

Employment

The GOLD Standard for Inclusion

WORKSHOP FACILITATOR GUIDE

Youth
Success
Strategy



Stratégie
de réussite
des jeunes



Overview

This is an interactive workshop that can be delivered either in person or virtually. It is intended to be led by at least one parent or caregiver of a child who has a developmental disability. It can be co-led by another parent or person who has experience working with people who have a disability (for example, an educator, an employment service provider, or a service provider).

This workshop invites participants to raise their expectations for young people who have a disability at an early age, throughout the childhood and school experience. It encourages participants to see children and young people who have developmental disabilities from a strength-based perspective. The workshop provides participants with tools and ideas about what they can do to encourage a future that includes meaningful employment for all people who have a developmental disability.

Workshop outcomes

By the end of the workshop, participants will have the following new knowledge:

1. Understand who you are (the facilitators of the workshop).
2. Why employment is an important goal.
3. What is the evidence that employment is possible for people who have intellectual and/or developmental disabilities.
4. How we can all work for a future that includes meaningful, paid employment for people who have intellectual and/or developmental disabilities.
5. Where families can turn to for help with meaningful employment for their loved one who has an intellectual and/or developmental disability.

Your role as a facilitator

As the facilitator for this workshop, your role is to guide and manage the group of participants accessing this knowledge. While your experience as a parent of a child who has an intellectual and/or developmental disability is key to the success of this workshop, as a facilitator you must also be objective and focus on the workshop outcomes.

Your role is to enhance the participant's experience, offer guidance, spark conversation, answer questions and encourage the participants to share their own knowledge and experience relating to their children and experiences.

You are aiming to inspire and leave participants with a sense of hope and ambition of what they can do to support a young person with a developmental disability from an early age to achieve their employment goals.

As a facilitator you will:

- Share content from the slides and videos,
- Provide instructions for the starting activity and encourage reflection at key points in the workshop,
- Debrief the content, videos and any questions that arise in the workshop,

- Encourage the participants to interact with each other and yourself, and
- Research or prepare materials for slides where ODEN encourages you to input local information such as local school expectations for volunteering hours or where families can go for employment supports.

Tips for success

- Review the script for each slide and make sure it flows with your way of speaking – adjust as needed whilst keeping the message the same,
- Manage your time and keep the allocated time to allow for questions and the end – and to finish the workshop on time,
- Share your personal stories, to the extent that you are comfortable,
- Do a tech check before beginning to make sure that the sound of the two videos and one audio clip are in good working order.

Workshop Checklist – prior to your workshop

- Run a tech check to make sure the slides are in good working order and the 2 videos work (volume and visual).
- If you are running a virtual workshop, make sure you have the correct link, and that participants have access to the materials and can ask for technical assistance if needed. It is a good idea to have two people running a virtual workshop – one to speak and the other to monitor the waiting room and chat (these roles can be interchanged).
- If meeting in person, make sure the room has the Audio Visual (AV) capacity and equipment you require and be sure bring anything it does not.
- If you are aware of any accessibility or accommodation needs for the participants ensure these are addressed to the best of your ability prior to the workshop (for example, is a sign language interpreter required? can you provide closed captioning for a virtual presentation?).

Workshop Checklist – immediately prior to your workshop (in person)

- Make sure any materials you plan on giving out are with you and you have sufficient for the group (there are no hands outs as such from this workshop, but you may choose to give PDF copies of the slides [some may ask for a physical copy] and you may also want to provide flyers from local services). Make sure you have 2 – 3 post it notes per person and place these on the chairs.
- Have copies of the evaluation form and pens for each participant - place these on the chairs before you begin.”
- If possible, post directions to the room being used for the workshop from the main entrance of the building.
- Check to see that there is sufficient seating and any AV equipment you expected to be there is present.

- Run a tech check to make sure the AV equipment is in good working order – that the microphone (if using) is working and the sound from the two videos and one audio clip are working.
- Set up the room in a way that promotes dialogue and interaction (for example, if it is small group consider a circle, if it is larger theatre style may work better).
- Check to see if the refreshments have arrived (if supplied) and if they need any attention (for example, take the lids off).
- Place a copy of the workshop evaluation on each seat and have a box of pens in the room if needed.
- When everything is ready, take some time to yourself and have a quiet moment to focus on your role.
- Be prepared so that you have time to greet participants as they enter.

