

Speak Up! Guide

6: Starting a Self-Advocacy Group

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Speak Up! Guide

Chapter 6: Starting a Self-Advocacy Group

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PEOPLE FIRST – NEW ULM OVERVIEW

I. How Our Group Got Started

In 1993 MBW Company made a commitment to assist people they support in having a self-advocacy group in New Ulm. We started with staff researching what self-advocacy is and presented the idea to the people we thought would be interested. We found about ten people who said they wanted to find out more about this.

The next thing we did was to set up an information meeting. We had two speakers who were in self-advocacy come talk with us. We talked about what self-advocacy means and what would make our lives better.

In our beginning meetings we all agreed that we wanted a better transportation system and better working conditions at our sheltered workshop. These two issues helped bring people together and created the enthusiasm and commitment we have today.

II. Election of Officers

We used the officers' handbook to help us elect officers. We talked about what officers need to do and what type of person we want as an officer. We reviewed the role of each officer. We then voted who we thought would do a good job.

(Role of officers from packet)

III. People First Meetings

Our group meets one time each month. Before each meeting we have an officers meeting. We decide on our agenda, what announcements to make, what program we want, what old or new business to talk about. We make a lot of decisions that is why it is important to elect responsible officers.

The Big Monthly Meeting

At our self-advocacy meetings we present what is on our agenda.

What we have done:

- ❖ We like to have speakers for our program on topics of interest.
- ❖ We have speakers from our workshop, the bus and our recreation service to talk about making the services better for everyone.
- ❖ Sometimes we do a survey before the speaker comes to help us know what questions we want to ask.
- ❖ Sometimes we do social stuff such as parties, picnics, dances.

Wilbur Neushwander-Frink and People First of New Ulm, Minnesota

Speakers we have had and topics:

- ❖ Ombudsman
- ❖ Fire marshal
- ❖ Sexual harassment
- ❖ First aid
- ❖ How to vote
- ❖ Videos
- ❖ Small group discussions
- ❖ Skits – riding the bus
- ❖ Rodonna's story

IV. **Setting Goals**

Goals give us direction on what we want to do for the year.
Every December we fill out a questionnaire on what we want for goals.
We put everyone's ideas together on a big piece of paper.

- What I like about the meetings
- What I want to do
- What I want to change

We then set goals and we come up with projects from our goals.

V. **Committees**

After deciding on projects we set up committees to work on them. Ask for volunteers and a guide to help with each. Committee members report at the meetings.

Our committees are:

- Newsletter – puts out quarterly newsletter
- Presentation – presents history of self-advocacy to community
- Social – plans social events
- Fundraising – plans fundraisers
- Recognition committee – helps recognize people's efforts by sending cards, planning celebrations. Features an advocate in the newsletter and helps close the meeting with motivational activities
- Common vision -
- Recycling -
- Renters -

We do most of our work in our committees.

Goals Accomplished Since 1993

<p>Fundraising Committee Rummage sale Hot dog stands Candy bar sales organizations Cookbooks</p> <p>Educate Community MNASH conference presentation on SA Scarecrow contest – banner Set up new groups Presentation – David Minge, MBW staff Conference</p> <p>Letter to MRCI requesting changes ARS requesting input Heartland</p> <p>98 presentations at AARM conference and Watonwan County</p> <p>Educate ourselves Workshops on leadership Conferences Partners in policy making People First MN board membership Voting Ombudsman Officers training Sing Open meetings</p> <p>Work with community organizations ARS board membership Community ed committee membership Members of QA team Heartland Express Remembering with dignity video MRCI board membership</p> <p>Service to community Volunteer Start new group – Mankato Walk for Justice German Park project Recycling project at Flandrau Park</p>	<p>Tupperware Bowl-A-Thon Letters to businesses and parades SA welcome booklets Newspaper articles and pictures</p> <p>State convention Educate direct care staff to SA needs Newsletter</p> <p>Training on labels 4 easy pieces Rights Sticks and Stones video Dance Retreats with ACT Play – Let Heaven and Nature</p> <p>Cab service – started coupon system Work with ACT – story to close institutions</p> <p>Nursing home party – bingo and pie Mentoring Clean up Flandrau Park</p>
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PART I

SHARED VISION - BUILDING AN ORGANIZATION MISSION STATEMENT

What is vision? A picture that shows what the group is, where the group or a person wants to go, the “Big Picture” of Purpose and Meaning for a person or group.

For James, a vision may be a house of his own, a job and being a contributing citizen of the community.



Visions create the SPARK – the excitement that moves a person forward.

Imagine that you can achieve the things you want in life. What would that look like to you? What words would you use? Or pictures? Why do you want to do these things? Or be that kind of person?



Your own apartment or house

A Job working at the local store!

Having a pet....

Taking care of you own house plants

Going to the movie of your choice.

Shopping

Swinging at the park

Wilbur Neushwander-Frink and People First of New Ulm, Minnesota

Personal Vision

With a partner, describe your personal vision.

Self-Image: What kind of person do you want to be? Describe these qualities.

