

Facilitator Guide

Introduction



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Guiding Principles of the Speak Up Curriculum Person Driven Planning: *Components of Teaching People with Disabilities to Lead their own Person Driven Plans*

The Speak Up curriculum is designed to teach people with disabilities receiving Home and Community Based Services to lead their lives through the creation of their Person Driven Plan.

The Speak Up Class brings together a diverse cohort of people with disabilities to engage in learning the process to lead their own Person Driven Planning meetings. Speak Up provides the space for people with disabilities to build community with one another, gain new perspectives, build competencies, and gain a better sense of their own path as a leader of their life.

Program participants explore topics related to self advocacy, setting goals, and discovering their personal paths. Participants also come to understand the power of the disability community and the importance of their voice in sharing their perspectives and creating the life they want.

Through the Speak Up Academy we provide the language, knowledge and tools to ensure that participants will have a powerful voice in leading their own Person Driven Plan and are not afraid to confront, to listen, and to see new possibilities for their future.

Guiding Principles

LEADER

- Speaking up for myself
- Saying what's working and what's not working in my life

COMMUNITY

- Learning who can help
- Purposefully creating connections within my community (activities, events, work, volunteer, groups)

WELLNESS

- Identifying and sharing my own joy/happiness and boredom/unhappiness
- Communicating about my health needs and status

PROBLEM SOLVING

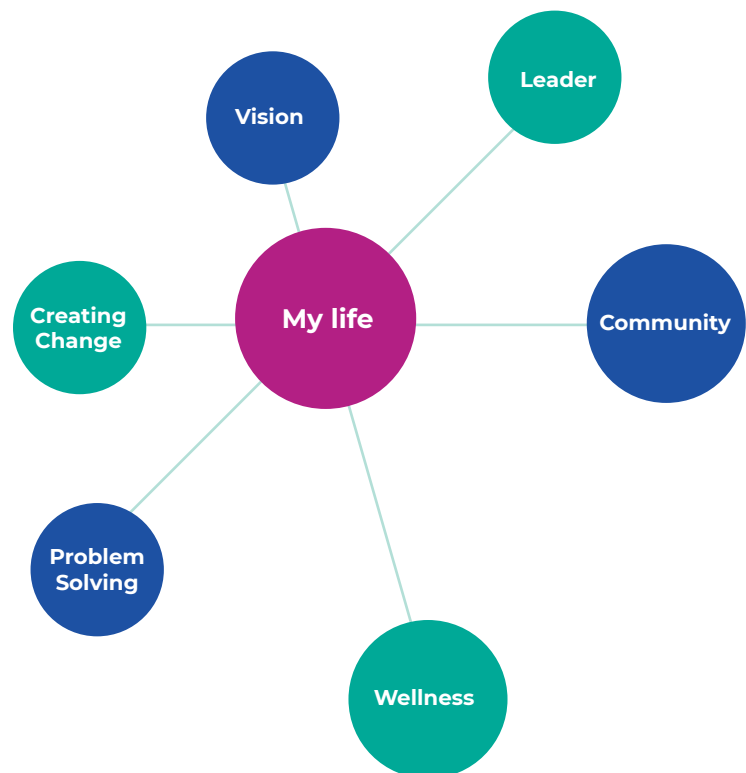
- Identifying problems and taking action

CREATING CHANGE

- Plan, communicate, and act to take my life in a different way

VISION

- Writing my current goals for my life
- Identifying my strengths and skills



General Principles of Universal Design used throughout the curriculum

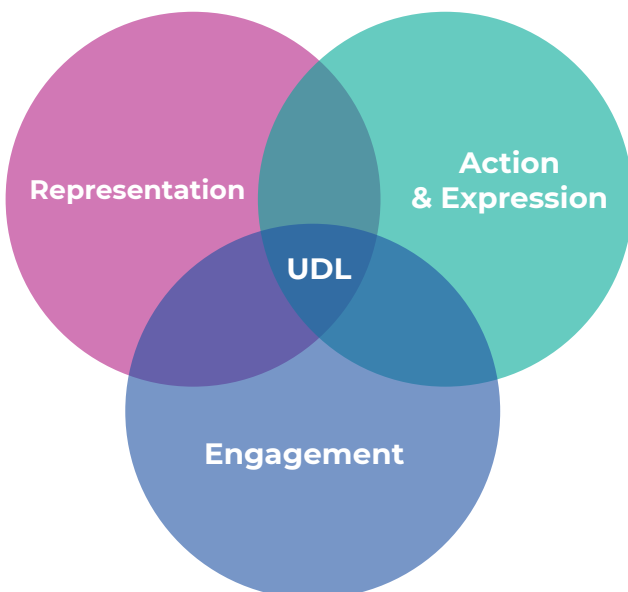
All modules will follow the principles of UDL. Participants are encouraged to let the facilitator know anything that will assist in participation or make the materials and the session accessible.



