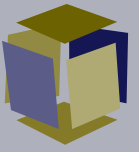
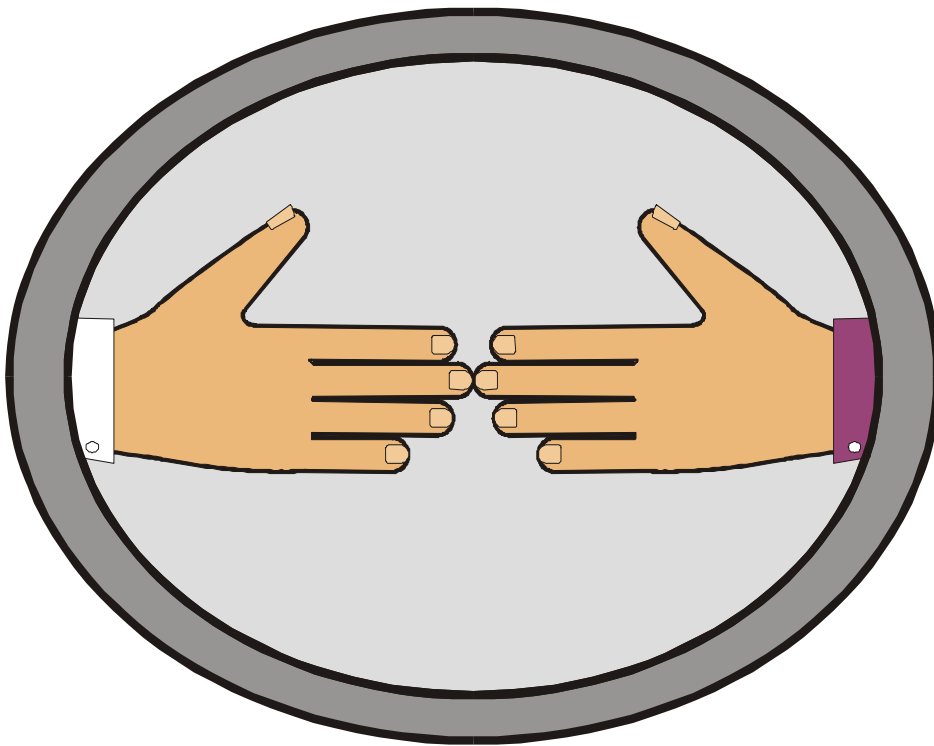


# FACILITATION GUIDE



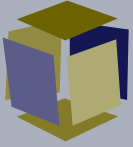
**A guide for facilitators who  
support people with  
developmental disabilities  
involved with advisory  
and policymaking boards**



Board Resource Center  
10061 Riverside Drive #483  
Toluca Lake, CA 91602

1-866-757-2457  
scils@aol.com





# Valuing Diversity



America's growing cultural diversity is one of the most important changes happening in our society today. Changing demographics motivates many nonprofit organizations to examine their policies, practices and structure to meet the opportunities offered by a diverse society. As boards of directors welcome the differences among people, they will make great gains in strength and effectiveness, both as individuals and as a team.

Simply stated, "diversity" means differences such as race, gender, ethnicity, age, socioeconomic class, religion, sexual orientation, skills and abilities, politics, and family structure.

Boards are often challenged when working to be more inclusive. Instead of reinforcing acceptance of people and their differences, they may look for "checklist" approaches to including all people, which can lead to continuing stereotypes of differences. In strong, diverse organizations, individuals add a collection of talents, skills, and interests from their life experiences and origins. This richness in their point of view and knowledge can only contribute to building a more responsive organization and better served community.



*"Diversity" means differences such as race, gender, ethnicity, age, socioeconomic class, religion, sexual orientation, skills and abilities, politics, family structure, and many other qualities.*



# History and Importance



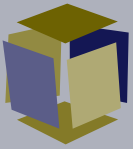
Services for people with developmental disabilities continue to advance so that people with disabilities are valuable participants in their communities. People with disabilities are seen less as “patients” and “clients” and more as “consumers” and “citizens.”

This shift occurred as American society learns to appreciate the diversity of its people. Disability rights and self-advocacy movements created activism on the part of people with developmental disabilities. Services moved to center on the person and the person began to speak up and be heard.

People with developmental disabilities have also joined governing bodies that oversee and provide services. As service organizations recognized the importance of including people with disabilities on their committees and boards of directors, it has become clear that support for this leadership is an important accommodation to provide.