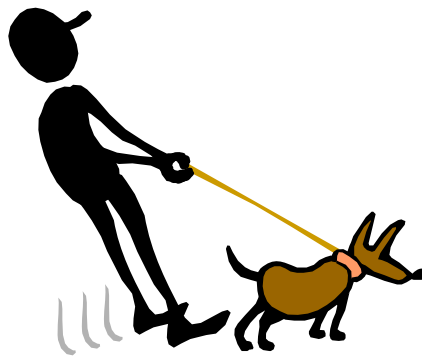
Example: James wants to be kind, hard working, and independent



How about you? Why do you want to be that kind of person?

Things you would like to own: What types of things would you like to own?

Example: James would like a dog.



How about you?

Personal Vision

Personal learning

What would you like to learn or do?

Example: James would like to learn how to dance and travel to Las Vegas.

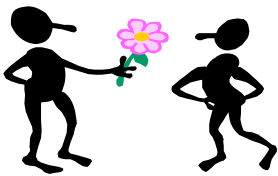


How about you?

Why would you like to do those things?

Community: What would you like your community to look like where you live?

Example: James would like to have friendly neighbors and join a musical group.



How about you? Why do you want that for your community?

Personal Vision

Home: What would be your ideal living situation?

Example: James would like a two-bedroom home in a friendly neighborhood.



How about you? Why would that be your ideal living situation?

Health: What is your ideal desire for health and fitness.

Example: Jane would like to have fewer seizures and go to the fitness center two times a week.



Look at me, only one seizure
last month. I take my pills
and see the doctor regularly.

Personal Vision

How about you? Why do you desire, and why?



Vision

When you look at what's important to you, it makes you feel good. It gives you a clearer picture of where you would like to go.

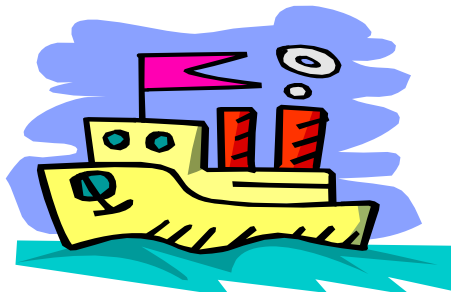


James without a vision



James with a vision

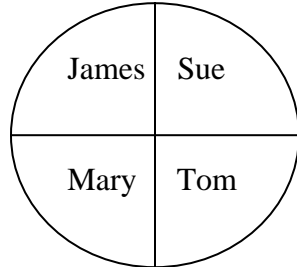
A vision is like a rudder on a boat. It keeps you moving on the right course.



James is moving in the right direction. He is steering the boat!

PART II
SHARED VISION – BUILDING AN ORGANIZATIONAL MISSION STATEMENT

We have looked at our own personal vision. When we are a part of a group, we bring our vision to it. It is a part of a greater whole.

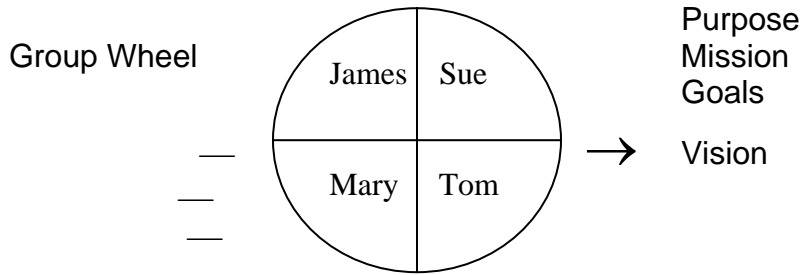


Group=Wheel

Individual=Spokes

The group is like a wheel and all the members are spokes. When we put all the spokes together, we get a functioning wheel. It is whole. It will roll forward.

When the whole wheel is together it will work and the group can do things and really “go places”.



The Group Now

Where the group wants to go.

Where do the group visions come from?

Each member of the group (a spoke) brings its vision to the group. Groups usually form for a common reason.

Shared Vision

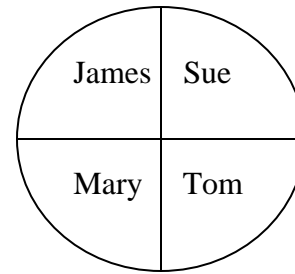
James



James



Group

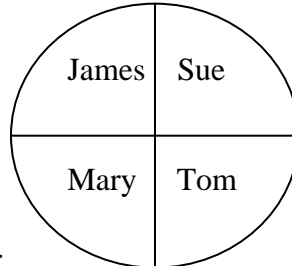


Group with a common purpose,

James wants to learn how to speak up for her rights as a person with disabilities. She wants to learn how to be a leader.

(Use cardboard cutout or wheel with broken spoke to illustrate)

When groups form for a common reason, they can create a tremendous amount of energy together to move forward towards a shared vision.

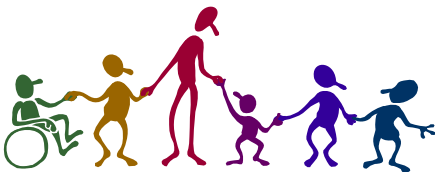


⇒ Common or shared vision

Group moving together

What does it mean to share a vision?

A vision is to have a common cause, or reason to move forward as a group.

