

Disability Training

► PRESENTATION SLIDE



SLIDE 1 – TITLE SLIDE

► SCRIPT

“Welcome everyone to the training session for the F.I.I.V.E. volunteer program. We are so excited that you have decided to participate in F.I.I.V.E., which stands for Fostering Intergenerational Inclusive Volunteer Engagement. In other words, you will be working with young adults with disabilities on a monthly basis to complete specific volunteer projects that will support organizations in your community. I know the younger folks are excited to meet you and to start, but before we begin, we want to prepare you for what’s to come.”



SLIDE 2 – QUOTATION

“I’d like to start with a quotation from the poet Maya Angelou, which speaks of the importance of volunteering.”

► *PRESENTATION SLIDE*



SLIDE 3 – WORKING WITH YOUNG PEOPLE WITH DISABILITIES



SLIDE 4 – STRIVING FOR SOCIAL INCLUSION

► *SCRIPT*

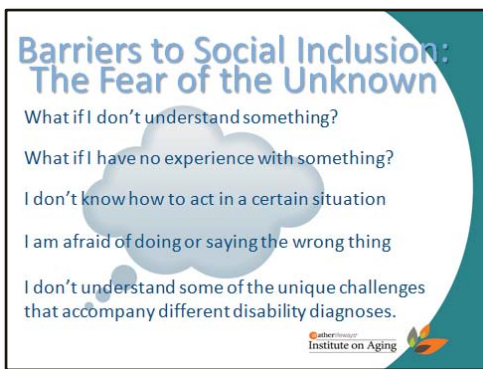
“I know that some of you may be concerned about working with someone with disabilities. Perhaps you do not think you will be able to address their specific needs. You may be uncertain about what to do or how to help. Well don't worry! Today is about prepping you so you can work with these young adults in the best way possible. Unfortunately, people with disabilities often feel like the unwanted center of attention or patronized by society. At other times, they feel ignored and alone. They can't seem to blend in or stand out enough. No matter what the circumstance, a person with disabilities wants to be included and needed. Throughout this project, we are aiming to remove social barriers and promote social inclusion.”

“The goal of F.I.I.V.E. is to strive for social inclusion.”

► *PRESENTATION SLIDE*



SLIDE 5 – WHAT IS SOCIAL INCLUSION?



SLIDE 6 – BARRIERS TO SOCIAL INCLUSION

► *SCRIPT*

“Inclusion is an important concept. Inclusion is more than accepting the diversity of your peers. Rather, inclusion is striving to include everyone in an activity so each feels comfortable, respected, and needed. It is not enough to invite others to join in on the day’s activity. We must work hard to make the work environment appropriate and comfortable for all types of people. Inclusion is a philosophy, a feeling, and a process all in one. It is more than doing something similar or being in the same room. Rather it is a sense of belonging, or feeling that you are valued and needed.”

“You may be thinking some of these thoughts or asking yourself these questions.”

(Read slide text)

► *PRESENTATION SLIDE*



SLIDE 7 – REMOVING BARRIERS

► *SCRIPT*

“To remove barriers of social inclusion, approach participants with an open mind. Make them feel loved and respected in the manner everyone deserves. We must take a walk in their shoes to understand exactly how they feel every day. This is called empathy. We must challenge participants to grow just as we challenge ourselves. We must reach out to them and let them know we are here to support them. Now, let me go over some of the main guidelines for working with young adults with disabilities.

- ~ Focus on your similarities, NOT your differences
- ~ Focus on what they CAN do and NOT what they cannot do
- ~ Encourage them to speak up if they need something
- ~ Do not label or diagnose them, rather use ‘Person First’ language

For example, a person with a disability - NOT a disabled person”

(Read slide text)



SLIDE 8 – NEEDS OF THE PARTICIPANTS

► PRESENTATION SLIDE



SLIDE 9 – DISCUSSION OF LABELS

► SCRIPT

“We are going to talk a bit more about person-first language. To begin, let’s first take a moment and have a discussion about labels.”