Workshop Checklist **- immediately prior to your workshop (if virtual)**

- Check to make sure you have the same link as the participants and that you can ‘open the meeting room’ (I.e., you have the login details for the virtual account being used).
- Open the meeting room at least 15 minutes before the workshop starts, and perform a last-minute tech check of the audio and video clips used in the workshop. During this time keep any early arrivals in the ‘waiting room’.
- Open up the waiting room and a minute before the start time – welcome those present and wait until 1 minute after the start time.
- If recording, advise the participants the workshop will be recorded and when it will begin recording and stop (before questions).
- Assign either your co-presenter or support person to monitor the waiting room for late arrivals and to monitor the chat for any questions or comments as they arise.

Post Workshop Checklist

- Stay in the room (either the physical room or the virtual room) immediately after the session so participants can share any thoughts or comments with you that they did not during the Q and A section of the presentation.
- If in person – ask participants to complete the workshop evaluation left of their chair and advise that pens are available if needed. Ask them to leave them on their chairs or to give to you or your co-presenter as they leave the room.
- If virtual – advise participants that you will be sending a short evaluation form to the email address they provided for this workshop and ask them to complete it ASAP.

Workshop Agenda (1 hour, 15 minutes)

- 5 minutes **Introduction and Overview (slides 1-5)**
- Welcome participants
 - Meet your presenter(s)
 - Workshop Objectives
 - Land Acknowledgment
- 10 minutes **Setting the groundwork for the CYSS (slides 6 - 12)**
- UN Convention of the Rights of Persons with Disabilities
 - Vision for the CYSS
 - Why do you work (exercise)
 - Case study (provided or local to your community)
 - Disability FACTS
- 15 minutes **Employment for all (slides 13 - 19)**
- The gold standard for inclusion
 - What are Society's expectations and the tyranny of low expectations
 - VIDEO - Meaningful Employment
 - Opportunities are increasing
 - QUIZ - the number one indicator for employment
- 15 minutes **The Canadian Youth Success Strategy (slides 20 - 25)**
- Background research
 - ODEN Research findings
 - Key learning from the research
 - VIDEO - High Expectations and independence are critical on the path to open employment
- 15 minutes **Personal story and starting to prepare early (slides 26 - 38)**
- Personal story
 - Engaging with families at a young age
 - Who is involved
 - Preparing Early - at home
 - Preparing Early - at school
 - Preparing Early - in the community
- 3 minutes **Where can families go to for support (local) (slide 39)**
- 2 minutes **Chris Nikic's story - (CBC radio clip) (slide 40)**
- 10 minutes **Conclusion and Questions (slide 41 - 42)**
- Thank you(s) and share contact details

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 1</p> <p>Employment: the GOLD Standard for Inclusion</p>	<p>SAY</p> <p>Welcome to the workshop – Employment the Gold Standard for Inclusion</p> <p>Briefly introduce yourself and your co-presenter if applicable – don't say too much – save this for the for more fulsome introduction slide (2).</p> <p>DO</p> <p>In person – ask for a show of hands for how many people are parents/caregivers, educators, service providers and/or other.</p> <p>Virtual – ask participants to put in the chat if they are a parent/caregiver, educator, service provider and/or other.</p> <p>You are encouraged to do this to get a sense of who is in your audience.</p> <p>IF your group is small enough (10 or less people), you can take a moment to allow each person to briefly introduce themselves.</p> <p>Place the name (s) of the presenter (s) on this slide, the date of the presentation and location (if appropriate)</p>
<p>SLIDE 2 [3]</p> <p>Meet your presenter [ODEN Example].</p> <p><i>Create your own SLIDE [slide 3]</i></p>	<p>SAY</p> <p>A more fulsome introduction to who you are and what draws you to this workshop – what is your connection to supporting people who have a developmental disability and what is your experience.</p> <p>DO</p> <p>Create a personal slide for you (and co-presenter) and provide a picture if you are comfortable sharing</p>
<p>SLIDE 4</p> <p>Workshop Objectives</p>	<p>SAY</p> <p>Read the slide as written.</p> <p>DO</p> <p>Create your own slide here filling in the 'who', in other words – who are you and/or organization or parent group that you represent.</p>

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 5</p> <p>Land Acknowledgment</p>	<p>SAY</p> <p>Read the slide as written or provide you own reflection on your land acknowledgment – and do encourage participants to think about where they are if you are doing the workshop virtually.</p> <p>DO</p> <p>Research and use a local land acknowledgment from where you are located and create your own slide here with it.</p>
<p>SLIDE 6</p> <p>The United Nations Convention on the Rights of Persons with Disabilities</p>	<p>SAY</p> <p>Read slide as written and invite participants to reflect on what this statement means to them.</p>
<p>SLIDE 7</p> <p>Vision for the Canadian Youth Success Strategy (YSS)</p>	<p>SAY</p> <p>Read this slide as written – That all youth in Canada who have an intellectual and/or developmental disability are prepared and supported for a future that includes meaningful employment.</p> <p>DO</p> <p>Encourage participants to consider if this vision resonates for them</p>
<p>SLIDE 8</p> <p>Why do you work – ACTIVITY</p>	<p>SAY</p> <p>Read the notes as written in the PowerPoint.</p> <p>DO</p> <p>Encourage the participants to reflect on how this exercise made them feel – if in person, when they were asked to rip up and dismiss their reasons for working.</p> <p>Encourage participants to think and consider that people who have a developmental disability also want to work for the same reasons and if we do not prepare them for employment, we are creating barriers and dismissing their needs.</p> <p>Remember to choose ONE image that works best based on your workshop location (in person or virtual).</p>