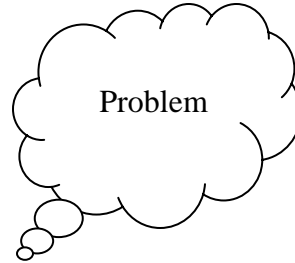
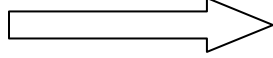
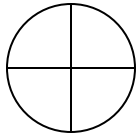


James, Kevin, and Mike want to learn to speak up for the rights of people with disabilities.

(use connecting paper people to illustrate)

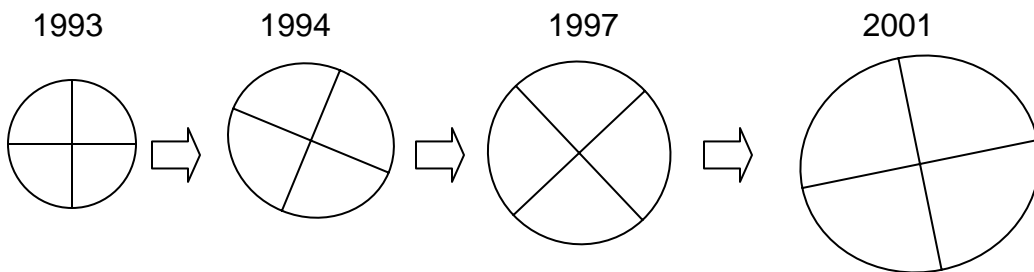
Shared Vision

Shared vision helps us to solve problems.



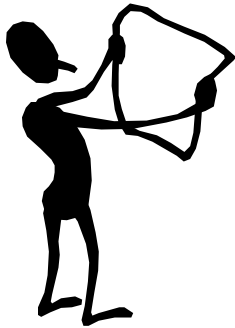
Shared Group Vision

Shared vision takes time to grow.



The shared vision growing.

Building shared vision requires careful listening so that individual vision can be built into the group.



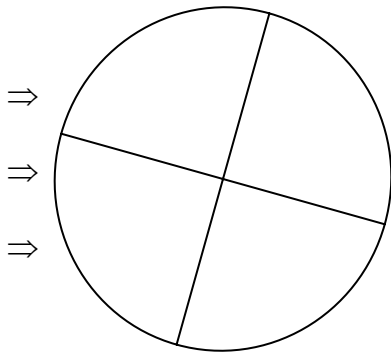
James is talking about his personal vision to learn how to speak out about the rights of people with disabilities.



Kevin listens carefully.

Shared Vision

A shared vision can create energy and hold people together so they can achieve the vision of the group.



“Shared Group Vision”

Shared Visions:

- 1) Do not come from “on high” – do not give them to you.
- 2) Are ongoing and never-ending. It is part of what the group does with every action it takes.
 - * Leaders must help design and nurture the vision. Leaders must share their personal vision.
- 3) It is not a shared vision until it connects with all of the personal visions of the group – such as with Jane, Kevin, and Mora wanting to learn how to speak up for the rights of people with disabilities.

(Give everyone a triangle piece).

Shared Vision

It is important to write down what your vision is.

Why?

- 1) So all members of the group know what it is at all times.
- 2) So other people will know what your group is all about.

The Mission or Vision Statement of People First

- This is called a vision or mission statement of your group.
- The statement is usually short and put into words or pictures that the whole group can understand.
- The statement is a constant reminder of your shared reason or purpose in coming together.

How can we start to write this vision statement?

Let's work together in steps to get to it.

Vision Statement

PART III SHARED VISION – BUILDING AN ORGANIZATIONAL MISSION STATEMENT

Writing a Statement

Let's Brainstorm



- Throw out words and pictures to describe People First of New Ulm.

Person Centered

INNOVATIVE

Grassroots

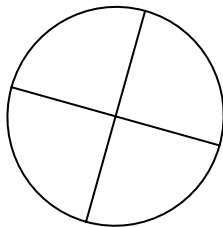
- What words or pictures would describe the purpose of People First of New Ulm?

Self-determination

Choice

Self-advocacy

- Let's build a wheel structure to start to put together a statement.



Let's take from our lists and put what you see as "most important".

(Everyone will put one word or a short sentence on the wheel or do it in groups if more than 8 people)

Writing a Statement

- How does the wheel look? Does it say what the group is all about? Purpose?

- Ask the group

Would you like to leave it in the shape of the wheel?

Or

Write a statement based on the words in the wheel.

- Ask the group to re-visit statement at next meeting.

Who will present it?

Take a vote on it.

Project Notes

08-25-98
Meeting 1
Contract

Today was the first meeting of the project. The officers/mentor group met to discuss the project contract and sign it. We reviewed the following items: Terms of the contract, this writer's role as coach/ally for the project, setting a time to set a budget for the next year and discussing times to meet.

The group asked thoughtful questions about the project. They were concerned about recruiting more advocates and guides to participate in the project.

People attending decided to present a short information session at the next People First general meeting. This would give all members an opportunity to hear about the project and have a chance to volunteer. After a list of volunteers is collected, a task breakdown meeting will be held to give people more information. It will be an opportunity for people to volunteer for various activities within the project.

A budget meeting/dinner will be held on September 2 to set a budget for project monies received. After this meeting, the People First treasurer and this writer will meet with an accountant to set up a _____ and accountability of monies received.

