocacy and policy, then disability culture, and diversity, equity and inclusion. Those are the five competencies.

For example, we will go into one of our competencies to show what it's like when you dive into one of them. The disability Civil Rights Movement and other Models of Disability, we will start with defining with what it is. It includes a bit of the history and definition of white came about. And then we go through the knowledge areas.

So, one of the things we expect from – we would like the self advocates to know is the way the disability Civil Rights Movement has changed lives of people with disabilities for the better. Again, the different Models of Disability and how they are used by the community. The moral model, medical model.... (Audio breaking up) disability civil rights movements in the Models of Disability are connected. So that's what we dive into. That's an example of one of them, one of the competencies and how we can apply it.

What we do is, in the model, in the competencies, we see there's a learning objective which is, what is a disability rights movement? We find – defined and explain what it is and why it came about. We come up with recommended activities and ways of complementing this knowledge through activities. We recommend, the documentary which was nominated for an Academy award which is called 'Crip Camp' found on Netflix. We highly recommend it. It's a very good documentary. 'Crip Camp' tells a story about young people in a summer camp, young people with disabilities, in the early – late sixties to early seventies.

How they went on to become a movement. The civil rights movement in the seventies. So you get to watch the video and discuss it with other trainees. It's one of the activities we recommend.

The other two activities we recommend where to name an important well-known disabilities -- civility rights leaders and describe their leadership styles, talk about them and learn about them. It's important to learn about their disabilities and learn to describe it.

Of course, you will get to learn about our policy – it's connected with disability Civil Rights Movement by looking up national and state laws that protect people with disabilities. It's a bit of a policy about the history connected to it. That is how we would go through – we would recommend this particular competency to be applied with self advocate.

MARY ANGUS:

For those of us not lucky enough to have Netflix, 'Crip Camp' is also available on YouTube.

JAIRO ARANA:

Thank you Mary that's important. Not everyone has Netflix. I was able to get it for free, the three month trial but -- then I decided to do the free monthly payment thing. We recommend to see it. Wherever you can.

How to use the competencies.

SHELLY BAER:

That's me Jairo. Thank you. So then how to use, building on what Jairo shared about an example of one of our competencies. It's really important to review them with your trainee and then of course do the self assessment scale. Before they even begin. Your LEND. As we said, the self assessment score will give them some insights into where they would like to learn and grow and align with what your trainee would like to improve on our learn as far as their leadership skill development.

We think they would focus on two or three. There's five competencies, so of course they don't have to focus on all five. Maybe just one, two are one they want to dig into our two of them. You will do this individualized with your training.

What Jairo showed is the learning plan, gives activities. So the activities for each competency and the learning objective. I know it seems all over the place and how it's laid out, but it's good if you have a copy of the handbook so you can see how it's laid out with really specific activities that go towards that competency.

And then they can check it off, they've done it, they are very active activities like Jairo was saying, to watch 'Crip Camp'. And maybe have a discussion with another trainee in your cohort about what they learned. So as the supervisor, it would really help guide how they will use these activities and how it will enhance their learning.

So, we made this very intentional that it was not too overwhelming. But very guided for the trainee and supervisor.

McCAFFERTY S KERMON:

With lots of options to support their -- interests once they are determined and specified a bit.

SHELLY BAER:

And Mary is going to get into the activities and resources.

MARY ANGUS:

Recommendations for faculty or mentor. The competencies are a teaching tool. For the new self advocate faculty you can use facilitated discussion guides which is in appendix... Thank you Nicole, you are self advocate. The discussion guide is appendix 3 and you can take it out and spend time with your trainee. It gives you some guides on what kind of questions you might want to get into.

The self advocate or Faculty Mentor, will familiarize themselves with the five competencies and it's kind of like the word LEND when someone wants to know what it spells out it's nice to know what the five competencies are.

We will be making sure we are mindful of the trainees learning style. We all have different learning styles. Some are easier to read in terms of, how you learn better than others. We will establish a regular meeting time. The frequency and duration will be personalized to the trainees wants and needs over the course of the training. If that person centered learning it's generally better when you fit it to that person's needs.

The program director shares the self advocacy competencies alongside the MCHB so you can get a sense of where they are different and where there might be some similarities. I would incorporate comprehensive activities into your LEND curriculum including offering them to students who are not in the self advocacy program. As for the interdisciplinary learning, organically by utilizing the competencies like the civil rights activity. Could you show the list of resources of activities please?

SPEAKER:

Give me one second Mary.

