

# Curriculum for Empowering Self-Advocates

## Volume 3 Chapter 5

### In the Driver's Seat

**Purpose:**

This session focuses on concepts of participant-driven supports, including personal planning, being in charge of individual planning meetings, selecting support providers, and dealing with conflicts during service planning. Ideas for advocating systems or policy changes are also explored.

**Goals of the Session:**

Participants will:

1. Identify some goals they have for their lives, and supports that may be needed to assist them to achieve those goals.
2. Identify how they can lead or manage their individual planning processes (including futures planning and annual meetings), and begin practicing some skills to reinforce their confidence to do so.
3. Discuss ways to select staff or agencies to provide services.
4. Be aware of strategies for dealing with conflicts or disagreements in service planning.
5. Develop ideas for becoming involved in system-wide or policy advocacy.
6. Identify further topics they would like to explore, and





celebrate their accomplishments.



## Chapter 5 In the Driver's Seat Description of the Activities

Activity	Approximate Time
<b>5-1 Things We Want to Do, Places We Want to Go</b> This activity uses a streamlined approach to futures planning to help participants identify goals for their lives. Supports to assist the participants in achieving those goals are explored.	<b>60 minutes</b>
<b>5-2 Managing the Individual Planning Process</b> This activity addresses how the self-advocate can take a leadership role in the individual planning process.	<b>90 minutes</b>
<b>5-3 Choosing People to Help</b> This activity helps participants to identify the qualities important to them in selecting people and/or agencies to provide supports. Tools for documenting information about agencies and employees are reviewed.	<b>90 minutes</b>
<b>5-4 What If Someone Disagrees?</b> This activity presents methods for responding to disputes or disagreements from individual planning team members. Skills of conflict resolution and problem-solving are reviewed. Participants work through several situations relevant to issues they have experienced.	<b>60 minutes</b>
<b>5-5 Changing the Way the System Works</b> In this activity, participants learn more about issues of concern and discuss ideas for changes to improve disabilities services on a local or state-wide basis. Participants develop a plan of action to address a specific concern. Topics for Chapter 6, if any, are identified. If this is the last class session, participants celebrate their accomplishments.	<b>90 minutes</b>



## Things We Want to Do, Places We Want to Go Activity 5-1

### **Purpose:**

This activity uses a streamlined approach to futures planning to help participants identify goals for their lives. Supports to assist the participants in achieving those goals are explored.

### **Time Required:**

Approximately 60 minutes.

### **Learning Experiences:**

Individual exercises and large group discussion.

### **Materials:**

Handouts:

- Things I Want To Do
- Things I Want To Have
- Places I Want To Go
- The Kind of Person I Want To Be

Flip chart and markers

Tape (to secure flip chart pages to the wall)

### **Welcome And Reconnect:**

If the class has not met for several days, welcome them back. Follow up on any significant or common issues that arose during the last session, and see how participants are feeling about the situation. If participants tried a new skill or used new information away from the class, help them to reflect on the outcomes, ask if they want more information or more practice with the skill, and continue to encourage them. Adjust the lesson as appropriate. Adult learners get the most out of information when it is directly tied to their needs at the time. Indicate that using a new skill or new information usually takes lots of trials and practice before it becomes automatic and comfortable. Make a connection between the specific issue and today's topic.

### **Introduce The Activity:**



Facilitate a discussion about the participants' experiences with annual support planning and futures planning. Ask questions such as:

- “Are you happy with your service plan?”
- “If not, what kinds of things do you want to have in your plans that are not there?”
- “Who decides what kinds of services or supports you get?”
- “Do you feel that the people helping you plan know what is important to you in your life?”

Tell the group that we each have the power to make our lives what we want them to be. Recall the meaning of “empowerment” (gaining mastery or control over one’s own life). The first step is knowing what we want. You may want to give an example from your own experiences of having a dream or desire, setting a goal, taking action, and achieving the goal.

Tell participants that having a picture in our minds of what we want in our lives helps us to put the energy, resources, and self-discipline into making a satisfying life for ourselves. It lets other people understand what’s important to us, and how they can help. We can think ahead and decide whether each action we take will help us to achieve what we want, or whether a choice we face may prevent us from getting what we want.

Encourage the participants to begin thinking about what they want in their lives:

- Things they want to do
- Things they want to have
- Places they want to go
- The kind of person they want to be

Participants who have gone through a satisfactory futures or personal planning process may have suggestions or guidance for members of the group who have not had this experience. Encourage this sharing. Give the group some time to write or draw their ideas on their handouts. Encourage them to think of what’s important to them, rather than to their parents, case managers, job coaches, or other people. Each person’s list will be different, just as each person’s life is unique.

Make sure that participants don’t feel pressured to finish their lists. This should be a fun exercise! For some participants, this may be their first experience really concentrating on what they want out of life. Participants should be encouraged to take time to think about what they want in each area. They can add to their lists in the future. Also, remind them that it’s okay to change their minds in the future.

