Learning to Lead
Using Self-Advocate Educators in Scenario-Based Training for First Responders

Will begin at 1:00 p.m. Eastern Time
• Audio and visuals are provided through the online webinar platform
• Access to presentation handouts was included in the email reminder you received for this session
• This session will be open-captioned

Technical Assistance
• If you experience technical difficulties
  • Use the QUESTIONS panel to let us know
  • Call 301-217-0124
Audio

• Expand the audio panel to select computer audio or phone call

Video

• Use the divider line to enlarge or reduce the video feed
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Archive

• This webinar is being recorded and can be accessed next week
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Presentation Accessibility

- For the benefit of participants who are not able to see the presentation slides on the webinar platform, speakers will
  - Announce slide numbers
  - Describe images that are meaningful to the content of the session

About Your Hosts…

TransCen, Inc.

- Improving the lives of people with disabilities through meaningful work and community inclusion

Mid-Atlantic ADA Center, a project of TransCen, Inc.

- Funded by National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), Administration for Community Living, U.S. Department of Health and Human Services
ADA National Network

• Ten regional centers provide guidance, training, and materials on the ADA
  • 1-800-949-4232
  • ADAta.org

Learning to Lead:
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**LEAD Model Implementation**

- In collaboration with Police Academy & EMS/Fire Trainers, 7 scenarios were developed.
  - 5 Police Training Scenarios were developed and 3 were determined by the Ethan Saylor Alliance Steering Committee to be used for initial training purposes.
    1) Bystander/Witness/Victim in a Public Space
    2) Request for Assistance from a Family Member
    3) Missing Person
  - For Fire/EMS, 2 scenarios were developed.
    1) 911 Medical Call for Assistance
    2) 911 Call for Medical Assistance – Mobility Transport Bus
Scenario 1

Bystander/witness/victim in a public space

A group of adults with I/DD are at the mall in the food court. They have their food and other items on the table including their wallets.

A teenage male approaches the group and engages in conversation with two people at the end of the table. While talking, he takes a wallet off the table.

The two individuals at the end of the table shout to him to stop, but he runs away. The police are called.

Pre-COVID-19 Law Enforcement Training Sessions On-Site

• SAEs sit amongst police officers as equal partners in the educational setting.
• The approved curriculum is presented by the trainer. SAEs answer questions along with police officers/trainees.
• At a scheduled break, SAEs and police officers socialize.
• Finally, the role-play scenarios are enacted.
• Following each scenario, a debrief is conducted with both the SAEs and the trainees. This debrief includes officer critique and reflection.
Post-COVID 19
Law Enforcement Training Sessions
Via Video Conference

• SAEs, trainers, cadets are all synchronous via video conference software.
• The approved curriculum is presented by the trainer. SAEs answer questions along with police officers/trainees.
• Finally, the role-play scenarios are enacted.
• Following each scenario, a debrief is conducted with both the SAEs and the trainees. This debrief includes officer critique and reflection.

Post-COVID-19
Online Regional Pilot for EMS Blended Learning

• Online Asynchronous Training Module where EMS Professional Trainers and SAEs are “Course Guides” to content.
• Online Synchronous Training Sessions utilizing scenarios in “real time” in multiple breakout rooms - allowing for trainees to participate in more than one scenario.
Results of LEAD Model Pilot 1

• Officers and recruits who received the LEAD training as part of their MPCTC ID/DD required curriculum reported statistically higher levels* of comfort in social interactions with people with disabilities post-training compared to the training group who did not receive the LEAD training as part of their MPCTC ID/DD required curriculum.

What the Trainees Are Saying About LEAD ... (Exemplar Responses)

This training taught me:
• “[to] know and understand how those with I/DD can act and respond to situations involving LEOs”
• “how to communicate, specifically, how to give examples to demonstrate what I am talking/asking about”
• “[to] speak slowly, develop a rapport with the individual before asking questions. Give the individual time to speak.”
• “that all people with I/DD don’t always look like it. How to connect with people with disabilities better, and I became aware of the different jobs and hobbies they do.”
• “how to approach a group of I/DD individuals, and how every I/DD individual is different”
• “I learned more interpersonal skills for communication with individuals with disabilities and how to de-escalate a situation.”
• “that use of force techniques to do not apply to people with disabilities the same way.”
• “that more officers should be trained by practicing with people in this way.”
Self-Advocate Educator Perspectives

• Overall, why is the role of an SAE important?
• Why does he like to be an SAE in the LEAD Program?

Certificates and Credits: CODE

• If you paid for a certificate of participation or credits, check the reminder email you received about this session for instructions

• Please email the code above to ADAtraining@transcen.org by 5 PM E.T. on June 15, 2021
Mid-Atlantic ADA Conference

September 21 – 23, 2021
Baltimore, Maryland
Registration now available!

ADAcon.org

Thank You for Joining Us!

Mid-Atlantic ADA Center
Toll-free: 800-949-4232 (DE, DC, MD, PA, VA, WV)
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