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 9 [10]</p> <p>CASE STUDY - ODEN Example [9]</p> <p><i>Create your own [10]</i></p> <p><u>Choose one</u></p>	<p>SAY</p> <p>Read the notes as written from the PowerPoint presentation and the quote DIRECTLY from the slide.</p> <p>DO</p> <p>Create your own local case study here – a quote and photograph of a young person who works – and what work means to them.</p> <p>Do not forget to receive consent from the young person and their family to include their photo in the slide deck.</p> <p>If you don't have one – you can use this example of Sarah from Ontario.</p>
<p>SLIDE 11</p> <p>Disability - the facts</p>	<p>SAY</p> <p>Read the notes as written from the PowerPoint presentation and the quote DIRECTLY from the slide.</p> <p>DO</p> <p>Add any updated and more local stats if you have them (you don't need to alter the PP, but can say this as part of your presentation).</p>
<p>SLIDE 12</p> <p>Disability - the facts, continued (with a focus on people who have developmental disabilities)</p>	<p>SAY</p> <p>Read the notes as written from the PP.</p>
<p>SLIDE 13</p> <p>Employment for All (title page for next section)</p>	<p>SAY</p> <p>Read the notes as written from the PP.</p>

Power Point Slide Number & Title	Presenter Notes
SLIDE 14 Employment: The GOLD Standard for Inclusion	<p>SAY</p> <p>Read the notes as written from the PP.</p>
SLIDE 15 What are Society’s Expectations	<p>SAY</p> <p>Read the notes as written from the PP.</p> <p>DO</p> <p>This is an INTERACTIVE slide – use your enter key to reveal the different options, for what Society’s expectations are for people who have Developmental Disabilities, finally landing on ‘community participation’.</p> <p>Invite the participants to consider how this is ALL too often the presumption versus a future that includes employment and why is this?</p>
SLIDE 16 The Tyranny of Low Expectations	<p>SAY</p> <p>Read the notes as written from the PP</p> <p>DO</p> <p>Provide the reference if participants request it.</p>
SLIDE 17 VIDEO - Meaningful Employment	<p>SAY</p> <p>Read the notes from the PP as written – both before (to set the stage) and after the video.</p> <p>DO</p> <p>Show the video in full – make sure that people can hear the audio and see the closed-captioning and adjust as needed based on feedback.</p>
SLIDE 18 Opportunities are increasing!	<p>SAY</p> <p>Read the notes on the PP as written.</p>

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 19</p> <p>QUIZ</p>	<p>SAY</p> <p>Read the quiz as written and give participants an opportunity to answer the question - if online, invite them to use the chat. In person, invite a few to say their responses.</p> <p>This is an animated slide and when you are ready to release the answer, press enter, and the arrow will be directed to answer - A paid job while in school.</p> <p>When complete, read the slide as written.</p> <p>DO</p> <p>Encourage participation in the quiz and read out a few responses from the chat box (if virtual). If you are in person, invite participants to say their answer.</p> <p>Emphasize that all responses are important, but that we cannot underestimate the importance of a PAID job while in school.</p>
<p>SLIDE 20</p> <p>ODEN - The need for a Canadian Youth Success Strategy - Identifying the Barriers (title page for next section)</p>	<p>SAY</p> <p>Read the notes as written on the PP.</p>
<p>SLIDE 21</p> <p>Background - ODEN Youth Success Strategy</p>	<p>SAY</p> <p>Read the notes as written on the PP.</p>
<p>SLIDE 22</p> <p>ODEN research findings</p>	<p>SAY</p> <p>Read the notes as written on the PP.</p> <p>DO</p> <p>Take your time here, there is a lot of information to digest on this slide. Do consider if you have any personal anecdotes that resonate with any of these findings and share if you feel comfortable.</p>