Provide additional supports or assistance to individuals as needed.

## **Follow Up:**



Ask the participants to each choose one item on one list. Then, facilitate a discussion of what kinds of supports could help each person to achieve that objective. Indicate to the participants that it will be important for them to think about the kinds of support or help they need to reach each of the things they've put on their lists.



### **Summarize And Transition:**

“Think about the things you want to do, the things you want to have, the places you want to go, and the kind of person you want to be. Do you feel like you’re getting the help or supports you need to achieve those things? If not, what are some things you can do to get that help?”

Indicate that the annual supports planning process is one avenue a self-advocate can use to arrange help to achieve what’s important. Encourage participants to keep their lists for use during future planning meetings they have. Remind them that they can convene a team meeting if they feel strongly about getting supports to meet these wants and needs.

Transition to the next activity by telling participants that one way to make sure their interests are addressed is for them to take an active role in leading or managing the planning process.

Activity 5-1

Things I Want To Do

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Activity 5-1

Things I Want To Have



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Activity 5-1

The Kind of Person I Want To Be



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## Managing the Individual Planning Process

### Activity 5-2

#### **Purpose:**

This activity addresses how the self-advocate can take a leadership role in the individual planning process.

#### **Time Required:**

Approximately 90 minutes.

#### **Learning Experience:**

Large group discussion (with possible role plays or other skills practice).

#### **Materials:**

Handouts:

- Things To Do Before the Meeting
- Things To Do During the Meeting
- Things To Do After the Meeting
- Rules to Help Your Planning Meeting Run Smoothly
- Making Sure Your Plan is Followed

Flip chart and markers

Tape (to secure flip chart pages to the wall)

#### **Welcome And Reconnect:**

If the class has not met for several days, welcome them back. Follow up on any significant or common issues that arose during the last session, and see how participants are feeling about the situation. If participants tried a new skill or used new information away from the class, help them to reflect on the outcomes, ask if they want more information or more practice with the skill, and continue to encourage them. Adjust the lesson as appropriate. Adult learners get the most out of information when it is directly tied to their needs at the time. Indicate that using a new skill or new information usually takes lots of trials and practice before it becomes automatic and comfortable. Make a connection between the specific issue and today's topic.

#### **Introduce And Begin The Activity:**

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Ask the participants what experiences they've had at annual planning meetings or other meetings where supports and help for them were discussed. What experiences were they happy with? Which were not satisfactory? What were some of the factors that made a difference, good or bad?

Recall some of the highlights of the discussion and work the participants did about leadership (Activity 4-4). Post the flipcharts and diagrams the groups did during this activity.

Ask the participants:

“Who leads your planning meetings?”

“Can a self-advocate lead his or her own planning meeting?”

“What are some important things for the self-advocate to do to lead a successful meeting?”

Record the group's ideas on a flipchart.

It may be helpful for the participants to discuss their ideas about leading each phase of the planning process:

- Things to do before the meeting
- Things to do during the meeting
- Things to do after the meeting

Go over the handouts, reinforcing points the participants already made, and facilitating discussion of any points on the handouts that the participants may not have considered. Facilitate a discussion of the idea of the “Follow-up Group,” a small group of plan participants who are deeply committed to the self-advocate and will help the person make sure the plan is followed. The Follow-up Group acts at the direction of the self-advocate to make sure that people who have said they will complete specific tasks actually do so on time. The Follow-up Group should be committed to meeting several times throughout the year to monitor plan progress. Direct attention to the handout on making sure their plan is followed; go over the suggestions and ask for any additional ideas.

Ask the participants what kinds of rules they want to have for their planning meetings. Remember, these rules should be individual to each person. Some of the ground rules the group established in Activity 1-2 may be good starting points. Suggest the importance of concepts such as “No side-talking,” “No interrupting,” etc. Review “Rule to Help Your Planning Meeting Run Smoothly” and emphasize that these are only ideas; each person should decide what rules are most important in their own situation.

Add any suggestions the participants have that are not included on the handouts, or type up their list and give it to them as an additional handout at the next class session.

### **Practice The Skills:**



Ask participants to decide on one or two skills or steps of leading a meeting that they would like to practice. Help them to arrange a role-play or other learning technique to use the skill(s). Provide feedback and assist them to reflect on what went well and what they would do differently during an actual planning meeting. Repeat this process or develop other methods if the participants would like more practice.

If any of the participants has a planning meeting in the near future, they may want to address that. Remind all of the participants of the need for confidentiality. Encourage the participants to support one another as they begin preparing to lead their meetings.

### **Summarize And Transition:**

Again, inquire of the participants what they consider to be the highlights or most important parts of this activity. Or, ask them to summarize what they've covered. Indicate that leading their own meetings will help them to have the supports or services they need to get what they want out of life.