Borrowing from other helping service work in which a “facilitator” assists groups or individuals to help themselves be more successful, this accommodation for people with developmental disabilities on boards began to be called “facilitation.”





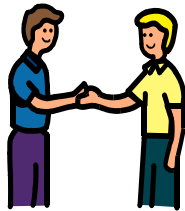
# Overview



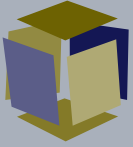
In 1989 Capitol People First and their advisors called for facilitation in response to the need to support leaders with disabilities to participate more effectively as board members.



A facilitator is a person who starts with values based on expectations of growth and development in people with disabilities and has developed skills to assist them to do so...



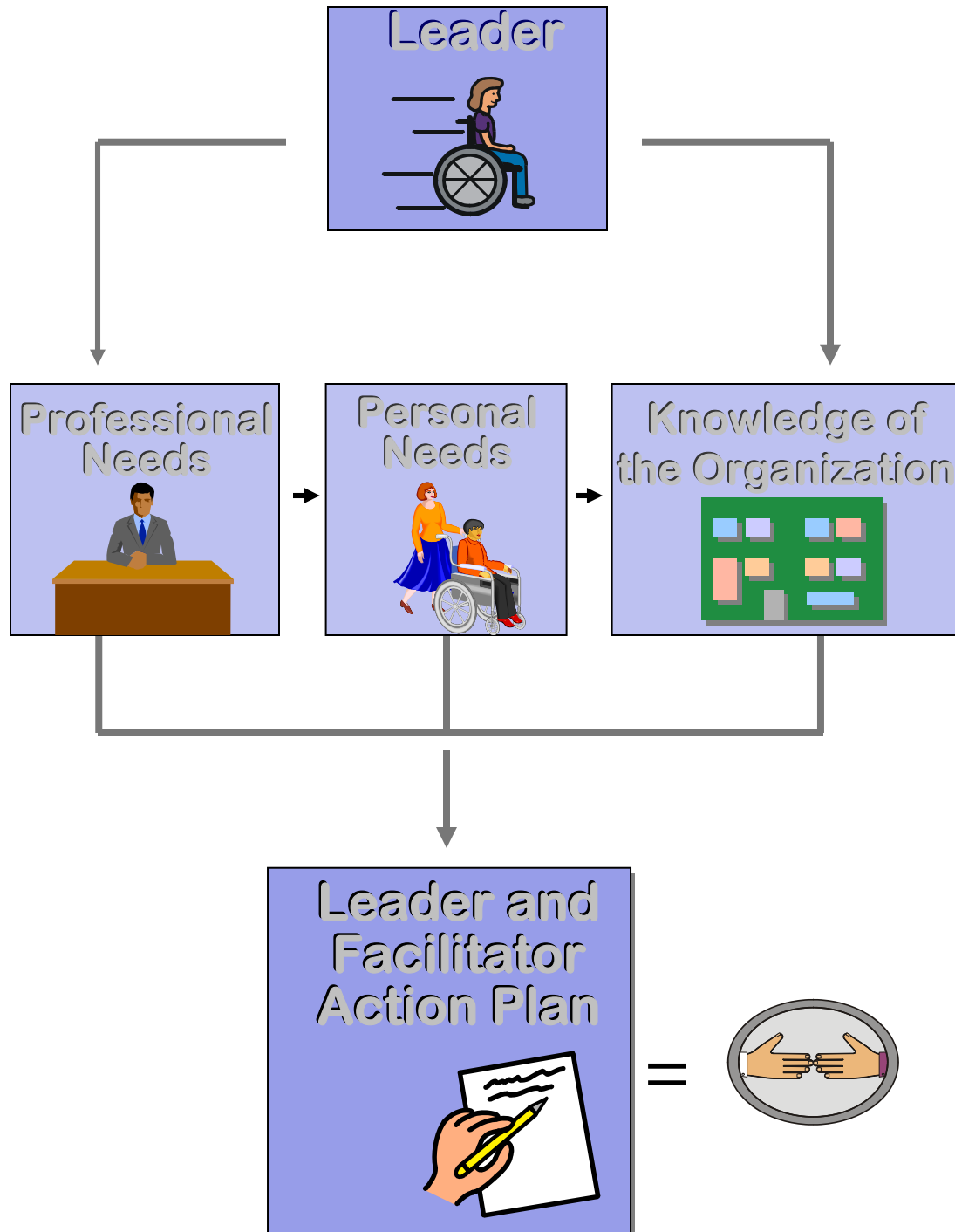
Facilitation is a functional equivalent of a wheelchair, personal attendant, communications computer, canine companion, therapist or ramp.