MARY ANGUS:

OK thank you.

McCAFFERTY S KERMON:

Even using the 'Crip Camp' example, the director might look at the resource list and I think the entire cohort can watch 'Crip Camp'. There's a lot of potential overlap here.

MARY ANGUS:

We did that last Monday. If you can increase the size of that a bit please. One of the things, when talking about different learning styles. Some people learn better by seeing or watching something. Some people learn better reading it or writing it. So we broke them down into competencies. So if you want someone who wants to go into the first competency level or self advocacy, you can search for that one and it shows it in a variety of resources that will help you in that direction.

We also have the resource titles whether it's a video, website, document, some are videos with oral descriptions so that someone who is blind can enjoy it. We will let people add to this as they can. It's pretty intense as a paper, this is in an Excel file and you can sort it whatever way you want.

Or it can be available in a PDF file that you could take out and just look at. Some people need it printed out and not everyone likes it on the screen. I know someone like that who likes every thing on paper.

SPEAKER:

Thank you to Shelley marrying McCafferty and Jairo on your work with the competencies and they are now ready to use. Jeanette has been sharing access to the links for all the different documents and we will have plenty of time to discuss. If you have any questions or need – or have trouble accessing the documents let us know. I also wanted to answer question that I know we've been receiving as we were talking about the competencies of how it relates to the LP QI. Which is the land program Quality Improvement network. For those that may not be familiar with LP QI, it really helps it's another workgroup of AUCD and ITAC. It helps LEND training programs improve the quality of their training in core competencies. So the core competencies currently that exist include family professional partnership, interdisciplinary teams, and advocacy and policy. Typically, it's done through to measurement tools, through trainee self-report and faculty observation. It's a wet platform that LEND programs can access and collect data over the year about – it's almost an assessment of trainees knowledge before LEND and after LEND. This coming year the LP QI network will be reviewing and updating all current competencies and measurement tools Emic insurance reflective of where LEND is right now. The plain language of course and it also determining how best to include self advocacy and the measuring tools. That is coming later this year and I wanted to update you on that. Now is time for questions for the authors.

I will stop screen sharing so we can see your faces.

SHELLY BAER:

We gave you a quick snapshot of the overview of the competencies. If any of you are interested in a deeper dive, the four of us are happy to meet with you. Right?



JAIRO ARANA:

Definitely.

SPEAKER:

Good afternoon. This is (unknown name) Chapman and I'm from Virginia Commonwealth University. I formally was in Kansas and I grew up in Florida all my life.

So, a couple questions. Do you know if there's a LEND program event so we – highlighting the competencies? There is a measurement tool that you guys have developed and I'm wondering, if you've done any type of research around that? Around the measurement tool?

SHELLY BAER:

That's a great question. We've been talking about that as these have evolved over the years. They are just launching right now. So, we hope to disperse and disseminate the competencies for LEND programs to use and that would be our next step. Correct? To look into piloting a research project around how are these working.

Are they effective? We will do that to the self-assessment -- scale of the pre-and post. It's on our bandwidth. Does anyone else want to comment on that from her team?

McCAFFERTY S KERMON:

I think it's extremely important and I'm glad you brought it up and we've been talking about it and it really is the next step so thank you.

SPEAKER:

I'm (unknown name) Smith and I'm from Washington state, lead faculty for self advocacy discipline. My question, I saw a lot of articles on the competencies. Have you made so that every single one of the articles, you can listen to them and not have to read. For people who can't read? Thank you.

MARY ANGUS:

You are talking about the resource list?

SPEAKER:

Yes of all the articles I saw.

MARY ANGUS:

They should be screen readable. And the PDF also should be screen readable. Then you would be able to listen to it.

SPEAKER:

Are there audio files for those without screen readers because there are those with intellectual disabilities who do not have screen readers are access to screen readers. Would there be access for people who need that literacy support but don't have access to a screen reader? Thank you.

MARY ANGUS:

This is why we want to have so many people here today. You have given me an issue to address and another step to make and we will see what we can do about that. Thank you for bringing it up.

SPEAKER:

You're welcome.

JAIRO ARANA:

There was a question and chat regarding plain language or the wording for the assessment. I think you had already answered but just in case, I think I missed it. It was mentioned that sometimes, for self advocate, the wording for the assessment can be not in plain language. And we want to know if there's work being done on that. I think someone mentioned that are asked that question and chat.

MARY ANGUS:

We have been trying to get it in plain language. We've worked with Georgia Tech and a couple other folks. It needs to be more plain language then we will do that.