Transition to the next section by suggesting that it's not only important to have a say in what kinds of help we receive, it's also important to know what to look for when we are choosing someone to help.

## Things To Do **Before** the Meeting

It may help to do some things before your meeting. Decide which of these steps would be helpful for you. Then make a plan and schedule when to do each step you choose.

- \_\_\_\_\_ Decide who to invite.
- \_\_\_\_\_ Pick a time and place for the meeting.
- \_\_\_\_\_ Call people to invite them or send out invitations in the mail.
- \_\_\_\_\_ Write out an agenda (each topic I want to talk about at the meeting).
- \_\_\_\_\_ Ask a friend for help or support.
- \_\_\_\_\_ Think of a few people I trust to help make sure my plan is followed. Ask them to be in my Follow-up Group.
- \_\_\_\_\_ Go over last year's plan and make notes about what worked and what didn't work.
- \_\_\_\_\_ Make notes about what I want to say. Practice ahead of time.
- \_\_\_\_\_ Make copies of my lists ("Things I Want To Do," "Things I Want To Have," "Places I Want To Go," and "The Kind of Person I Want To Be") or make a poster to put up that shows people what I want.
- \_\_\_\_\_ Think about how to welcome people.
- \_\_\_\_\_ Buy snacks.
- \_\_\_\_\_ Get tablets and pens or pencils.
- \_\_\_\_\_ Write down the rules I want people to follow at my meeting.





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## Things To Do **During** the Meeting

Decide which of these steps would be helpful for you during the meeting.

- \_\_\_\_\_ Make everyone feel comfortable.
- \_\_\_\_\_ Give people copies of the agenda.
- \_\_\_\_\_ Welcome people and introduce people who have not met.
- \_\_\_\_\_ Follow my agenda. If someone changes the subject, say that I want to cover the things that are important to me. Ask them to follow the agenda.
- \_\_\_\_\_ Take a break if I get tired, or if I feel tense.
- \_\_\_\_\_ Share my lists of what I want to do, what I want to have, places I want to go, and the kind of person I want to be.
- \_\_\_\_\_ Sit where everyone can see me. Ask a friend to sit next to me.
- \_\_\_\_\_ Speak for myself.
- \_\_\_\_\_ Remind people that it's okay if we disagree, but that I will only agree with things that I want to do or that I think I should do.
- \_\_\_\_\_ Ask someone to take notes for me.
- \_\_\_\_\_ Ask questions. Keep asking if I need to, so I can understand.
- \_\_\_\_\_ Ask the people in the Follow-up Group to decide on a time to meet in a few weeks.




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Activity 5-2

Things To Do **After** the Meeting

It may also be helpful to do some of these things after the meeting.

- \_\_\_\_\_ Think about how it went. Was I satisfied, or not?
- \_\_\_\_\_ Think about what I liked best.
- \_\_\_\_\_ Decide what I would do differently next time.
- \_\_\_\_\_ Call people to thank them for attending my meeting.
- \_\_\_\_\_ Look at the plan we signed and get started on the most important goals.
- \_\_\_\_\_ Call the Follow-up Group to set up a meeting to talk about progress.
- \_\_\_\_\_ Offer to help a friend with his or her meeting.
- \_\_\_\_\_ Think about what I want the Follow-up Group to do, if I don't think the plan is going well.
- \_\_\_\_\_ Celebrate that I led my own meeting!

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## Activity 5-2

# Rules to Help Your Planning Meeting Run Smoothly

To make your planning meeting go well, you may want to have some rules. These rules will help you to lead the kind of meeting you want. You don't have to use all of the rules listed here. You can make up your own list of rules that you think are important.

Here are a few suggestions:

1. Remember that I am the meeting leader.
2. Start and finish on time.
3. Let each person finish speaking – no interrupting.
4. Listen respectfully to whoever is talking – no side talking or whispering.
5. Follow the agenda.
6. I can suggest a brief break at anytime.
7. Agree to do something only if you truly intend to do it.
8. Remember that it's okay for people to have different opinions.
9. I will make the final decision on all goals.
10. It's okay for anyone to say, "I don't know." We can find the answer together.

Before the meeting, you might write the rules on a large sheet of paper (or ask someone with good handwriting to help you). Tape this paper to the wall where everyone can see it at the meeting. Be sure to tell the people at your planning meeting what you want the rules to be. Remind the people at your meeting what the rules are, if they are not following them during the meeting.

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## Activity 5-2

### *Making Sure Your Plan Is Followed*

#### How the Follow-Up Group Can Help

You and the Follow-Up Group should meet several weeks after the Planning Meeting. Also plan to meet several times during the year to discuss the progress on following the plan.

11. Talk about how things are going:

- a. Are people doing the things they said they would do to help you?
- b. Are there people who need to be reminded of what they said they would do?
- c. If people are not going to do what they said they would do, is there someone else who could be asked to do it?