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 23</p> <p>What ODEN learned (Continuation)</p>	<p>SAY</p> <p>Read the notes as written on the PP.</p> <p>DO</p> <p>Consider if you have any personal anecdotes that resonate with any of these findings and share if you feel comfortable.</p>
<p>SLIDE 24</p> <p>What ODEN learned (Continuation)</p>	<p>SAY</p> <p>Read the notes as written on the PP.</p> <p>DO</p> <p>Consider if you have any personal anecdotes that resonate with any of these findings and share if you feel comfortable.</p>
<p>SLIDE 25</p> <p>VIDEO - from Inclusion Australia</p>	<p>SAY</p> <p>Read the notes as written on the PP.</p> <p>DO</p> <p>Share the video in full with participants and invite them to reflect on what they heard.</p>
<p>SLIDE 26 [27]</p> <p>Personal Story [26]</p> <p><i>Create your story [27]</i></p>	<p>SAY</p> <p>Share your personal story in your own words.</p> <p>DO</p> <p>Provide pictures of you, your family, your children as you are comfortable. And prepare in the notes what you are comfortable sharing.</p> <p>Consider that this is perhaps the TURNING POINT for inspiring change. This storytelling and sharing is impactful and key to the workshop's success.</p>
<p>SLIDE 28</p> <p>Engaging Family at an Early Age - preparing for employment (title page for next section)</p>	<p>SAY</p> <p>Read the notes as written on the PP.</p>

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 29</p> <p>How can we prepare children for a future that includes meaningful employment?</p>	<p>SAY</p> <p>Read the question (the title of the slide) and the quote by Benjamin Franklin.</p> <p>DO</p> <p>Ask participants to reflect on this quote as we move through the next few slides in the presentation.</p>
<p>SLIDE 30</p> <p>Who is involved (eco map)</p>	<p>SAY</p> <p>Read the notes as written in the PP.</p>
<p>SLIDE 31</p> <p>Preparing early - at home</p>	<p>SAY</p> <p>Read the notes as written in the PP.</p> <p>DO</p> <p>Reflect on your own family and child and insert stories about their interests or what you do to help them find their passion.</p>
<p>SLIDE 32</p> <p>Preparing early - at home (continuation)</p>	<p>SAY</p> <p>Read the notes as written in the PP.</p> <p>DO</p> <p>Reflect on your own family and child and insert stories about their interests or what you do expose them to work or how you talk about what work people do.</p>
<p>SLIDE 33</p> <p>Preparing early - at school</p>	<p>say</p> <p>Read the notes as written in the PP.</p> <p>DO</p> <p>Insert your own photographs here if you have some - otherwise these can be used.</p>

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 34</p> <p>Preparing early - at school (continuation)</p>	<p>SAY</p> <p>Read the notes as written in the PP.</p> <p>DO</p> <p>Insert your own photographs here if you have some - otherwise these can be used.</p>
<p>SLIDE 35[36]</p> <p>A Word on Educational Expectations [35]</p> <p><i>Create your own - local to your area and province [36]</i></p>	<p>SAY</p> <p>Read notes as written on the PP.</p> <p>DO</p> <p>Change this slide to reflect the terminology and policies in your province and alter the wording in the notes as needed.</p>
<p>SLIDE 37</p> <p>Preparing early in your community</p>	<p>SAY</p> <p>Read the notes as written in the PP.</p> <p>DO</p> <p>Insert your own photographs here if you have some - otherwise these can be used.</p> <p>Change the PP notes to reflect the expectations of high school volunteer hours in your province.</p>
<p>SLIDE 38</p> <p>Preparing early - in your community</p>	<p>SAY</p> <p>Read the notes as written in the PP.</p> <p>DO</p> <p>Insert your own photographs here if you have some - otherwise these can be used.</p>
<p>SLIDE 39</p> <p>Where can families go for Support?</p>	<p>DO</p> <p>Provide local information and contact details for local resources (i.e., employment service providers).</p> <p>SAY</p> <p>If time permits, read out and explain some of the resources. Regardless advise participants they will be provided with this information after the workshop.</p>

Power Point Slide Number & Title	Presenter Notes
<p>SLIDE 40</p> <p>AUDIO CLIP – Chis Nikic - CBC interview</p>	<p>SAY</p> <p>Introduce the audio clip and after it, read the notes as written in the PP.</p> <p>DO</p> <p>Play the full audio clip and if in person, watch for reactions from the audience – invite reflections both in person and virtually.</p>
<p>SLIDE 41</p> <p>Questions</p>	<p>SAY</p> <p>Invite questions and comments from the audience.</p> <p>DO</p> <p>Thank the participants for their time and their passion.</p>
<p>SLIDE 42</p> <p>Contact details</p>	<p>Provide your contact details (both presenters and another social media handles you are comfortable sharing).</p>

For more information or for any questions about the Canadian Youth Success Strategy or this guide, please contact ODEN via any of the following methods:

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