(Use slide discussion questions to lead group discussion)



SLIDE 10 – “PERSON FIRST”
LANGUAGE

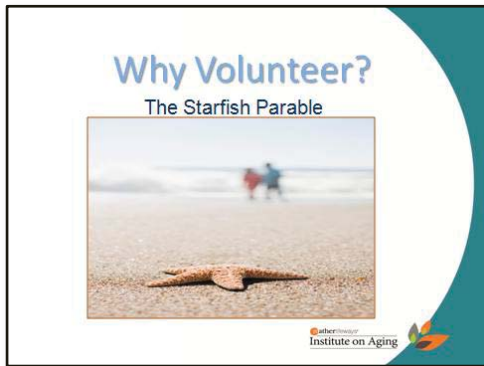
“There are certain ways to say the same thing, but show greater respect. Here is a list of proper ways to address those who have disabilities.”



SLIDE 11 – “PERSON FIRST”
LANGUAGE,
CONTINUED

(Read slide text)

► PRESENTATION SLIDE



SLIDE 12 – THE STARFISH
PARABLE

► SCRIPT

“This parable begins in many different ways but always ends the same.

“A young girl was walking along a beach upon which thousands of starfish had washed up during a terrible storm. When she came to each starfish, she would pick it up, and throw it back into the ocean.

“She had been doing this for some time when a man approached her and said, ‘Little girl, why are you doing this? Look at this beach! You can’t save all these starfish. What difference does it make?’

“The girl seemed crushed, suddenly deflated. However, after a few moments, she bent down, picked up another starfish, and hurled it as far as she could into the ocean. Then she looked up at the man and replied,

“I made a difference to that one!”

“The old man looked at the girl inquisitively and thought about what she had done and said. Inspired, he joined the little girl in throwing starfish back into the sea.” - *adapted from the Star Thrower by Loren C. Eiseley*

“What we can learn from the parable of the starfish is how far our individual efforts can go when they inspire others to do the same. Although individually, our work for change may seem small, our efforts are worthwhile if they make a difference in the life of just one person. When our individual efforts motivate others into a global movement, there is great change.”

► *PRESENTATION SLIDE*



SLIDE 13 – TYPES OF ACTIVITIES

► *SCRIPT*

“Now that you are prepared to communicate with and about individuals with disabilities, let’s talk about the kinds of volunteer activities you can do together. Disabilities vary person to person. Some individuals will have an easier time than others accomplishing certain tasks. Fine motor tasks may be difficult for several of the young adults you will be working with. To make things easier, adapt or break up an activity into steps to best suit individuals’ strength. A participant may not be able to put together a project from start to finish, but there may be certain ways the project can be broken down into smaller tasks to allow participants to take part in completion of the project. Participation at any level can be productive and meaningful. It contributes to both experiential outcomes for participants and the tangible outcomes that are donated.”

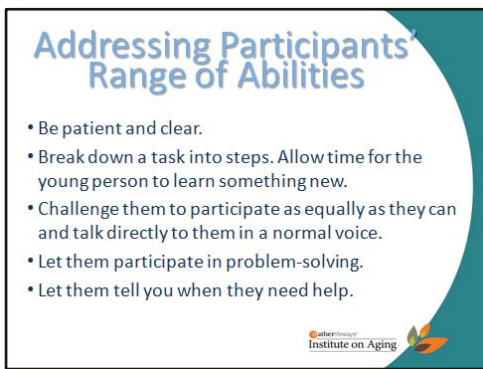


SLIDE 14 – HOW THE DISABILITY AFFECTS THE INDIVIDUAL

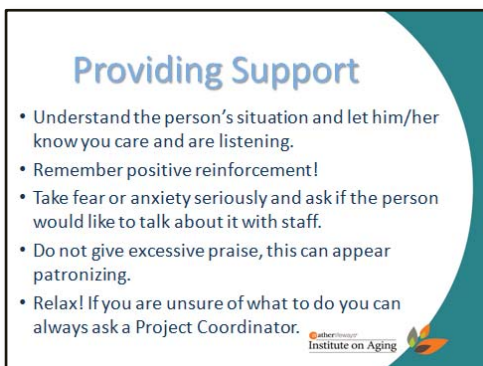
“Here are some additional tips and points to consider when considering the range of abilities among participants:

- ~ The disability affects the needs of each child differently.
- ~ A disability may affect listening, speaking, reading, writing, reasoning, memory, movement, and social skills.
- ~ Disabilities vary from person to person, and they can range from mild to severe.”