SHELLY BAER:

I wasn't sure if you are talking about the self-assessment in our competencies or the -- LP QI assessments. In hours, it's in plain language. It was reviewed by Georgia, the experts in plain language, so everything in our competency handbook is all in plain language. That would be a question for Nicole I guess. Which self-assessment are you referring to? She said maternal Child and health.

MARY ANGUS:

We didn't do that one.

SHELLY BAER:

That's probably not in plain language.

MARY ANGUS:

The software that converts text to MP3. Also Microsoft Word has screen reading capabilities and you can use read aloud functions. So that sounds like progress here. Thank you.

McCAFFERTY S KERMON:

I want to make a comment about the scale as well. We really have worked hard with the language on all of these things but one thing I have learned from my own experience as a self advocate working with self advocate trainees is that often when they come in, we'll know -- we all know how huge the LEND program is an overwhelming for everyone. So when you have someone without the same educational background not already used to working in that academic space, I always, when I first start, meeting the trainee, getting to know them, building rapport, I always do these things. We do them together. We meet, we go over it, if they have questions on there to answer. If they are nervous and rather me read it out loud I can do that.

Our work really hard, especially at the beginning, to make them feel comfortable to know what it is we are talking about here. Because even with leadership experience, this academic reality they find themselves in may be unfamiliar. So while we do everything we can to make this accessible to everyone, I think one thing that LEND needs to consider in the role of the self advocate faculty or Faculty Mentor, is to really be supportive of the new training. Especially at the beginning. Then you can sort of, once everyone's feeling comfortable and their interests are identified, then you can, as the year goes, address needs as they arise, meeting times as they arise.

There's some overlap there I think and just how to really support the use of the tools.

MARY ANGUS:

You can use the competency for communication. How can you communicate and be able to let folks know what's going on. So Jairo I thought you had your hand up.

JAIRO ARANA:

Finish and I will add something more.

MARY ANGUS:

That's enough.

JAIRO ARANA:

One of the things I wanted to echo or stress is, how important it is that this – these competencies, the approach to self advocate discipline is very individualized personalized, and it's very much a relationship between the self advocate faculty with the self advocate training. That one-on-one kind of learning style. At least, I feel it's worked for me. Here at Mailman Center and it's worked for self advocates in LEND.

It's the approach we prefer. Or that we would suggest. It's very much getting to understand the trainee and coming to understand the learning style. I just wanted to mention that quickly.

MARY ANGUS:

Some of my trainees in the past, I put everything on the screen, my trainee puts everything on paper and one of my communications styles is this. Not everyone can do that. And I have to watch my communications and and make sure it's person centered for them as well. Your hand is up?

SPEAKER:

I'm sorry I don't know why I had that back up there.

MARY ANGUS:

No problem. Robin says there's soon an updated version of the MCH competencies, but they have to get them in plain language eventually. (Reads) (Reads chat)

SPEAKER:

Hello I'm (unknown name) Adams I work at the LEND program in New York. I was looking at some of the resources in the Excel spreadsheet that you shared. Is the idea to integrate some of those resources into the complete LEND curriculum or have separate activities that are more for the self advocate trainees.

MARY ANGUS:

We put it together for self advocate like trainees but there's no limit what you can do with it. No barriers that says someone in the PT discipline can't use them. I think it's really broad. There are some that were done by a blind teacher and author. There are some that were – while the cultural competencies are there as well. It can be used with anyone.

That's definitely a resource for self advocate trainee but also for the rest.

McCAFFERTY S KERMON:

Is not separate work for them to do, it's ways to support their discipline and increase their expertise and their very specific discipline unequal power. Because the physical therapist is going to be doing physical therapist things that the other members of the cohort are going to do.

To increase their skills and expertise as a physical therapist. These are to increase the skills of the cell the applicant as a self advocate because they don't have that professional. It starts with them to support their discipline, their recognized -- expertise so they can build and incorporated into their leadership goals. But these competencies are important for everyone. There could be inclusion of these competencies. None of it is a requirement and it's not separate or more work it's supportive is the theory.

MARY ANGUS:

The other piece of that is, you talk about inclusion. One of the things I'm always pressuring for the inclusion diversity equity groups at UNC and they're doing it as disability is also a culture, someone who needs to be included, more people with disabilities, boards etc. That can apply and actually makes a free flow into the inclusion with people with disabilities into everyday life.