This first meeting was an excellent learning experience. As a coach, it is not my place to do the work and make decisions. One must provide information and guide people in the thought process of making important decisions. I recognize that I need to work on this. I saw that I was able to give information and let them process it. My challenge will be to guide in thoughtful decision-making without swaying the decision or making it.

Project Notes

09-03-98
Meeting 2
Budget

This week's meeting focused on establishing a budget for the funds for the project. The officers and mentors for People First of New Ulm were present at the meeting.

The following items were considered for the budget. The group needed to plan for \$9,000.00. The group set a budget for mileage reimbursement, wage replacement when working at the retreats and traveling to work with other groups, materials, parties and celebrations, video resources, tuition for People First members attending the retreat, meals, accountant fees, facilitator's wage, and phone usage.

People First of New Ulm members decided to not use a fiscal beneficiary to handle the project money. With the assistance of their coaches and an accountant, the group will handle project monies received.

The group spent approximately two hours in its initial planning process. Considerable dialogue was spent on topics such as wage reimbursement and a facilitator's wage. The group opted to pay both of these out at minimum wage for now.

The group will have a second budget meeting in October to revisit the accounts and budgets. The treasurer and Project coach will meet with the accountant in two weeks to discuss how we will document on the money spent. We will need to develop a system of accountability for project monies. We will also need to discuss the accountant's fee.

The group needed some coaching to work through this part of the project. Many members have only minimal experience with budget establishment. This writer used large poster paper to show the group how much we had to work with and what areas needed to be considered in the budget. This process worked well as visual guides are helpful. We will ask the accountant to help us develop a computerized pie graph to visualize amounts for the group.

Project Notes

09-23-98
Meetings 3 & 4
Retreat training
Accountant

The retreat facilitators prepared for the second retreat, which will focus on power relationships and organizing around issues. People First will present a summary on the leadership aspects of the last retreat. We will also show the video "The People's Firehouse". This video focuses on a real-life example of grass roots organizing. We will show the video and then ask retreat participants to discuss the various aspects of the video. We will try to focus on the organizing efforts and leadership demonstrated in the video.

The two People First facilitators enjoy the process of working on retreats. They actively participate in planning related to the retreat. It is wonderful to see how people have grown in confidence and in their own leadership skills. I think it is important for people to have meaningful participation in order to see true growth and development. I will address this issue in a separate paper on participative or shared leadership.

Members of the group met with the accountant who will be assisting us with our financial accountability. We reviewed the budget prepared for incoming project money. The accountant _____ computerizing our quarterly statements, and will meet with us quarterly to review ledger statements.

Two People First members will be actively involved in the financial aspects of the project. They will attend all financial meetings and keep track of the ledger system.

The project is up and running. It truly is a process. We don't have prior history of experience with anything of this scope. People are flexible, however, and willing to learn as they go along. Our challenge this year is to discover ways in which a variety of people can be involved in meaningful ways. This will require flexibility and creativity. This will be addressed at our next leadership meeting in early October 1998.

Power and Organizing

Retreat #2
Sept. 25 & 26, 1998

The second retreat focused on power, leadership, and organizing. Anne, Rodonna, and I participated in this two-day retreat with those from Advocating Change Together.

Anne, Rodonna, and I focused on the first half-day as a summary on leadership and the viewing of a film called "The People's Firehouse". We reviewed points on leadership focusing on the idea of shared leadership and leadership skills. We approached the process of leadership as a journey that we take. We talked about how it starts with someone having a vision. They have seen a place they want to share with others. They share in this visioning process by including others and accepting them for who they are at that moment. As people take this leadership journey they may discover as they go talents and skills. These skills are within them and they can learn how to use them as they take the leadership journey.

We shared a story about how geese conduct shared leadership. We asked people to close their eyes and imagine the geese as we read about their "leadership" skills.

We also discussed the relationships of power as they were illustrated in the video "The People's Firehouse".

With power issues, we discussed how power changes as one exercises leadership skills. Retreat participants shared personal experiences related to power issues in their own lives.

It was interesting to note how confident Anne, Rodonna, and Jenny were at this retreat. They readily shared ideas and opinions. They also actively engaged people in conversation. As their confidence has grown they are willing to speak with others in an open and honest way. They have grown as leaders.

At this retreat we networked with other group members and exchanged information on what our group could do to assist them. We concluded the retreat with a visioning of the future for self-advocacy. The next grouping of retreats will be in the winter.

Project Notes

10-12-98

The group is now actively engaged in Part II of the Common Vision project – technical consultation. Our first consultation will be in Windom with a group of people interested in starting a self-advocacy group.

The officer and mentor group has been brainstorming on how to assist other People First members in becoming involved in the project. At their general meeting on October 14, Anne and Mike will present on the project. They will invite people to join them for a special in-service and volunteer session on October 28.

The project participants would like to start five small work groups where volunteers could work with trained people. Each group will focus on one area from around South Central Minnesota. These work groups will personally connect with the group assigned to them. They will have an opportunity to assist other groups in starting up self-advocacy organizations. They will also learn to assist these groups in how to organize around issues important to them.