► *PRESENTATION SLIDE*



SLIDE 15 – ADDRESSING THE VOLUNTEERS’ RANGE OF ABILITIES



SLIDE 16 – PROVIDING SUPPORT

► *SCRIPT*

“Young people with disabilities may struggle to keep up

- ~ Be patient, supportive and clear with expectations. Remember positive reinforcement!
- ~ Let them problem-solve on their own and tell you what they want to do and with what they need help.
- ~ Break down a task into steps. Provide encouragement and allow time for the young person to learn something new.
- ~ Challenge them to participate as equally as they can and talk directly to them in a normal voice.”

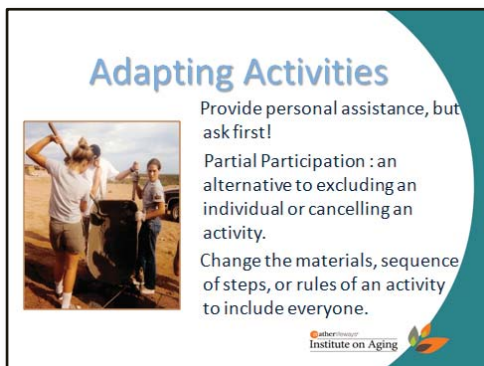
~ “Understand the person’s situation and let him/her know you care and are listening.

- ~ Take fear or anxiety seriously and ask if the person would like to talk about it with staff.
- ~ Do not give excessive praise; this can appear patronizing.
- ~ Relax! If you are unsure of what to do, you can always ask a Project Coordinator.
- ~ Try not to make assumptions about the young person’s needs. Ask the Project Coordinator how best to assist and when.”

► *PRESENTATION SLIDE*



SLIDE 17 – EMPOWERING THE PARTICIPANTS



SLIDE 18 – ADAPTING ACTIVITIES

► *SCRIPT*

(Read slide text)

POINT 1

~ “Provide personal assistance to an individual when adaptations are not feasible.”

POINT 2

~ “Partial Participation provides alternative, yet essential, roles for individuals who may otherwise be excluded from the activity.

~ Activities should only be adapted when necessary for the inclusion of an individual.

~ Adaptations should be made on an individual basis and should capitalize on an individual’s strengths and abilities.”

“Adaptations should not be based on an individual’s disability classification.”

► *PRESENTATION SLIDE*



SLIDE 19 – DISABILITY ETIQUETTE

► *SCRIPT*

(Read slide text)



SLIDE 20 – DISABILITY ETIQUETTE,
CONTINUED

(Read slide text)

- ~ “Avoid treating people with disabilities as if they are the recipients of charity or pity; they want to participate equally with the rest of the community.
- ~ If you don't understand what an individual is saying to you, ask them to repeat themselves or write it down.”



SLIDE 21 – OVERVIEW OF
DISABILITIES AND
NEEDS

“The participants you will be working with all have developmental disabilities. What is a developmental disability? Individuals with developmental disabilities have difficulty doing or learning, or need more assistance doing or learning things than other persons of the same age would need.”

“Next we will review some of the most common developmental disabilities you will encounter with the participants. Please, ask questions if you have them!”

(Read slide text examples)

► *PRESENTATION SLIDE*

Down Syndrome

Definition:
A genetic condition, involving an extra chromosome.

Common physical signs include:

- Head may be smaller than normal
- Flattened nose
- Small ears and/or eyes
- Wide, short hands w/short fingers

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SLIDE 22 – DOWN SYNDROME

► *SCRIPT*

(Read slide text)

Intellectual Disability

- Lower than normal range IQ
- Impairment in adaptive functioning
- May be physically apparent
- Four levels: mild, moderate, severe, profound

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SLIDE 23 – INTELLECTUAL
DISABILITY

(Read slide text)

Autism Spectrum Disorders

Some things you might see or observe:

- Speech impairment
- Isolation
- Relationship issues
- Physiological response
- Difficulty responding or interacting

- Unusual or repetitive behaviors
- Attachment to particular objects
- Strong desire to follow pattern or routine

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SLIDE 24 – AUTISM &
ASPERGERS

“What is Autism? It is a disability that prevents or impairs effective communication, socialization, and/or sensory integration.”