12. Is there anything about the plan that you want to change now? You should talk about this with the Follow-up Group and decide what to do.

13. Decide on a time to meet again. If your plan is going well, you may not need to meet for several months. However, if there have been



some struggles in making your plan work, you may want to meet in a few weeks.



## Choosing People to Help Activity 5-3

### **Purpose:**

This activity helps participants to identify the qualities important to them in selecting people and/or agencies to provide supports. Tools for documenting information about agencies and employees are reviewed.

### **Time Required:**

Approximately 90 minutes.

### **Learning Experiences:**

Large group discussion (with possible role plays or interview practice)

### **Materials:**

Handouts:

- Possible Questions to Ask Providers of Community Supports
- People First Evaluation of Services

Large pictures of various animals, posted onto flipchart or poster paper

Flip chart and markers

Tape (to secure flip chart pages to the wall)

### **Welcome And Reconnect:**

If the class has not met for some time, welcome them back. Follow up on any significant or common issues that arose during the last session, and see how participants are feeling about the situation. If participants tried a new skill or used new information away from the class, help them to reflect on the outcomes, ask if they want more information or more practice with the skill, and continue to encourage them. Adjust the lesson as appropriate. Adult learners get the most out of information when it is directly tied to their needs at the time. Indicate that using a new skill or new information usually takes lots of trials and practice before it becomes automatic and comfortable. Make a connection between the specific issue and today's topic.

### **Introduce The Activity:**



“We’ve talked about the kind of things we want in our lives (like things we want to have and places we want to go). We’ve also talked about ways to be a leader in your planning meeting. Let’s think now about who helps us.”

Facilitate a discussion of the participants’ experiences with supports. Recognize that most participants may receive some supports from paid staff, and some supports from people who are not paid such as friends, family, neighbors, and advocates. Stimulate the discussion with questions such as:

“Who gets help from someone? What kinds of help do they give you?”

“Who pays that person to help you?”

“What are some things that you like about your staff or trainers?”

“What are some things that you don’t like?”

Then focus participants on their experiences of choice in service providers. Ask:

“Did you choose the people who help you, or did someone else decide to send them to you?”

“Would it be a good idea if you could choose who helps you?”

### **Ask The Participants:**

“If animals could provide supports and help to us, what kind of animal would you want to help you? Why would that be a good animal to help you?”

Some ideas might be owls because they are wise, dogs because they’re loyal, wolves because they protect you, dolphins because they’re smart, or fish because they like to stay together.

Record the participants’ comments on a flipchart, or alongside the pictures of the animals.

Begin to focus attention on the characteristics or qualities the participants identify as important to them. To stimulate discussion, you may want to ask if their helpers should be:

Trustworthy

Willing to help even if they don’t agree with your choices

Able to maintain confidentiality

Respectful

Polite

Considerate of your property (what you own)

On time

Creative or imaginative (can help you think of new ways to do things)

Patient

Understanding and compassionate

Kind

Pleasant

Knowledgeable about things that are important to the individual



Look over the handouts. Help the participants think of ways they could use the “People First Evaluation of Services” (or “Possible Questions to Ask Providers of Community Supports”) in their own situations.

### **Follow Up:**

Indicate that self-advocates not only should be able to choose the agency that will provide supports to them (depending on availability in their area), but that they should also speak up if they are not happy with the staff person(s) the agency selects for them. Remind participants of the discussion on choices related to service providers, in Activity 3-1.

In some locations, there may be only one or a very few service providers. If this is the case where you are facilitating the class, ask participants if they are interested in learning how they can set up their own self-directed support corporation. If there is interest, arrange for a speaker from the local office of Developmental Disabilities services (or other person with experience in this area) to make a presentation to the group.

In all instances, self-advocates should be permitted to ask the agency to allow them to interview or visit with employees before they are assigned to work with the self-advocate. Ask the participants what kinds of things they would want to know before approving a person to help them. Record their ideas on a flipchart. Provide a typed list of the participants’ ideas at the next class session.

### **Practice The Skills:**

Ask the participants if they would like to practice interviewing an agency or employee. Provide supports to devise a role play or other learning situation. If possible, invite a representative from a local service provider who is willing to allow the participants to interview him or her.

### **Summarize And Transition:**

Review the main points of this activity, and reiterate those that seem of greatest interest and importance to the participants. If anyone has indicated an intention to use the information or skills before the next class session, schedule time during the next session to allow for ample reflection and reinforcement.

Transition to the next activity by asking if the participants have been in situations in which planning team members did not agree with something of importance to the individual.