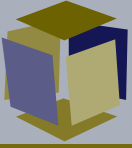


# Making a Facilitation Plan

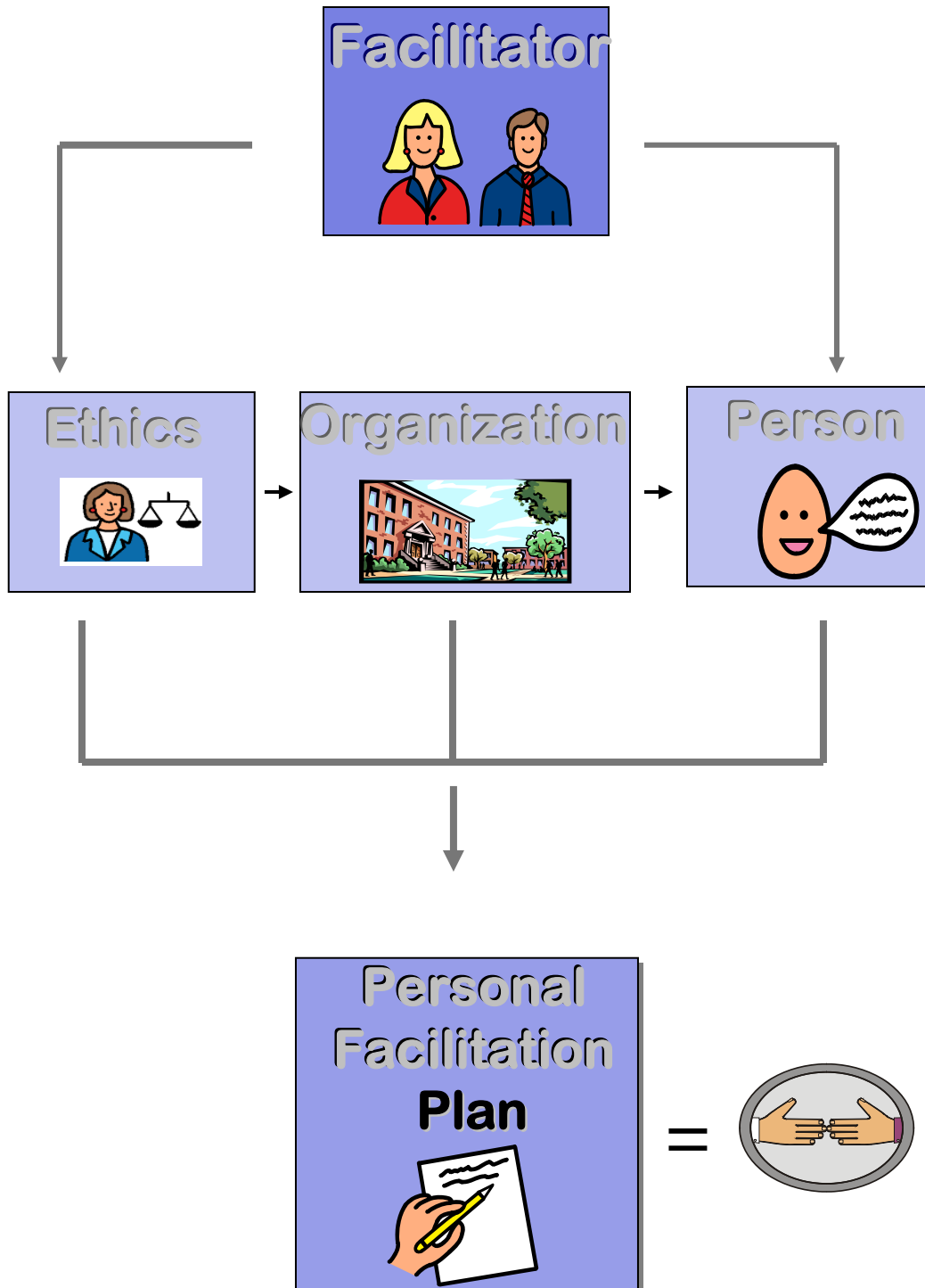


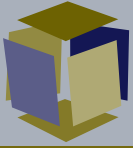
## The Self Advocate Decides



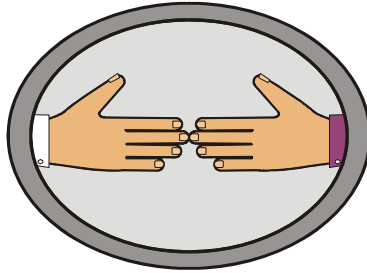
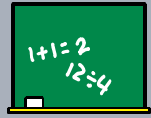