We are not sure if this process of work groups will be helpful to people. We will need to _____

The project members also started a checking and savings account today. They were excited about this and also about getting paid for their work as facilitators. The pride in their work was quite evident. It was a pleasure for this writer to see and makes the hard work of the project enjoyable.

Project Notes

10-26-98

Participants from the project traveled to Windom on 10-19-98 to talk with people from Windom and Marshall on self-advocacy. There were approximately 25 people in attendance for this gathering.

Anne, Rodonna, and Jenny presented a short history on when People First – New Ulm started. They gave a few personal stories on how self-advocacy has helped them grow as leaders. The participants then assisted people attending in how to start meetings, elect officers, set agendas, set goals, and how to fundraise. We also role-modeled a mock meeting for attendees to view.

We ended the gathering by asking people attending to gather in a circle, hold hands, and join us in our closing words, “Together we’re a team, Let’s do it!” We had time to network with people informally and share phone numbers.

Anne, Rodonna, and Jenny agreed that this first gathering was successful. We decided to polish up our notes and posters prior to our next gathering.

On 10-26-98, this writer met with the guide leader to work on a proposed agenda for the educational meeting for the membership of People First – New Ulm. The meeting will provide people with more information on the project and invite people to be more active participants in the project. We will look at a variety of volunteer opportunities available for people to participate in. We will invite people to become a part of one of the five work groups working with regional groups. The hopeful outcome will be for the Common Vision project to include a wider circle of people.

Jenny, the project treasurer and this writer will meet on 10-27-98 to begin her system of accounting for the project. Various bills will be paid and tracking of money will occur. Jenny and this writer will meet with our accountant in November to review the process.

An evaluative summary for the first quarter was completed and sent to our partnership organization in St. Paul. This summary will be included in a report to the State of Minnesota’s Department of Economic Security. A copy of the summary is included with the project report.

Project Notes

11-02-98

Common Vision General Meeting

The core group of people working in the project had decided to have a general informational meeting to inform more people about the project. General members of People First – New Ulm were invited to an informational meeting on October 28, 1998.

Approximately 25 people attended the meeting that afternoon. Mike and Anne presented an overview of Common Vision. They used large poster paper to illustrate their points. After this basic informational session, people were invited to volunteer for a variety of activities. These activities ranged from general committee work to specific Common Vision work groups.

There was quite a bit of energy and excitement around volunteering. People wrote their own names on the sign-up sheets and chose their own committees. All the available spots for Common Vision work groups were signed-up for.

The core members of the group did a fine job at presenting material and describing volunteer activities. Their growth as leaders increases daily. I am in awe of the experience these people bring to the group as a whole.

The next step in the process is to meet with individual work groups assigned to regions. This writer will be guiding two work groups and assisting the other three as needed.

This writer's plan is to have a large work group meeting in early December. This meeting will focus on the basics of leadership and community organizing. The group will have an opportunity to develop individual leadership posters and learn about the spiral model of organizing.

COMMON VISION PROJECT – PEOPLE FIRST

MONTHLY CASH DISBURSEMENTS

4TH QUARTER 1998 SUMMARY

	October	November	December	Total
Consulting Fees/Retreats	\$ 428.00	\$ 152.60	\$ 100.00	\$ 680.60
Accounting/Legal Fees	25.00	25.00	25.00	75.00
Mileage Reimbursement	-0-		56.70	56.70
Office Supplies	68.31			68.31
Reference Materials	-0-			-0-
Tuition – Retreats	496.00			496.00
Lodging	-0-			-0-
Meals	47.91			47.91
Celebration Expense	12.80			12.80
Telephone Charges	-0-			-0-
Videos	196.00			196.00
Totals:	\$1274.02	\$ 177.60	\$ 181.70	\$1633.32

COMMON VISION PROJECT – PEOPLE FIRST

MONTHLY CASH DISBURSEMENTS

October, 1998

Date	Check No.	Check Issued To	Consul.Fee s/ Retreats	Acctg./ Legal Fees	Mileage Reimb.	Office Supplies	Reference Materials	Tuition/ Retreats	Lodging	Meals	Celebration Expense	Telephone Charges	Videos	Total
10/27/98	109	Current-Labels				9.45								9.45
10/27/98	108	Chris Janns Accountant		25.00										25.00
10/27/98	107	Anne Roop	184.00											184.00
10/27/98	106	Rodonna F.	184.00											184.00
10/27/98	102	Rita Werner	20.00							26.56				46.56
10/27/98	104	Advocating Change						496.00					196.00	692.00
10/27/98	101	D.F.N.U.									12.80			12.80
10/27/98	105	Jenny Bauer	20.00											20.00
10/27/98	103	Wilbur Frink	20.00			6.70				21.35				48.05
10/27/98	110	Kmart				30.18								30.18
10/28/98	111	MBW, Co.				21.98								21.98
		Totals:	428.00	25.00	-0-	68.31	-0-	496.00	-0-	47.91	12.80	-0-	196.00	1254.02

BUDGET ESTABLISHMENT FOR PROJECT MONIES (ANNUAL)

