



Learning to Lead

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

Will begin at 1:00 p.m. Eastern Time

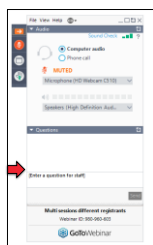
- Audio and visuals are provided through the online webinar platform
- Access to presentation handouts was included in the email reminder you received for this session
- This session will be open-captioned



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Technical Assistance

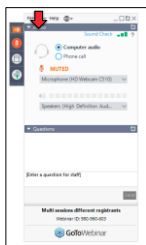
- If you experience technical difficulties
 - Use the QUESTIONS panel to let us know
 - Call 301-217-0124



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Audio

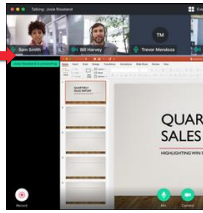
- Expand the audio panel to select computer audio or phone call



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Video

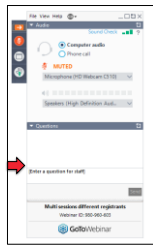
- Use the divider line to enlarge or reduce the video feed



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Questions and Comments

- Use the QUESTIONS panel



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Archive

- This webinar is being recorded and can be accessed next week
 - You will receive an email with information on how to access the archive



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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

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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



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ADA National Network

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



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LEAD Model Implementation



LEAD Model demonstrating relationship between participating entities

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Development of the Scenarios & Corresponding Curriculum

- 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

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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.

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

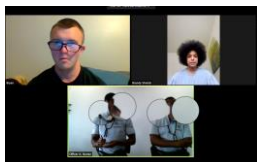
- SAEs sit amongst police officers as equal partners in the educational setting.
- The approved curriculum is presented by the trainer. SAEs answer questions along with police officers/trainees.
- At a scheduled break, SAEs and police officers socialize.
- Finally, the role-play scenarios are enacted.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



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Post-COVID 19 Law Enforcement Training Sessions Via Video Conference

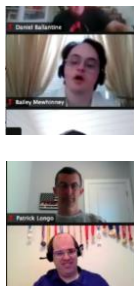
- SAEs, trainers, cadets are all synchronous via video conference software.
- The approved curriculum is presented by the trainer. SAEs answer questions along with police officers/trainees.
- Finally, the role-play scenarios are enacted.
- Following each scenario, a debrief is conducted with both the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



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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.



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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.

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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."

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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?

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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 ADAtaining@transcen.org by 5 PM E.T. on June 15, 2021

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Mid-Atlantic ADA Conference

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



ADAcon.org

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Thank You for Joining Us!

Mid-Atlantic ADA Center

Toll-free: **800-949-4232** (DE, DC, MD, PA, VA, WV)

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