

CENTERING SELF- ADVOCATES: ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES AS TRAINERS

Dr. Leah Katherine Saal
Dr. Lisa Schoenbrodt



LOYOLA
UNIVERSITY MARYLAND



Funding & Disclosures

The research for this presentation has been funded and supported by these entities.



WHO IS A SELF-ADVOCATE EDUCATOR (SAE)?

A person with the lived experience of intellectual and developmental disability whose knowledge, expertise, and skills are utilized in training across a multitude of contexts and roles to educate others and advocate on behalf of their community's self-determined needs and desires.

“Nothing About Us, Without Us”



LOYOLA
UNIVERSITY MARYLAND

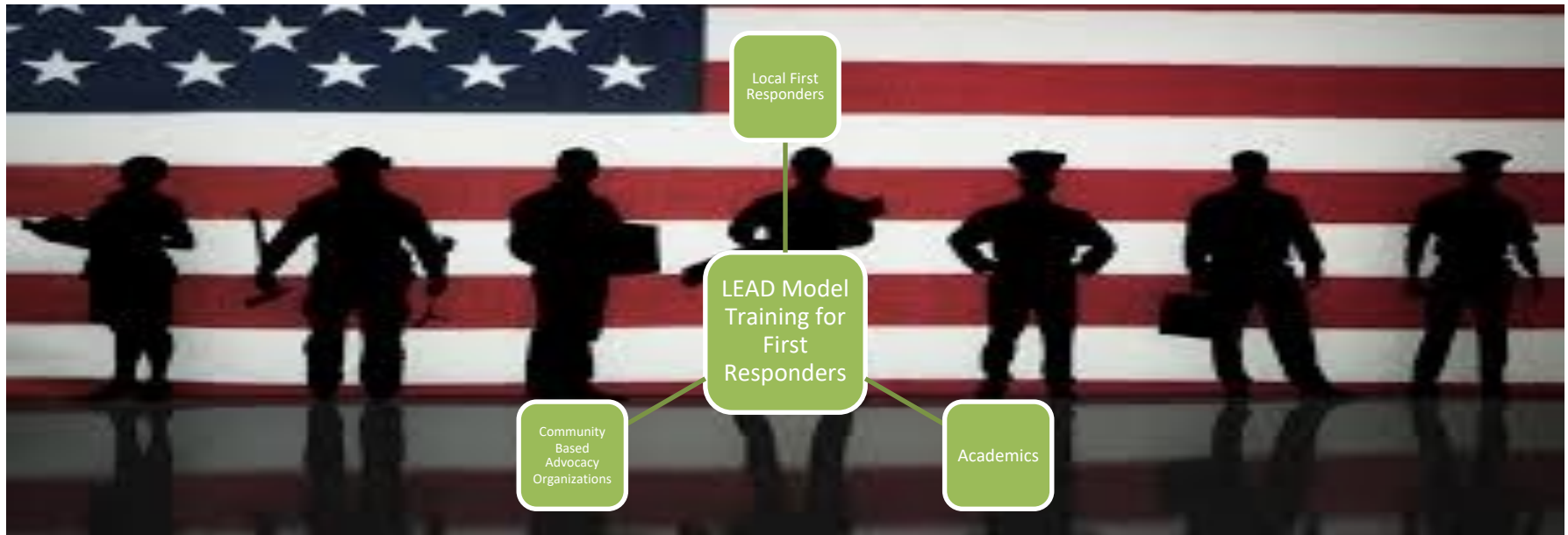
SAES: EXCLUSION TO ADVOCACY

Grounded in Participatory
Ideologies of Disability Studies.



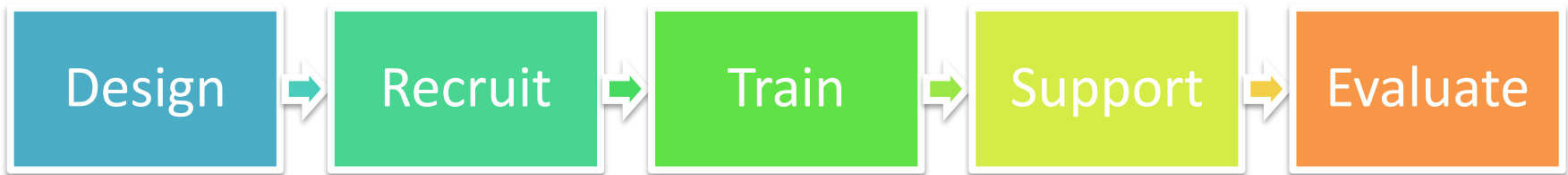
LOYOLA
UNIVERSITY MARYLAND

AN EVIDENCE-BASED EXAMPLE: THE LEAD MODEL



LOYOLA
UNIVERSITY MARYLAND

LEAD'S PARTNERSHIPS FOR ACCESS & SUPPORT FOR SAES IN TRAINING



Collaboration and commitment to partnership are critical to the LEAD Model's effectiveness.





DESIGN: CURRICULA FOR TRAINING

Content

The curricula should be specific to objectives and skills identified by training entity.

Curricula should integrate any required policies or practice mandates.

The curricula should be co-constructed and evaluated by Self-Advocate Educators.

Application

Participants should be provided opportunities to practice newly learned skills alongside SAEs using scenario-based training techniques.





RECRUIT: FINDING AND SELECTING SAES

SAE Job Description & Requirements

- SAEs participated in teaching content and participating with the trainees to help them learn about how to safely and positively serve/interact with individuals with IDD.

SAE Recruiting/Selection

- Diverse applicants directly recruited through community-based partners





LOYOLA
UNIVERSITY MARYLAND



LOYOLA
UNIVERSITY MARYLAND



LOYOLA
UNIVERSITY MARYLAND



SUPPORT: MAINTAINING AND EXTENDING SAES' SKILLS

Importance of continued small group collaboration among SAEs.

Maintenance trainings for SAEs required between training sessions.

Extending SAE skills for in-person and Online training contexts for flexibility of delivery.



EVALUATE: PARTICIPANTS' LEARNING



EXPERIENCES OF SELF-
ADVOCATE EDUCATORS



EXPERIENCES OF
TRAINEES



LOYOLA
UNIVERSITY MARYLAND

QUESTIONS, FEEDBACK? CONTACT US

Leah Katherine Saal

lksaal@Loyola.edu

Lisa Schoenbrodt

LSchoenbrodt@loyola.edu



LOYOLA
UNIVERSITY MARYLAND