09-03-98

\$9,000.00 Paid - \$2,250.00 a quarter

Mileage Reimbursement \$500.00 at .31 cents per mile

- Wage Replacement – Paid at minimum wage \$5.15 - \$41.00 per person per day

- Retreat weekends \$656.00

- Visits to groups – 3 trainers and one guide

 \$20.00 each - divide what is left at end of year - \$320.00

Materials (office) - \$100.00

Parties/Celebrations - \$450.00

Videos - \$50.00

Tuition for Common Vision Retreats - \$195.00 per person (2 people)

Meals - \$28.00 per visit (\$7.00 per person – 4 people)

Accountant fees - \$25.00 per month (\$225.00)

Facilitator's Wage - \$5.15 per hour OR Tuition for each semester

Phone: \$200.00

- Savings account – set aside at least \$250.00

TOP TEN THINGS YOU SHOULDN'T DO WHEN YOU SUPPORT US:

- ❖ Don't think we don't think
- ❖ Don't change your tone of voice when you see us or when we come into a room
(Do a quick skit here)
- ❖ Don't touch our property or move our equipment without asking
Use examples of person in a wheelchair who gets moved around by staff
- ❖ Never ask someone else what we want – ask us
"Does he want cream in his coffee"
- ❖ Don't make decisions for us
- ❖ Don't have meetings about us without us
- ❖ Don't talk to us in an authoritative way or with a "sing-song" tone of voice
- ❖ Don't discount our abilities
- ❖ Don't think that those of us with disabilities are all the same – we're all different,
including you
- ❖ Don't patronize us

TOP TEN THINGS YOU SHOULD DO WHEN YOU SUPPORT US

- ❖ Forget the records, get to know us as people
- ❖ Listen and hear our voice, we've got lots to say
- ❖ Treat us like you would want to be treated – with respect and dignity
- ❖ Ask us how we feel about stuff
- ❖ Make your goal helping us accomplish ours
- ❖ Take time to explain things if we don't understand something
- ❖ Put yourself in our shoes – walk our walk (exercise here)
- ❖ Tell us the truth
- ❖ Believe in us, and our dreams
- ❖ Be good to yourself – we need you to be healthy and energized

Thanks for the great work you do support us!

Effective

Self-Advocacy

Empowering People with Disabilities
To Speak for Themselves

Report #90-4 • October 1990

**Research and Training Center on Community Living
Institute on Community Integration
University of Minnesota**

Introduction

This report is a record of the discussion during the workshop, “Assisting People with Developmental Disabilities to Speak Effectively for Themselves”, held at the 114th Annual Conference of the American Association on Mental Retardation, May 30, 1990. The workshop brought together 18 people from seven states who have extensive experience in developing self-advocacy groups for persons with developmental disabilities (the list of participants is on the following page). Some of the participants were people with developmental disabilities. Some were leaders from local and state self-advocacy groups. Some were paid staff responsible for supporting self-advocacy, and some were volunteer helpers for self-advocacy groups.

This report contains the comments made as participants shared their experiences in response to three questions:

- 1. What works to help people speak for themselves to change their own lives?** (Pages 1-5)
- 2. What works to help people speak out to change conditions for all people with disabilities?** (Pages 6-11)
- 3. What will strengthen self-advocacy?** (Pages 12-14)

The discussion was recorded on large wall charts by workshop facilitator John O'Brien, who then put together this report from that record. Participants reviewed summaries of each part of the discussion for accuracy. The words and images are those of the participants. They have been edited and arranged to make them easier to read. Because the purpose of the discussion was to share ideas, not every participant necessarily agrees with every point and position in this report.

1. What works to help people speak for themselves to change their own lives?

Person-to-Person Support

- Speaking for yourself begins in day-to-day life. To learn to act as a responsible adult, other people (parents, relatives, friends, and staff people) have to see you and treat you as a responsible adult every day. A person's ability to speak for him or herself grows when others:
 - Firmly believe that the person has the right to choices, both in everyday life and in setting life goals.
 - Do not label the person, but get to know the person for him or herself.
 - Ask and listen with care to what the person wants, what the person's goals are, what specific help the person needs.
 - Focus on the person's capabilities, not the person's disabilities.
 - Match supports to the person instead of fitting the person into what's available.
 - Encourage the person to work on what the person wants, even if it is hard to see how far the person can go toward a goal.
 - Work along with the person to find ways to make what the person wants possible by helping with problem solving and by connecting the person with other people who can be trusted to help.
 - Realize that the person can learn from mistakes if the person has the right to make them and the support to figure out what went wrong and how to move on.
 - Recognize that it's OK for the person to say, "I hate this. Let's start over!"
- This sounds simple. But it isn't the way day-to-day life has been for most members. For most members, labels mean that other people automatically think they know better.
 - There is no expectation that people will speak for themselves in most of the residential and day services members rely on. Staff expect members to follow instructions, not to be in control of their daily lives. Staff routinely take over even simple things like when to get up and go to bed, what to wear, and what to eat.

