Inclusive Practice for CDRC Services

Facilitators guide

Table of Contents

Facilitators Guide Overview

About the Training

"Inclusive Practice for CDRC Services" is a 3.5-hour facilitated training for CDRC staff and volunteer mediators, conflict coaches and restorative justice practitioners. This training explores how people view and understand individuals with disabilities and how practitioners can proactively remove barriers to participation so that anyone who is appropriate for CDRC services can participate.

The training has three learning objectives:

1. Participants will increase their understanding of the five (5) developmental/intellectual disabilities as well as the medical and social models of understanding disabilities.
2. Participants will explore preconceptions and biases they may have of the people with developmental/intellectual disabilities.
3. Participants will understand how to remove physical, communication-based, social, and attitudinal barriers so that individuals with developmental/ intellectual disabilities can participate in ADR services.

Training Facilitation

The training facilitator will manage the video, virtual platform (if applicable), coordinate participation in small groups activities and lead the larger group discussions. No subject matter knowledge is required to facilitate or host this training.

The video is 40 minutes long, leaving 2.5 hours for small group activities, discussions and debriefs, as well as 20 minutes for introductions and breaks. Facilitators should preview the materials to get familiar with the content of information. This will help them prepare for managing how the time can engage participants and support their needs. The video provides places to pause and check in for participant understanding, reactions, questions, and discussions.

This guide breaks down the training into segments. The corresponding time on the video is provided as a reference for the facilitator or host.

Technology Requirements and Suggested Zoom Settings

The video is designed for a Windows operating system and, if delivering the training virtually, additional access to a platform with a screen share function such as Zoom.

The video is played directly from a computer and if shared through a virtual platform supports breakout rooms and screen sharing. The facilitator will provide access to the activity handouts with participants and broadcast them to the virtual breakout rooms (if applicable).

If using Zoom, consider the following recommendations.

- <u>Closed Captioning:</u> closed captioning is highly recommended and is one way to remove potential barriers to participation. To activate this feature, click "Live transcription (CC)" from the zoom meeting control bar. Instruct participants to select the same option from their zoom screen if they would like to use this feature.
- Using Zoom's screen share function:

  1. Click "Share Screen" from the host's control-bar
  2. Check the boxes for "Share sound" and "Optimize for video clip" in the bottom left corner of the window
  3. Select the video file you want to share
  4. Click "Share"
  5. Click the "play" icon on the video

  Note: if participants cannot hear the videos, confirm the settings in #2 are selected

Create the Learning Environment

Introductions

When participants are fully connected, welcome everyone to the session and introduce yourself as the facilitator. Provide the group an opportunity to introduce themselves to one another; depending upon the size of the group you may choose to:

- Ask participants to enter their name in the 'chat' feature, or
- Call on each participant individually and ask them to share their name with the group

For more in-depth introductions you can pose an ice-breaker question for participants to answer in their introduction, such as:

- How long have you been a mediator?
- What do you hope to learn today?
- What is your favorite season?
- What is your favorite hobby or pastime?

Once introductions are complete, thank people for sharing and review any relevant housekeeping items such as the location of restrooms, how to request assistance with Zoom, etc.

Training Segments & Activities

Segment 1

When the group is ready, click the "play" icon on the video. Allow the video to play uninterrupted for 35 mins and 43 seconds (35:43). This segment includes informational slides and two videos. *Note: the facilitator/host can setup virtual breakout rooms while the video is playing*

Below is a breakdown of that time:

(0:00 - 3:06) the trainers introduce the topic, themselves, the project supporting the training, and share the training goals.

(3:07 - 5:10) overview of the unique situations and relationships involved in disputes that people with a developmental or intellectual disability may experience.

(5:11 - 8:36) three case examples.

(8:37 - 11:03) definitions and overview of intellectual and developmental disabilities.

(11:04 - 12:05) overview of the models of disability (the medical model & the social model).

(12:06 - 13:07) the medical model of disability.

(13:08 - 19:00) overview of the five developmental disabilities and areas of development that might be impacted. Training takeaway #1 (observe without judgment).

(19:01 - 26:16) information on each developmental disability: intellectual disability, cerebral palsy, autism spectrum disorders, fragile X syndrome and fetal alcohol spectrum disorder.

(26:17 - 27:15) summary of using the medical model and its limits to applying it in ADR. practice.

(27:16 - 35:43) video: introduction to the social model of disability; video: the impact of the social model of disability.

At (35:43) - Pause the video. The slide reads "Breakout Exercise 1". The slide is silent and is shown for 5 seconds to provide the facilitator time to pause the video.

Segment 2: Small Group Activity #1

When the video is paused before Segment 2:

1. Check-in with the participants and encourage them to raise any critical questions that are coming up. If participants have placed questions in the chat box while watching, this is a time to share them with the group and encourage them to consider those questions in their small group.

2. Acknowledge that the social model of disability is a "paradigm shift" that impacts how different we think about disabilities and abilities, and consider responses for inclusion and accessibility. This may be new to many participants in the training and may raise questions at this time. The following group activity will provide more space for those questions and discussions.

3. Share small group discussion instructions.
   - Introduces this activity as either
     - 1. groups can talk about issues that are starting to come up for them, or
     - 2. groups can follow along with the prompts through the case studies that are included in the handout.
   - Ask the attendees to refer to page one ONLY in the handout for this exercise, which contains the directions for the activity. Alert them that you will share your screen in the breakout rooms with the handout for the first 10 minutes of the activity so they can review what they need (instructions to share to a breakout room are below).
   - Instruct them that they have 35 minutes for their small group discussion.
   - Share that we will reconvene as a large group to share a few key challenges, themes or takeaways that came up in their small groups. discussion.
   - Ask each group to select a group spokesperson

4. Send participants to their small groups. Share the document to the breakout rooms and provide a 5-minute warning before closing the group. How to share the handouts to a breakout room:
   - Open Breakout Rooms.
   - Select Share Screen.
   - In the "share screen" window, check the box along the bottom that allows you to **share to breakout rooms.**
   - Adjust the size of your document to fit the screen.
   - Broadcast a message to the breakout groups with a 2-minute warning prior to stopping your screen share after 10 minutes.