UDL Basics in every module

- Materials will be sent to participants ahead of time.
- All materials will be available in hard copy and electronically and are formatted to be read by a screen reader.
- Visuals and step by step directions will be provided.
- Closed captioning will be used on all videos. Audio description will be provided if needed.
- Peer support will be available during all sessions.
- Choices in the form of word and picture cards will be available for all response options.

The 3 principles of UDL



Scaffolding structure will be used to support people who have difficulty communicating or generating ideas

Strategies for Supporting Participation in Group and Individual Activities

Sometimes participants may have trouble answering questions or participating in group discussions. The following strategies can help participants to offer answers and share ideas.

Understanding your students

- Sometimes students have trouble giving answers and sharing their ideas.
- We cannot assume that they are avoiding communication, being lazy, or that they do not know.
- We have to work to teach and support them to answer and participate.
- Use the following steps to support students to learn to share their answers.

1 Step 1: Ask Open-Ended Questions

- Can you tell me about your community?
- What do you have in common with the people in your group?
- How are you a leader in your life?

2 Step 2: Provide Sentence Starters

- Something I want you to know about my community is_____.
- I have things in common. Some are_____.
- I have been a leader in my life by_____.
- I have overcome obstacles by_____.

3 Step 3: Share Full Ideas

- To introduce this say something like...“If I was answering this question I would say...” or “Something I would like you to know about my community is that we love music.”
- “One thing that could be said about this is...”
- Then follow this up with another question. “Would you agree with that?”
- “When I think about myself as a leader, I know I have led my career to make sure I am doing meaningful work.”
- “If I were to think about what obstacles I have overcome, I would say I have relied a lot on friends to continue to achieve my goals.”

4 Step 4: Use a Word or Picture Board

Write word selections on a dry erase board or piece of paper or print out pictures. Divide the area into two, four, or six sections and write word or phrase options in each of the sections. Be sure to have a section that says, “none of these” or “something else.”

Some examples include:

Friends who help each other	Family who help each other
I want to build a new community	None of these

I lead my life by letting others know my goals and taking action.	I am learning to lead my life
None of these	I lead my life by planning my day

5 Step 5: Use a Yes/No Board

Using a yes/no board can include using a whiteboard, or writing the words yes/no on a piece of paper/ post-it note. The communication partner should frame questions in a yes/no fashion. Be sure to only ask one question at a time.

Icon Legend

The SPEAK UP curriculum is designed to be accessible to all. In order to ensure that all can participate meaningfully suggestions have been made for multiple modes of participation and types of support. The following icons will be placed next to activities in each week's plan in order to alert facilitators to ideas for making the curriculum accessible.

Please familiarize yourself with the icons and their meanings and use this guide as a reference as you plan each class.



Allow extra time for people who use augmentative communication



Walk around and make sure participants are prepared to share. Provide support if needed



Encourage participants to speak for themselves, but utilize support from a peer or support person as needed for success



Use speech to text technology (and other Assistive Technology) as needed for writing



Read the slide out loud



Provide support to share answers and ideas



Project the discussion questions on the slide show for all to read and leave them up during the discussion



Give the choice to write or draw



Make sure there is someone available to scribe for those who need support writing



Use a scaffolding structure*

Additional resources for facilitators



Identity first / people first language

- <https://autisticadvocacy.org/about-asan/identity-first-language/>
- <https://thearc.org/about-us/press-center/>

Disability rights movement

- <https://adapt.org/>
- <https://adapt.org/the-story-of-adapt-trailer/>
- <https://www.pbs.org/video/the-gang-of-19-ada-movement-hxrjxw/>

SARTAC

- <https://selfadvocacyinfo.org/>

SABE

- <https://www.sabeusa.org/>

Shane Burkaw LAMN

- <https://www.laughingatmynightmare.com/about-us>

Universal Design for Learning

- <http://www.cast.org/our-work/about-udl.html#.XxjLppNKiyt>
- <https://thinkcollege.net/think-college-learn/universal-design/universal-design-introduction>

PACER's National Parent Center on Transition and Employment

- <https://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>