# The Facilitator





# Facilitation Questions



Questions  
to think  
about  
before  
beginning  
facilitation



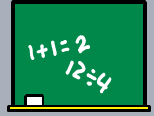
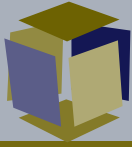
Do I believe that people with disabilities can be leaders

What barriers have I seen that prevents it

Am I willing to work with people with a variety of disabilities

What barriers do I face in working with people with a variety of disabilities

What misconceptions or stereotypes about disabilities do I have and how will I challenge myself about them

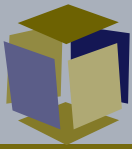


## Notes

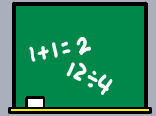
### Questions I need to ask myself

1. How will I make sure that I respect the right of the leader to speak for herself, or to make her own decisions, to do things on her own and in her own way, to disagree, etc.?
2. How will I make sure that we, as a team of a support person and a leader, communicate openly and honestly with each other?
3. Am I able to accept the commitment to be a support person?
4. Why do I want to be a support person?
5. How much time each month do I have to be a support person to this leader?
6. Am I able to be flexible on the job and adapt to the current and changing needs of the leader? What barriers would I face in doing this?
7. How will I support the leader with something I don't agree with?





# Personal Needs



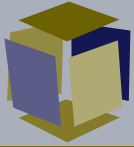
## Life areas that leaders with disabilities have found to be important supports

1. **Mobility** (walking, helping with stairs and elevators, transferring in and out of wheelchair, opening doors, etc.)
2. **Off Site Orientation** (meeting room/bathroom)
3. **Hotel Accommodations** (accessible room, shower requirements, location, locating others at the hotel)
4. **Food and drinks** (carrying food or drinks, cutting up food, assisting with eating and drinking, etc.)
5. **Special Diet:** (no salt, low-fat, vegetarian, diabetes, specific requirements, etc.)
6. **Medication** (medication at meetings, reminders about taking medication, taking/holding medication, reminder about mixing medication and alcohol, etc.)
7. **Hygiene** (what to wear to meetings, appearance, etc.)
8. **Using the bathroom** (open doors, transferring, washing)
9. **Transportation** (Arranging: public, private, special)
  - Using transportation \_\_\_\_\_
  - Paying for transportation \_\_\_\_\_
  - Waiting until ride arrives \_\_\_\_\_
10. **Other Needs:**

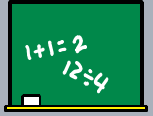
## Personal Needs Checklist

### Purpose

*To get to know the person and support his/her needs*



# Job Knowledge



What organization or business does the group serve?

---

---

What is the group's mission or goal?

---

---

What kind of group is this? (e.g. decision making, advisory, action committee, fund raising, task force, agency board, etc.)

---

---

What is the leader's role in this group? (e.g. regular voting member, non-voting participant, represent others, guest, etc.)

---

---

Is there a "job" description? (e.g. go to meetings, read reports, vote, help with fundraising, advocate, make suggestions)

---

---

Who else is a member of this group? (e.g. names of other group members, who do they represent, do I know them, what are their positions, can I get a roster of participants, etc.)

---

---

Are there other people with disabilities in this group?  
Have there ever been? \_\_\_\_\_

---

---

Why does the group want to include people with disabilities? (e.g. civil rights, new perspectives, links to self-advocates, mandated, etc.) \_\_\_\_\_

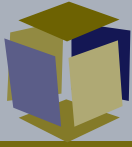
---

---

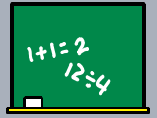
## Governing Group- I



Adapted from "Not Another Board Meeting", Oregon Developmental Disabilities Council, 1995



# Job Knowledge



How did the person learn about the group? (e.g. is there a new member orientation, mentor/buddy, support person, etc.)

---

---

What are the rules for the meeting?

- a. How are meetings run? \_\_\_\_\_
- b. How does the group vote? \_\_\_\_\_
- c. How do people get on the agenda? \_\_\_\_\_
- d. Does the group use Robert's Rules of Order? \_\_\_\_\_

How often does the group meet? \_\_\_\_\_

Frequency and length of the meetings? (e.g. number of hours, half-day, all-day, weekends, etc.) \_\_\_\_\_

Meeting location? (e.g. agency office, restaurant, hotel, school)

- a. How accessible is the meeting location \_\_\_\_\_
  - b. What kind of transportation will be needed \_\_\_\_\_
- 

What costs will the group pay for members?