The facilitator may choose to move around through Breakout Groups. If you do, capture 1-2 issues, themes or examples they are sharing to aid in the debrief process if necessary.

Segment 3: Activity #1 - Large Group Debrief

When all return to debrief, ask about their experience in the small groups, "so what came up for you?" Encourage groups to share. If you get reluctance, mention notes you captured while visiting their group to get things started, allowing space for each group participate. Summarizing what each group says can motivate others to share their thoughts.

Conclude the debrief after 30 minutes, offer the group a short break (5 mins.) and restart the screen share.

Additional Guidance for Facilitating Debrief #1

If helpful, the facilitator can use the following information to support and encourage robust debriefs.

Debrief of Activity #1:
- We may have anxiety about areas of presumed disabilities that stem from stereotypes and perception.
  - Be self-aware
  - Practice your words…be comfortable with your discomfort and be transparent where you do not know…language matters.
  - Pay attention to our own intervention when WE are making rules, protecting, judging
  - Pay attention to the cues within your own body – somatic awareness of your own discomfort
- Think about what disability you have viewed through a "deficit lens"
  - How might the social model change your perception?
- Meet the parties where they are
  - Use our tools to move past the label to the individual and to that individual's concerns – we do this already!
  - The person is not the problem; the problem is the problem
- Is inclusive practice just best practice? Are there areas of our practice that could benefit from "universal design?"
- Be curious - Don't be the stairs.

Segment 4: Video and Small Group Activity #2

Press "play" to resume the video and pause the video on the next slide (35:48)

(35:48) Pause the video (keeping the list of barriers on the screen).

Transition into next activity

1. Acknowledge if the discussions and debrief from the first activity supported the ideas that we can proactively remove barriers in these 4 areas.
2. Otherwise, the facilitator can share that the following has come up in other debriefs across the state:

   - Physical environment – mediating in a courthouse (noise, sensitivity to fluorescent lighting, temperature of room)
   - Communication barriers – How do you know when to reflect if folks have a speech pattern without clear pauses or breaks?
   - Social environment – We are doing this right now with the training…How can we encourage this conversation with stakeholders?
   - Attitudinal barriers – Popular culture "tells" us that folks who will not you look you in the eye have something to hide or are untruthful – and that may not be accurate.

Restart the video.

(35:54 - 37:42) video "what people get wrong about me"- the video ends abruptly, do not worry!

37:52 Turn off screen sharing. When the video is paused before Segment 4:

1. Introduce the activity. The facilitator can explain that we have started to challenge prior preconceptions and biases and that participants can explore this more in the next activity.
2. Instruct participants they have 35 minutes for their discussion.
3. Remind them to select a group spokesperson again – and take special note of "sticky situations" that might arise with the case study and challenges or opportunities they might see for the mediation process with that case.
4. Ask the attendees to review pages 2-5 in the handout for this exercise. Explain that pages 2-3 have the case studies for consideration and the directions and pages 4-5 begin to outline practice adaptations toward a more inclusive practice and are included as an additional resource that participants can consider in their discussion if their group elects to. *Note: Depending upon the number of small groups, the facilitator may wish to assign each group a different case study.*

5. Alert them that you will share your screen in the Breakout Rooms with the handout for the first 10 minutes of the exercise displaying pages 2 and 3. (See instructions above).
6. Send participants to their small groups. Share the document to the breakout rooms and provide a 5-minute warning before closing the group.

The facilitator may choose to move around through Breakout Groups. If you do, capture 1-2 issues, themes or examples they are sharing to aid in the debrief process if necessary.

End the small group activity after 35 minutes and convene the full group for discussion and debrief.

Segment 5: Activity #2 – Large Group Debrief

When all return to debrief, state "so what came up for you?" Encourage groups to share. If you get reluctance, mention notes you captured while visiting their group to get things started. Allow for each group to debrief. Summarize after each group shares. After 30 minutes, thank everyone for sharing and resume the screen share.

Additional Guidance for Facilitating Debrief #2

If helpful, the facilitator can use the following information to support and encourage robust debriefs.

Debrief of Activity #2
- Graphic Design Firm
  - Who might be important to have at the table?
  - What process may be right for Dana to be fully involved? If you change the process to accommodate her, what about all the others?
  - If you know ahead of time, what adaptations might you make: sending materials out ahead of time, planning a shorter session, caucuses?
  - What if the co-workers do not know about Dana's diagnosis? Move parties toward the issues and away from the individual.
- Montessori Program
  - Who might be important to have at the table? What are we mediating anyway?
  - What accommodations might work for Mom – ask…she is put in the position to advocate for herself in a hearing world all the time. Think about seating and sounds in the environment – control what you can.
  - Is it always best practice to do a read through of any documents?
- Library employee
  - Who might be important to have at the table? Is the issue between the library and Joe? The Mother and Joe? The Mother and the library?
  - Is Joe there on his own? Is his boss there as his advocate? How do I find out if Joe would like someone to support him in this conversation?

Final Segment: Closing

(37:53 - 39:50) a closing slide to conclude the training.

39:50 - stop the video and end the screenshare.

The facilitator should thank everyone for attending and engaging. If participants raise unanswered questions or have questions that need follow-up, the facilitator can encourage attendees to email one of the trainers.

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