## Activity 5-3

### Possible Questions to Ask Providers of Community Supports

1. How long has your agency provided services to persons with developmental disabilities?
2. How many people do you work with?
3. Could I contact individuals who receive services from your agency to ask how they feel about your services?
4. How many hours of assistance will I receive from your agency each week?
5. Can I be involved in hiring staff that will work with me?
6. Will staff let me work with them to develop a schedule that will best meet my needs?
7. If things change in my life, can I schedule different times to meet with staff?
8. What qualifications and experience does your staff have?
9. Is your program accredited?
10. How does your agency respond to emergencies? What is your on-call system?
11. If staff quit, are ill or go on vacation, are there trained backup staff who can immediately work with me?
12. If for “good” reason I am dissatisfied with staff performance, will your agency help solve this problem, or can I begin working with a new staff person?
13. Will your agency help me coordinate personal care or other services I might need?
14. What are the different settings in which I could live?
15. How would you provide for my safety and health?
16. What educational and instructional services do you provide?
17. What opportunities do you provide to meet my social, recreational and leisure needs?
18. What training does your agency provide for staff?
19. What philosophy do you have on services to people with developmental disabilities?  
Please give me some examples of how the delivery of services matches your philosophy.



20. What role does the family or advocate play in services, and how is the family/advocate's involvement viewed by the service provider?
21. Can I visit one of your service locations?
22. What do you do during the first 30 days of placement?
23. What is your grievance procedure? How do I resolve a difference or disagreement with you? If we cannot resolve our differences, what options do we have? (Note: Fair hearing should be one of the options.)
24. Explain your confidentiality policy.
25. How do you assess the effectiveness of the individual plan for services and supports? Under what kind of time lines is the plan reviewed?
26. How would you help me become involved in the life of the community?
27. What kind of assistance would you provide me with (managing my money, finding a job, shopping, etc.)?
28. If the planning team agrees on a certain level of support, how are team members notified of, and when would they need to approve, changes of staff/support?
29. What would you do if ... (fill in with pertinent situations)?



## Activity 5-3

# People First Evaluation of Services

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### *GENERAL KNOWLEDGE AND ATTITUDES*

Program Being Evaluated:

Name(s) of Person(s) Doing The Evaluation:

Date of Evaluation:

### **ADMINISTRATION**

#### **QUESTION:**

Why was your organization started?

What are your goals for your organization?

What are your priorities for:

Governing Board:

Employees:

Customers/consumers:

Products:

What is your reputation for:

Honest business practice:

Respect from employees:

Respect from customers/consumers:

What is your track record for:

Complaints solved:

Employee satisfaction and employee turn-over:

Board member satisfaction and turn-over:

Customer return for business:

What qualities do you look for in:

Board members:

Employees:

Products/services:

How is your program evaluated for the quality of services it provides:

Outside evaluation:

Board evaluation:

Staff evaluation of services:

Customer/consumer evaluation of services:



**GENERAL KNOWLEDGE AND ATTITUDES**

**QUESTION:**

The service has knowledge of and understands my disability:  
Yes                      Sometimes                      No

The service shows genuine concern for me:  
Yes                      Sometimes                      No

The service helps me to feel comfortable when I need to ask for help:  
Yes                      Sometimes                      No

The service explains why they want me to do something:  
Yes                      Sometimes                      No

The service treats me with respect and dignity:  
Yes                      Sometimes                      No

The service can communicate with me:  
Yes                      Sometimes                      No

I really like being with my PCA, trainer, etc. We work as a team, our personalities work together:  
Yes                      Sometimes                      No

The service listens to me and I am understood:  
Yes                      Sometimes                      No

The service helps me to say, "I don't understand" or to ask questions. It does not make me feel embarrassed:  
Yes                      Sometimes                      No

The service makes me feel that I am important, wanted and needed:  
Yes                      Sometimes                      No

The service asks me what I want, need and like:  
Yes                      Sometimes                      No

The service encourages me to speak my opinions:  
Yes                      Sometimes                      No

The service respects and acts on my opinions:  
Yes                      Sometimes                      No

I feel I can say "No" to the service provider, when necessary:  
Yes                      Sometimes                      No

The service allows me to accept the consequences of my decisions:  
Yes                      Sometimes                      No

The service is flexible to my personal needs, wishes and changes:  
Yes                      Sometimes                      No

The service respects my privacy:  
Yes                      Sometimes                      No

Comments:



## SUPPORTED LIVING

I am taught the things I really need to know so that I can become more independent:

Yes                      Sometimes                      No

The safety training is adequate:

Yes                      Sometimes                      No

I can reach a supported living staff person when there is an emergency:

Yes                      Sometimes                      No

I feel "ok" when I need to call the pager or an emergency number:

Yes                      Sometimes                      No

Communication with staff is positive:

Yes                      Sometimes                      No

The service treats me as an adult:

Yes                      Sometimes                      No

They stress the things I do well rather than always talking about the things I need to improve:

Yes                      Sometimes                      No

The staff respects my privacy and does not try to control my personal life:

Yes                      Sometimes                      No

The service respects my house rules:

Yes                      Sometimes                      No

The service respects the choices I make for my house:

Yes                      Sometimes                      No

There are recreational activities that include friends who are not in services:

Yes                      Sometimes                      No

There is adequate and reliable transportation:

Yes                      Sometimes                      No

The staff notifies me if they cannot make it for a training appointment:

Yes                      Sometimes                      No

The staff is flexible about training schedules and will adjust times if I have another appointment:

Yes                      Sometimes                      No

Comments:



## GROUP HOMES AND SHELTERED LIVING

- The staff knows and respects the rights of the tenants of the home:  
Yes                      Sometimes                      No
- I know and understand the rules and responsibilities of the home:  
Yes                      Sometimes                      No
- The house rules are the same for all tenants of the home:  
Yes                      Sometimes                      No
- I understand the financial responsibilities of living in the home:  
Yes                      Sometimes                      No
- Training in the home really helps me to become more independent:  
Yes                      Sometimes                      No
- There is opportunity to transition from group home to supported living:  
Yes                      Sometimes                      No
- There is adequate staff to meet the needs of all tenants of the home:  
Yes                      Sometimes                      No
- There is adequate recreation within the home:  
Yes                      Sometimes                      No
- There is adequate community recreation in a group:  
Yes                      Sometimes                      No
- There is adequate individual recreational opportunities:  
Yes                      Sometimes                      No
- There is adequate and reliable transportation:  
Yes                      Sometimes                      No
- Everyone has a private room:  
Yes                      Sometimes                      No
- My privacy is respected:  
Yes                      Sometimes                      No
- My personal property is safe and respected:  
Yes                      Sometimes                      No
- I can have visitors whenever I want, as long as the visiting time follows the house rules:  
Yes                      Sometimes                      No
- I can make and receive private telephone calls, as long as this follows the house rules:  
Yes                      Sometimes                      No
- My mail is still sealed when I receive it:  
Yes                      Sometimes                      No
- I like living in this home:  
Yes                      Sometimes                      No
- Comments:



**SUPPORTED WORK**

The supported work program and job coach respects my dreams, goals and opinions:  
Yes                      Sometimes                      No

The supported work program and job coach knows what I want for a job/career:  
Yes                      Sometimes                      No

The supported work program and job coach encourages me to follow my dream/ideal career:  
Yes                      Sometimes                      No

The support work program and job coach encourages me to find a job I like or find fulfilling:  
Yes                      Sometimes                      No

The supported work program and job coach helps me with training that will help me to reach my goals:  
Yes                      Sometimes                      No

The supported work program and job coach view me as a person rather than a number:  
Yes                      Sometimes                      No

The supported work program and job coach help me to get ready for a job:  
Yes                      Sometimes                      No

The supported work program and job coach are familiar with the job and can give me the help I need on the job:  
Yes                      Sometimes                      No

The job site is accessible to all people:  
Yes                      Sometimes                      No

The employer, and other employees, understand my disability:  
Yes                      Sometimes                      No

There is discrimination on the job because of my disability:  
Yes                      Sometimes                      No

The job pays me a fair wage:  
Yes                      Sometimes                      No

The number of work hours and schedule meet my needs:  
Yes                      Sometimes                      No

Other workers treat me with respect:  
Yes                      Sometimes                      No

The job coach helps me to understand and stand up for my rights as an employee:  
Yes                      Sometimes                      No

The job coach is available if I need assistance:  
Yes                      Sometimes                      No





I can reach the job coach in case of an emergency:  
 Yes                      Sometimes                      No

If there is a problem at work, the job coach will help me to resolve the problem:  
 Yes                      Sometimes                      No

The supported work program and job coach will support my decision if I want to change jobs:  
 Yes                      Sometimes                      No

I would feel comfortable asking for a different job coach if things are not working out okay:  
 Yes                      Sometimes                      No

Comments:

**PERSONAL CARE ATTENDANT SERVICES**

When the personal care attendant is in my home, I feel comfortable:  
 Yes                      Sometimes                      No

The personal care attendant does not boss or supervise me:  
 Yes                      Sometimes                      No

I feel I am in control of what services I need from the personal care attendant:  
 Yes                      Sometimes                      No

There is good communication between the personal care attendant and myself:  
 Yes                      Sometimes                      No

There is good communication between the personal care attendant program and myself:  
 Yes                      Sometimes                      No

I can trust my personal care attendant:  
 Yes                      Sometimes                      No

I am notified if there is a change in schedules:  
 Yes                      Sometimes                      No

The personal care attendant shows up when he/she is supposed to:  
 Yes                      Sometimes                      No

My personal privacy is respected:  
 Yes                      Sometimes                      No

The personal care attendant does not do things for me that I can do for myself:  
 Yes                      Sometimes                      No

Comments:

**PEOPLE FIRST CHAPTER**

The members understand the purpose of PEOPLE 1<sup>ST</sup>:  
 Yes                      Sometimes                      No





The Chapter has plans and goals for the future:  
 Yes                      Sometimes                      No