- a. What am I expected to pay for \_\_\_\_\_
  - b. What will get reimbursed? (e.g. transportation, meals, lodging, stipend/lost work time, child care, etc.) \_\_\_\_\_
- 

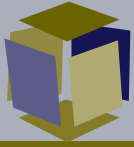
How long will it take for the group to pay me back? (e.g. a week, few weeks, a month, a few months, the same day, etc.)

---

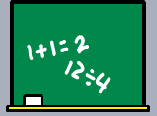
## Governing Group - 2



Adapted from "Not Another Board Meeting", Oregon Developmental Disabilities Council, 1995



# Job Knowledge



What will I need to pay for myself? (e.g. transportation, meals, lodging, lost work time, child care, etc.)

---

What basic supports will the board give the leader?

---

- a. Will they pay for them? \_\_\_\_\_
  - b. Will they arrange them? (e.g. accessible transportation, support person for personal, professional needs, etc.)
- 

What additional supports will the person or facilitator be responsible for arranging? (e.g. tape recorder, TDD, etc.)

---

Will the group pay for these additional supports? \_\_\_\_\_

Is it possible to get reading materials in different formats?

- a. Who will do it? (e.g. **LARGE PRINT**, tape, computer disk, Braille, native language, in easy-to-understand language, etc.)
- 

Will the reading materials be available ahead of time to prepare? \_\_\_\_\_

- a. Who will do it? (e.g. 1 week, 2 weeks, 1 month before the meeting for agenda, action items, budgets, or any items discussed during meetings, etc.)
- 

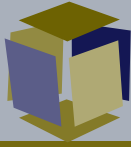
Can the potential member come to some meetings before I become a member to see how the group operates?

- a. Will there be a mentor (guide) at those meetings
- 

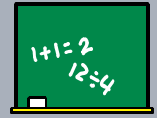
Other:

## Governing Group - 3





# Professional Needs



## 1. Understanding how the group works

How the meeting is run,  
Review of by-laws  
How people communicate with each other  
Use of Robert's Rules

## 2. Remembering people and their jobs in the group

## 3. Helping the leader decide what is most important for them to do in the group

Which project to do first  
Talking at meetings  
Which projects or subcommittees to be part of

## 4. Reviewing materials for the meeting

Minutes, agendas, action items, reading materials,  
additional information needed, etc.

## 5. Getting a time to talk in the meeting

Getting on the agenda, being listened to  
Making motions  
Special prompting that are needed to support participation

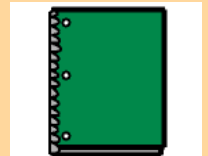
## 6. Asking questions

Writing down questions before meetings  
Remembering to ask during meetings (prompting)  
Help getting other's attention at the meeting

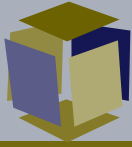
## 7. Saying exactly what I want to say

Talking about ideas before meetings  
Help preparing speeches  
Help making sure the point gets across to the group

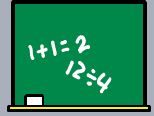
## Professional Needs - I



*What the  
Leader  
might need  
from  
The  
Facilitator*



# Professional Needs



## 8. Staying on the Topic

Giving a signal if off topic,  
Highlighting main points to talk about

## 9. Being a Reminder of things

Meeting times  
Scheduling on the calendar  
Making phone calls  
Writing letters  
Obtaining information  
Completing some of the assigned work  
Bringing materials to meetings

## 10. Phone calls

Dialing the phone, holding the phone  
Leaving messages on answering machines  
Helping others to understand me

## 11. Putting materials in other formats

**Adaptations:** large print, graphics and text or graphic only,  
tape, computer disk, Braille  
Translation into native language  
Putting materials in easy-to-understand *plain* language  
Printing materials on colored paper

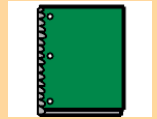
## 12. Reading materials

Placing reading materials where I can get to them  
Turning pages, highlighting main points  
Writing summaries of each material  
Reading materials to me  
Explaining words or symbols  
Explaining hard-to-understand language  
Such as acronyms, government and business terms