McCAFFERTY S KERMON:

When I think of the programs I've worked with, just two, but when the tools are being made for the entire cohort and considerations are made for which competencies are included or what training in lecture, some of these competencies can be included to so the other students see, disability as some of the competencies that are being addressed for everyone.

Again, it's all about having everyone representing their discipline as equal – unequal power of importance and expertise. I know there's some more questions.

SPEAKER:

I will ask one. Great job everyone. I love the work that's been done on this is fabulous. One thing I wanted to know, if there has been any consideration given or if there is a desire for this to eventually live in the national NBD curriculum resource bucket that AUCD uses the neuro environmental curriculum (?) out of everyone's familiar with that but it has curriculum on many different topics that all LEND's can use to supplement their training. I feel this should be there.

(Multiple speakers)

McCAFFERTY S KERMON:

That's a great idea.

SPEAKER:

I hope to see it there.

MARY ANGUS:

I'm wondering if anyone has wondered why we would include civil rights movements? Or history?

JAIRO ARANA:

We do have a rich history.

MARY ANGUS:

We have a very rich history.

SPEAKER:

This is Richard Chapman again. I think, disability historically, has been treated – to put it simple, have a very unique history. I am – I taught history couple weeks ago to all trainees. We spent a lot of time talking about (indiscernible) book and talking about things that happen there. I debated when I shared the video, or do I not want to share the video. And I think, the conclusion I made was that, to share the video because trainees have to know the history.

They have to know the dark side of (indiscernible) with disabilities. I have a pin in my office of the person who sat in the chair before me developed. A person with a disability has a past present and future. So we have to learn that history.

MARY ANGUS:

Michael mentioned the (indiscernible) video. I agree, it's a powerful piece of media. Same with Pennhurst and other institutions. It's an amazing history. I would just like to take note that Lois Curtis who is one of the two women who would be the basis for the Olmsted decision of the supreme court died recently. She was able to get out, her and her cohort were able to get out of the institution, I believe it was in Georgia. Because they had pushed and pushed until she got an attorney that was willing to represent them.

And then, those attorneys were willing to go further with it and would take it all the way to the Supreme Court at the time. That is unheard of in the history of people with disabilities. We just had a milestone. Rachel, agree with Michael... (Reads chat).

Yes the Willowbrook would be one of those. I think, that's one of the points we try to make a lot with people with disabilities. We have a right to our own bodies, the right to our own decisions and we frequently especially those who have been institutionalized, have been told what to do when to do it with him to do and when to eat and sleep. So they are used to doing what they are told oftentimes.

The point of this would be, please, ask before you touch them, ask before you touch us, ask before – let them know there might be difficult situations in the video that you are showing them. That's very important. Thank you for that.

McCAFFERTY S KERMON:

In the 10 years I've been involved with LEND I've seen a shift in the awareness. There's still a lot of people in LEND that really don't know the history or background of the specifics. It's important because it contextualizes a lot of what is happening now. It sort of shows, how things have gotten to where they are and all of the hard work that has gone on. And it not only shows people who are not familiar with it the actual history that happened, but it also shows them people with disabilities acting in a way that though they might now theoretically in the work they are doing it still conceptual and not concrete.

I've heard responses to this and that's one of the biggest impacts that LEND being inclusive has had on the strength and specialness of this program. So I think that's why the history part of it is just as important. Because everyone really needs to know, what is happening and why this matters.

SHELLY BAER:

Speaking on that as well, when we were deciding on the competencies, that was – it took us a while to figure out how many we should have. And which were the most important and key. For our self advocate LEND trainees. We all thought the disability culture, history, Civil Rights needed to be there. As you guys have been saying. For our self advocate trainees and the rest of the cohort.

Even ableism. We have a learning objective on that. Many of our trainees have not heard of that terminology, I've been around for 10 to 11 years and over the years, now they do, now that terminology.

So that is so important to have that in our competencies for self advocates.

MARY ANGUS:

Often times you will have difficulty – a difficult conversation in front of the ones – the rest of the cohort uses. They were talking about three people together and what's a conversation you want to have? We would be upset because someone doesn't agree with me in the conversation kind of thing. We brought up some of the history of disabilities. And they said "what?" They just had no concept of what it was, good or bad. Julie put in here, resources are wonderful. (Reads chat) the challenge of the self advocate (indiscernible) (Reads).

It's lengthy but a wonderful comment I haven't had a chance to read it. If you want to read it...