The Chapter provides a wide variety of activities for members:

- Educational
- Rights and responsibilities
- Community activities
- Volunteer opportunities
- Recreational activities
- Fund raising activities

The meeting place is accessible to members:  
 Yes                      Sometimes                      No

There is a schedule of activities:  
 Yes                      Sometimes                      No

There is timely and accurate communication about meeting times, activities, change in plans, etc.  
 Yes                      Sometimes                      No

There are rules and guidelines for members:  
 Yes                      Sometimes                      No

The rules and guidelines are understood and followed:  
 Yes                      Sometimes                      No

All members have an opportunity to voice their opinions:  
 Yes                      Sometimes                      No

All members have an opportunity to participate in activities:  
 Yes                      Sometimes                      No

The Chapter has a comfortable family atmosphere:  
 Yes                      Sometimes                      No

Members feel comfortable in asking for help from the group:  
 Yes                      Sometimes                      No

There is a feeling of trust and unity within the Chapter:  
 Yes                      Sometimes                      No

Members support and protect one another:  
 Yes                      Sometimes                      No

Members respect the confidentiality and privacy of other members:  
 Yes                      Sometimes                      No

There is equality and cooperation within the Chapter:  
 Yes                      Sometimes                      No

Hard work, volunteer time, leadership, etc. is appreciated:  
 Yes                      Sometimes                      No





Members plan for the future needs of the Chapter:  
Yes                      Sometimes                      No

Performance of the Chapter Advisor is:

Performance of the Program Director is:

Comments:



## What if Someone Disagrees? Activity 5-4

### **Purpose:**

This activity presents methods for responding to disputes or disagreements from planning team members. Skills of conflict resolution and problem-solving are reviewed. Participants work through several situations relevant to issues they have experienced.

### **Time Required:**

Approximately 60 minutes.

### **Learning Experiences:**

Small group and large group discussions.

### **Materials:**

Handouts:

Steps to Working Through Conflict

Flip chart and markers

Tape (to secure flip chart pages to the wall)

### **Welcome And Reconnect:**

If the class has not met for some time, welcome them back. Follow up on any significant or common issues that arose during the last session, and see how participants are feeling about the situation. If participants tried a new skill or used new information away from the class, help them to reflect on the outcomes, ask if they want more information or more practice with the skill, and continue to encourage them. Adjust the lesson as appropriate. Adult learners get the most out of information when it is directly tied to their needs at the time. Indicate that using a new skill or new information usually takes lots of trials and practice before it becomes automatic and comfortable. Make a connection between the specific issue and today's topic.

### **Introduce The Activity:**



Ask the participants if they have been in situations in which team members or others did not agree with goals the participants wanted to pursue. Or, they may have experience with team members wanting them to have goals that they did not want for themselves. Identify the common themes. Remind the participants of the assertive communication skills they practiced in Activity 3-4. Allow the participants to revisit this topic and refresh one another's understanding of the skills.

Review the work the participants have already done on problem-solving, in Activity 4-3.

### **Tell the Participants:**

“We’ve learned about telling others what we want in a respectful way. And we’ve talked about our rights, and the choices that we have the power to make. We also talked about some ways to solve problems with others on the team. It’s important, too, to have some ways to deal with conflicts or disagreements that come up.”

Introduce participants to the “Steps to Working Through Conflict” handout. Using a situation that came up in previous discussions or a scenario familiar to the participants, lead a discussion of how each step would be conducted.

A key concept in conflict resolution is understanding the difference between position (a person’s stated desire or goal) and interest (the underlying need that the position addresses). The position is what the person initially declares he or she wants. The interest is what caused the person to so decide.

For example, a self-advocate and his parent are having conflict over whether the self-advocate should be involved in non-facility supported employment. The parent does not want the self-advocate to get a job; the self-advocate wants to have a job in the community. These are the positions. By exploring their interests (the underlying needs, or the reasons for the positions), they see that the parent does not want the self-advocate to get a job because the parent fears that the boss or co-workers will exploit the self-advocate; the self-advocate wants a job in the community because he wants to earn more money. The self-advocate and parent can then begin to generate options to address both interests. For example, they can look at factors or supports that could protect the self-advocate from exploitation in the community, or they could look at other ways the self-advocate could earn money while remaining in a facility-based service. Of course, there may be layers of interests to explore.

The important message to convey to the participants is that there are underlying reasons or needs that should be explored before jumping to problem-solving. An excellent classic resource on resolving conflicts is *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher and William Ury (Penguin Books, 1981).



Ask the group to identify a scenario they'd like to use for practice. Make sure the elements of the scenario are clear to everyone. You may have to ask the participants to use their imaginations to guess what the underlying interests may be. Then, divide into smaller groups. Have each group go through the conflict-resolution steps.

Remind the participants of the work they've done about respectful communication. Indicate that especially in conflict situations, it is important to demonstrate respect for the other person and their views. And, they should expect the same respect for themselves and their views.