Empowerment

- ❑ The answer to fear and silence is empowerment. Empowerment equals personal and group connections plus information plus money. More and more professional people talk about empowerment: check to be sure that they mean building connections, sharing information, and giving people control of money. More and more people use the term, “self advocate,” sometimes just as another label for someone with a disability. Real supporters of self-advocacy know that a self-advocate is a member of a group working to empower people with disabilities.
- ❑ The expectation of people making choices, with the help they need to carry them out, needs to begin very early in life. Families of babies with disabilities need to know that chances to choose have to be part of a person’s life from the beginning. Families and growing children with disabilities need to know and learn from adults with disabilities.
- ❑ To really establish the expectation that people with disabilities should speak for themselves, we have to reach out into the community. People who have been segregated have to join neighborhood and workplace activities and invite community leaders to join in working on issues that make a difference to people with disabilities.

Support from Local Chapters

- ❑ It’s a mistake to assume that people with disabilities don’t need support to speak for themselves. People need help from one another and from advisors. It takes time to learn to know and trust one another. If members are to grow stronger, they need time to get involved. The rule is, go slow and do it right.
- ❑ Speaking for yourself happens in a danger zone. On one side is a service system that often fails to respond well to people and then labels and blames them for the problems that result. On the other side is people’s private lives, which can be mixed up and difficult. If chapter leaders are going to help other members speak for themselves, they have to work in this danger zone. To do that effectively, they have to build trust. The chapter has to be like a good family for people. This means:
 - Leaders work on taking care of their own lives, with help from other members.
 - Leaders have a real concern for other members’ health and well-being:

- [Missing pages]
- Grow can be hard if outside groups, especially funders, expect big results in six months or a year.
- Members should figure out and do things without extra money before they look for funding from outside groups.
- Once a group is ready to apply for grants, members have to learn about budgets, proposals, contracts, and deadlines.
- It's important not to let work on a project keep chapter leaders from taking the time to involve members in activities.
- Agencies that fund chapters – like developmental disabilities councils – should be sure that they have simple, clear instructions about what they want in proposals. It takes a lot of time to involve people in re-doing things that were hard to understand in the first place. It works well if there is a person from the funding agency who will answer questions and help. Otherwise, the grants just go to the people who know how to write them.

Helping Members Make the Most of Individual Program Planning

Most service systems now use IPPs (Individual Program Plans). Members need support to get the best possible outcome from IPP meetings. They need help matched to their individual requests, including:

- ✓ Someone to go along to the meeting to support them, especially if they are going to challenge what the service providers want to do.
- ✓ Information about how the process works.
- ✓ Information about who will be there.
- ✓ Information about what data will be used (some members have been to meetings where the service providers used inaccurate information from outdated institution files.)
- ✓ Help to say exactly what they want
- ✓ Ideas about what's possible about what kinds of services could be available, and help to define high expectations for themselves.
- ✓ Connections to people who can help if they don't agree with the decisions of the IPP team.

The IPP process can have problems:

- ...Sometimes people live in a bad place, but none of the professionals have a way to help a person move. This can make the IPP meeting hollow.
- ...Sometimes staff get upset when someone disagrees with them.
- ...Appeals can take a long time and still not result in changes.

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- Knowing legislators' voting records on issues that matter to members makes it possible to find out what a legislator agrees or disagrees with members (in some states, a state disabilities advocacy group or coalition tracks legislators' voices).
- Public actions are sometimes necessary.

Defining our Own Positions

- There is power in numbers. When a number of members work together to decide what is important to them, the ideas are better than if just a few people think things up. And, it's powerful to be able to say, "Our members have worked on this and they agree that this is what they want." Once a group has agreed on a statement, then:
- Members can present it to elected officials, news people, and service provider groups.
 - Members can check proposals – like new laws or regulations, or other groups' proposals – to see if they include things that are important to the chapter.
 - Representatives on boards or committees can use the statement to help them figure out how they stand on issues that come up.
 - As members talk to other people about the chapter's position, they will get new ideas that they can bring back to the group to make their position stronger.

Involving Community Leaders

- We need to open our doors to the community, not just fall back on the same supports (service providers and disability advocacy groups). If we push ourselves to reach out and ask specifically for the help we need to take action, some people will help. And getting involved personally is the best form of education.
- Community leaders can serve as mentors for chapter leaders. Mentors help people learn by sharing skills and advice.

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work for success, joining can be a frustrating waste of energy. To decide whether to join, find out if the organization can help, and if the

- organization is set up for success in including members.
- The first thing to find out is what the whole organization does. Be able to say how the organization's work will help members get more of what's really important for them. If the organization does things that are opposite to what members want, such as controlling people's choices or running restrictive group homes, do they want to change?
- Then find out what the board or committee or task force does. Sometimes boards or committees really make things happen; sometimes they are just a rubber stamp:
 - What decisions does it make?
 - If a committee or task force is giving advice, who decides about what happens to the advice.
- Are there places on the board or committee for at least two members? This helps because:
 - A more experienced person can go with a less experienced person, which builds leadership.
 - If one person can't come, the other can represent the chapter members and keep the absent person up to date.
 - Even very experienced members feel more confident when they attend meetings with someone they know.
- Avoid big words and jargon. Write things clearly, in understandable language.
- Put things on tape and communicate with pictures and through personal briefings for people who have trouble reading.
- When the board or committee deals with complicated issues, it helps to have a person to be a facilitator. The facilitator's job is to help the representative understand what is going on by reading and explaining written materials, to help the representative decide what he or she wants to say, and to assist the person in getting to and participating in the meeting. The facilitator only provides the specific help the person needs. The facilitator supports the representative to say what he or she thinks, not to say what the facilitator thinks.