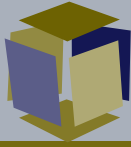
## 13. Taking Notes

Writing down things of interest or that are important,  
Explaining notes

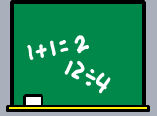
## Professional Needs -2



What the  
Leader  
might need  
from  
The  
Facilitator



# Professional Needs



## 15. Putting my signature on documents

Helping to sign documents

Signing documents in my name with my permission

Explaining what needs to be signed and what effects it will have in the future

## 16. Sign language

Using sign language during meetings

Arranging seats in front of the room to hear/see the speaker and person signing

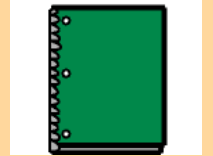
## 17. Advocating when it is needed

Making sure the board provides supports as promised

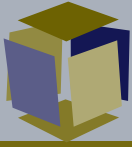
Standing up to make sure there isn't any discrimination

Reminding people to treat all people with respect

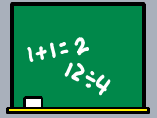
## Professional Needs -3



*What the Leader might need from The Facilitator*



# Leader Assessment



## Joining a Group - I

Will I feel comfortable at the meetings?

- Asking questions?
- Disagreeing with the group?
- Can they agree to disagree with me?

Do I have enough time to be part of this group?

---

Can I show up at all of the meetings and on time?

---

Do I have time to prepare for the meetings?

---

Do I have time to get work done for the group?

---

Does the meeting time conflict with other things I would rather do?) \_\_\_\_\_

Will the group give me the supports I need to be an effective and equal member? (how do I know)

---

- Accessible transportation
- Material Adaptations
- Facilitation/Support person
  - personal*
  - interpreting*
  - other professional needs*

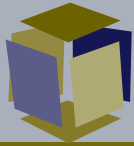
Will I still be able to take care of myself?

- My personal responsibilities
- Will I be able to keep my work load balanced

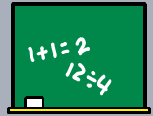
Have I created a plan to make sure I can take care of my own needs? What is it? \_\_\_\_\_

---





# Leader Assessment



## Joining a Group - 2

Is this group for me? (Are their interests my interests?)

\_\_\_\_\_

Will my opinion be important to them?

\_\_\_\_\_

Do I feel like they will treat me as an equal partner?)

\_\_\_\_\_

Will my ideas be taken seriously? \_\_\_\_\_

Will my skills, knowledge, and experiences help this group? \_\_\_\_\_

Why do I want to be a member of this group?

*I want to change:*

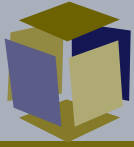
- the way things are done (the system) \_\_\_\_\_
- people's perspectives on disabilities \_\_\_\_\_
- I want to fight for people's rights \_\_\_\_\_
- I believe in what the group does \_\_\_\_\_
- It makes me feel important \_\_\_\_\_

Am I ready to be a member of a group?

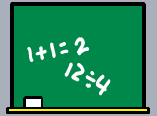
- Have I been a member before \_\_\_\_\_
- Am I open to learning new things \_\_\_\_\_
- Am I willing to listen to others \_\_\_\_\_

Am I comfortable with the members and their opinions?

- Do I respect them \_\_\_\_\_
- Do I feel like they will respect me \_\_\_\_\_
- Do they seem easy to get along \_\_\_\_\_
- Does there seem to be a challenge getting along with members, do I want to challenge them? \_\_\_\_\_



# Job Description



## Agreement for Support

*To be completed together*

*Note: Use completed pages*

### For Facilitators



I specifically want support with:

a.	<input type="checkbox"/>	<input type="checkbox"/>	_____
b.	<input type="checkbox"/>	<input type="checkbox"/>	_____
c.	<input type="checkbox"/>	<input type="checkbox"/>	_____
d.	<input type="checkbox"/>	<input type="checkbox"/>	_____
e.	<input type="checkbox"/>	<input type="checkbox"/>	_____
f.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### Support Needs:

<input type="checkbox"/>	Personal
<input type="checkbox"/>	Professional

As my support person, you agree to support me by:

a.	<input type="checkbox"/>	<input type="checkbox"/>	_____
b.	<input type="checkbox"/>	<input type="checkbox"/>	_____
c.	<input type="checkbox"/>	<input type="checkbox"/>	_____
d.	<input type="checkbox"/>	<input type="checkbox"/>	_____
e.	<input type="checkbox"/>	<input type="checkbox"/>	_____
f.	<input type="checkbox"/>	<input type="checkbox"/>	_____