Reassemble into the large group.



### **Ask The Participants:**

“Do you think these steps could be helpful if there is disagreement about your goals?”

“What other approaches have been successful for you?”

“Who might you ask for help in working through a conflict?”

“Is anyone facing a conflict that you think you would like to try to resolve using these steps?”

### **Summarize And Transition:**

Ask the participants to give a brief summary of what they’ve learned. Reinforce any steps or concepts as needed. If participants are planning to address specific conflicts in their lives using what they’ve covered in this activity, offer encouragement. Be sure to follow through with processing and reflection at the next class session.

Transition to the next topic by seeking the participants’ opinions on what they think should be different about the services or supports they receive, or about the service system in general. You may refer back to relevant issues or concerns that have arisen during previous discussions. Indicate to the participants that they can have a say in making changes to the things they do not like. Help the participants to focus on one or two issues they feel are the most urgent or most critical to them at this time. Based on the discussion, make suggestions or solicit from participants their ideas about who could be invited to talk with them about the issue(s). The goal is to learn more about the issue and about how they can participate in changing the situation they feel is problematic. Help the participants to identify one or two possible guests; if one of the participants would like to make the invitations(s), offer supports if needed.

The Facilitator may also seek input from the participants on how they would like to show their appreciation to the speakers who make presentations. Some ideas might be to sign a thank-you card in advance, prepare a small goodies bag, or write or print a certificate of appreciation.



## Activity 5-4

### Steps to Working Through Conflict

1. Recognize that a conflict exists.
2. State the problem. Be sure to focus on the underlying needs or interests, not the positions.
3. Recognize the other person's feelings and try to think of what options might be helpful to him or her.
4. Break the problem down into smaller pieces if possible. See if there are any areas of agreement.
5. Find any common goals you have with the other person.
6. Start to generate options that will benefit both of you.
7. Agree on a solution and make a commitment to it. Decide how you each will follow up on progress in the future.



If you get stuck, try going back to #2 and think about other needs or interests.



## Changing the Way the System Works Activity 5-5

### **Purpose:**

In this activity, participants learn more about issues of concern and discuss ideas for changes to improve disabilities services on a local or state-wide basis. Participants develop a plan of action to address a specific concern. Topics for Chapter 6, if any, are identified. If this is the last class session, participants celebrate their accomplishments.

### **Time Required:**

Approximately 90 minutes.

### **Learning Experiences:**

Large group discussion, guest speaker presentation, small group discussions as appropriate.

### **Materials:**

Handouts:

As provided by speaker(s)

Flip chart and markers

Tape (to secure flip chart pages to the wall)

### **Preparation:**

If appropriate, confirm speaking engagement(s). Determine what handouts the speaker(s) may want to have copied in advance. Make arrangements for an overhead projector or other audit/visual requirements the speaker(s) may have.

### **Welcome And Reconnect:**

If the class has not met for several days, welcome them back. Follow up on any significant or common issues that arose during the last session, and see how participants are feeling about the situation(s). If participants tried a new skill or used new information away from the class, help them to reflect on the outcomes, ask if they want more information or more practice with the skill, and continue to encourage them. Adjust the lesson as appropriate. Remember, adult learners get the most out of information when it is directly tied to their



needs at the time. Remind the participants of the spiral model of learning. Indicate that using a new skill or new information usually takes lots of trials and practice before it becomes automatic and comfortable. Make a connection between the specific issue and today's topic.

### **Introduce The Activity:**

Recall the discussion the participants had at the end of Activity 5-4, during which they identified issue(s) of importance to them. Remind them that they wanted to learn more about the issue and how they can have an impact on changing the situation. If appropriate, the Facilitator may remind the class of key agreements they made during Activity 1-2; if warranted, review courteous behaviors that demonstrate respect for the speakers, even if the participants disagree with what the speakers are saying.

Introduce the speaker(s).

Following the presentation, one or more participants can extend the thanks of the group, and present any cards or token of appreciation.

### **Follow Up:**

Ask the participants what specific steps they would like to take to change the situation, given what they have learned from the speaker(s). Participants may want to use the problem-solving steps covered in Activity 4-3. Provide appropriate supports to help the participants organize, implement, and monitor their plan of action.

Adjust the lesson plans and schedule as needed to accommodate follow-up with participants on their action plan.

### **Summarize:**

As before, ask the participants to focus on what they felt was most significant about the guest presentation(s). Help them to summarize their plans of action, if appropriate, and agree on a schedule for follow-through.

Solicit from the participants any additional topics they would like to cover. Develop lesson plans (see Chapter 6) and schedule classes as needed.



**Celebrate:**

Congratulate the participants on their accomplishments! They've learned a great deal and have prepared themselves to be effective self-advocates. Present certificates of completion for the course and have the participants give themselves a standing ovation!