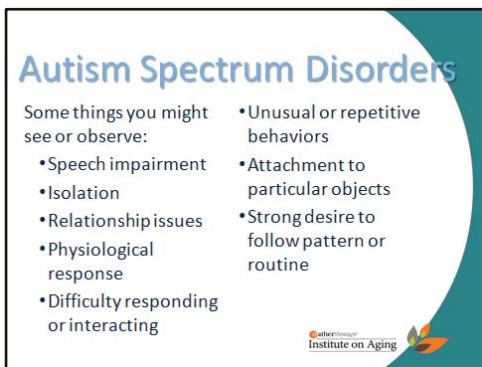
POINT 1: SPEECH IMPAIRMENT

~ Individuals who don't speak, speak very little, or only speak to certain people

POINT 2: ISOLATION

~ Seeking out quiet, seeking out darkness, seeking out a certain sensory stimulation

► PRESENTATION SLIDE



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SLIDE 24 – AUTISM & ASPERGERS

► SCRIPT

POINT 3: RELATIONSHIP ISSUES

~ Lack of interest in, or difficulty forming, social and emotional relationships

POINT 4: PHYSIOLOGICAL RESPONSE

~ Lack of response or over-response to certain things which stimulate the senses (e.g., noises, touch, light)
(Read rest of slide text)



Physical Disabilities

- May use wheelchairs, walkers, canes, or crutches
- Limbs and/or body parts may not have grown normally
- May not have use of some / all body parts
- May not walk
- May be deaf, blind, or unable to speak



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SLIDE 25 – PHYSICAL DISABILITIES

“You will likely notice that many of the participants have physical disabilities as well. For example, some of them are limited in their mobility and may have trouble with fine and/or gross motor skills.”
(Read slide text)



Willing and Able Video



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SLIDE 26 – WILLING AND ABLE

“We have a short clip prepared for you that discusses the valuable role youth with disabilities play in the community.”
(Please see attached toolkit multimedia materials for CD including Willing and Able Video)

► *PRESENTATION SLIDE*



SLIDE 27 – SUCCESSFUL MENTORING

► *SCRIPT*

“In F.I.I.V.E. you will serve as mentors to the participants. Here are some key points to consider when providing mentorship to the young adult participants in the F.I.I.V.E. program:”

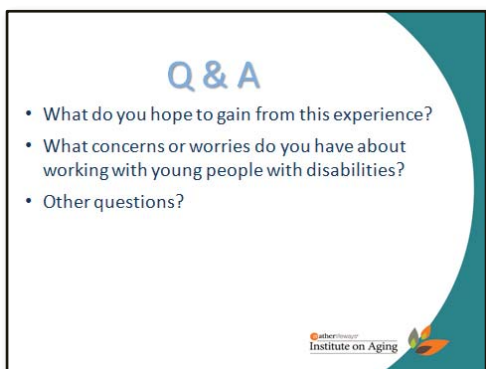
- ~ “Ask questions and listen attentively.
- ~ Curb the inclination to take over. Support their initiatives.
- ~ Support their efforts to develop friendships.
- ~ Validate their thinking.
- ~ Welcome their ideas.
- ~ Help them experience accomplishments and learn from mistakes.
- ~ Respect young people no matter what their ages, and expect them to respect each other.
- ~ Never sell them short. Be prepared to lend a hand if there is a difficulty.”



SLIDE 28 – SUCCESSFUL MENTORING, CONTINUED

(Read slide text)

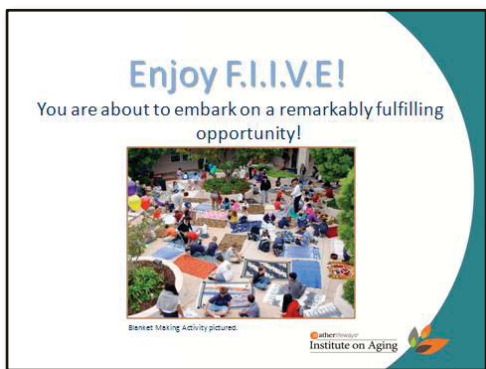
► *PRESENTATION SLIDE*



SLIDE 29 – Q & A

► *SCRIPT*

(Use slide text to lead Q & A)



SLIDE 30 – ENJOY F.I.I.V.E.!

(Read slide text)