McCAFFERTY S KERMON:

I want to make a comment to meeting the self advocate at the level that best meet their need for support. We are consciously aware while developing that. Imagining a basic level and a more intermediate level, we did not break it down that way but we were conscious of it. So that we hope we have provided enough resources and suggestions that you can fit that in and find out where your advocate is.

And then you can determine the best supports, the best activities, not only on their interest but on their background and their ability and really, tailor it to them so that by the time they go to the program, they have increased everything that is their goal to increase. Their knowledge, leadership skills, all of those things.

MARY ANGUS:  
(unknown name)?

SPEAKER:

This is (unknown name) Smith again. My question is, is there a way we can encourage the nonself advocate trainees to also look at some of these materials? Because I think it also would benefit the non-self advocate trainees to look at some of this stuff from our point of view and from the historical identity context.

McCAFFERTY S KERMON:

Absolutely, that is part of our goal here. That is why when we talk about what the LEND director can do with these competencies, we are hopeful that when a director reviews this they wonder how they can do exactly what you said. Instead of just the general cohort, how can I integrate some of the competencies into the training that the entire cohort is participating in.

(Multiple speakers)

SHELLY BAER:

I think there were a lot of training directors on the call as well. So, I shout out to training directors and LEND directors and take a look and see how you can incorporate it for the whole cohort.

MARY ANGUS:

I meeting with one of the PT trainees next week. To help her work on a resource, research project. She needs research questions. Two of her cohort are working in the Omaha Public schools doing transition planning. The way of physical therapist would be involved for kids 14 to 21. That's another way, she's gonna be working. I think all of our trainees have some way of working with kids with disabilities or adults with disabilities. It's a perfect resource, a perfect resource for all of us on the call. It's absolutely wonderful. (unknown name).

SPEAKER:

I also – did you have any information on the (indiscernible) a mental age theory? I know for a lot of a lot of medical -- professionals, providers use mental age theory and I was wondering if we could educate people on that as well... Adult rights. I basically call it adult rights. How do we educate people on that? I have some resources myself but I don't know if you all have any resources that you are using about that? Because it's very prevalent in the medical community.

MARY ANGUS:

I don't think we specifically mention that, for any of you that are interested in that topic, I will caution you little bit that you will be surprised at 'Crip Camp'. Because that talks about sexuality, and



independence as well as other things.

Is one of the ways – you are right, that medical model. I was gonna talk about that as well. The medical model does functional level, trainable whatever. Is that what you are going to add?

JAIRO ARANA:

I was going to mention, we know for a while now, from expert – through experience our lived experiences and historically and other people we know, in our community, that people with disabilities tend to be infantilized, and underestimated. It's unfortunate and it holds us back. It internalizes – you end up believing that then you end up hurting yourself unintentionally. When you hear that thing – that same message over and over again. Some of us believe it some of us don't.

That self limitation – doesn't do us any – expectations. The tyranny of low expectations. (Reads)

Let's have a shot if we make a mistake the first time we will try again. Until we get it right.

SHELLY BAER:

I got a word from Jacqui that we have two minutes and now we have one minute.

(Multiple speakers)

MARY ANGUS:

We would love to answer every question. You contact us at ITAC and we will do what we can to make this a good experience.

McCAFFERTY S KERMON:

Thank you so much. I one final thing as well, remember, these are suggestions. If you have a resource you like better, if you got a training he was interested in something else, could still qualify under one of the competencies. You are not limited to these resources. These are starting points and try to help and encourage everyone to do more.

(Multiple speakers)

SPEAKER:

It was always intended to be fluid updating and changing and evolving.

(Multiple speakers)

SPEAKER:

Thank you for coming everyone!

JACKIE CZYZIA:

Thank you Jairo, Mary, Shelley, McCafferty for anything you've done for the competencies. I also want to shout out GSU, Georgia State University LEND for providing assistance with plain language and design around the competencies. The team mentioned this is meant to be a living document and so if you have suggestions as you are implementing it and piloting it, we will bring it back to the authors. The recording will be archived and available within one week and please take two minutes to provide feedback on today's webinar. The survey link should be in the chat. Just want to say thank you again, and we will stick around in case of any last questions.

MARY ANGUS:

We didn't work with Georgia Tech but Georgia state. Thank you everybody.

McCAFFERTY S KERMON:

Please give us feedback because we want this to really be a great resource.

MARY ANGUS:

He could also take more than two minutes if you need.

McCAFFERTY S KERMON:

I want to thank Jackie and Jeanette for all of their help on this. And also Kruti for all the support over many years.

(Multiple speakers)

SPEAKER:

Can someone add me to the discipline work group please?

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