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- Special meetings to compare laws, regulations or plans with the chapter's desires helps representatives give better opinions.

Advice for Members Joining Committees and Boards

- ✓ Be sure you know what the expectations are:
 - . How often are meetings held?
 - . How long are they?
 - . Where are they held?
 - . Do members have to pay for anything, and, if the organization pays people back for expenses, what is covered and how long does it take to get paid back?
- ✓ Listen carefully and wait until you pick up what's happening in the meeting before you speak.
- ✓ Find out what you don't know before you speak.
- ✓ Practice being concise and clear when you speak.
- ✓ If you don't understand something, ask questions. If you still don't understand, ask more questions.
- ✓ Take the time to decide what you think about issues the board or committee is deciding about. Talk to other members and advisors. Write down what you think.
- ✓ Report back to the chapter and ask for ideas.

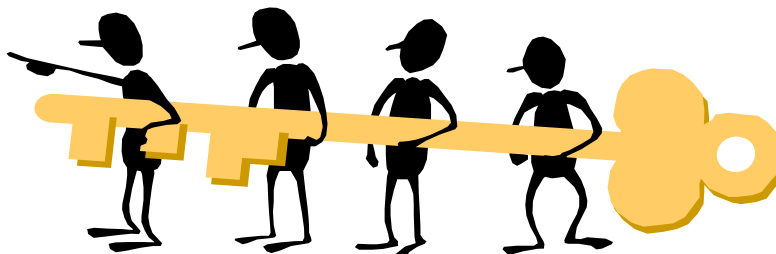
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Nationality

- People from around the country need to meet regularly to share and plan together.
- We know better than ever what we want: homes, a choice of jobs, personal assistance, and people out of institutions and nursing homes. But we need to learn a whole lot more about how to do it in a way that builds in the expectation of self advocacy.
- Some of what members need depends partly on what the federal government does. We need to be active to make sure that changes in laws and changes in funding (like Medicaid) increase members' choices and power. We need a way to figure out a national position on common issues.
- National groups, like AAMR ("What an awful name!") are thinking about having people with disabilities on their boards ("How about having half the board be people with disabilities?"). We need to think

- about how to be sure that any representatives have the support of chapters from all over the country.
- More and more groups are forming. New groups need resources and assistance so that they grow strong and increase members' empowerment. If help from strong chapters isn't available, new groups can turn into segregated recreation programs or can get so busy meeting outside expectations that they don't take the time to grow strong. We have to be careful; lots of people already use the term "self advocate" as just another label for a person with mental retardation instead of as a description for a person who is a member of a group working to empower its members to increase connections, information, and control over money.
- Laws are changing (like the Americans with Disabilities Act). Chapters need understandable information about what all this means.
- We need a national "thing" to help with development: We call it a "thing" because we don't know yet exactly how it should look. We do know that:
 - A national self-advocacy resource should belong to and be controlled by a self-advocacy group with a good track record, not a university or some other part of the service system or a parent advocacy group.

PEOPLE FIRST PRESIDENT AND ADVISOR TRAINING MANUAL



The purpose of People First is to create a self-directed, supportive community of adults who have developmental disabilities.

People First is a “self-advocacy” and “self-help” organization.

Self-advocacy is:

- Learning how to speak up for ourselves
- Making our own decisions about what we want to do with our lives
- Learning to carry out our own plans

Self-help means:

- We listen to each other
- Help each other with our problems
- Reach out to people who are not members

People First helps the people who are members get better at these skills, by giving them a place to practice making decisions, helping others, and solving problems.

People First meetings give people a chance to learn parliamentary procedures. At the chapter meetings people have a chance to practice debating the sides of an issue, and then taking a vote?

The members of People First are trying to show other people in the community that people with developmental disabilities are regular people, who have, basically, the same interests, talents, strengths, and desires that other people have.

The members of People First want to show people who don't know about disabilities that people with developmental disabilities are able to live and work among them.

People with disabilities contribute a lot to and enrich the communities in which they live.

The members of People First say that:

SELF ADVOCACY MEANS:

- “Feeling strong”
- “Feeling good about myself”
- “Respecting others rights, but speaking out for my own”
- “Teaching the people who would be mean to you”
- “Making my own decisions about where to live and work”
- Taking chances when you know you are right. Learning from your mistakes”

SELF-ADVOCACY MEANS:

- Getting all of the information
- Deciding what you want to do
- Finding out what and who will support you in doing what you want to do
- Knowing your rights and responsibilities
- Problem solving when things go wrong
- Taking charge, and speaking out on your own behalf



HOW PEOPLE FIRST WORKS

Individuals: A person decides to visit a People First meeting, to see what it is like. They like the way that they see others with disabilities following parliamentary procedure, and running their own meeting. They may decide to join that chapter of People First, or they may start a new chapter closer to home.

Advisors: Advisors are people who are not eligible to be members of People First, but who enjoy going to meetings, and working with people as they carry out the plans they have made.

Local Chapter: Local chapters meet once a month. The members learn, practice, and put self-advocacy into action by working together toward goals they set at their monthly meetings.

Regional Meetings: Many times people from several nearby chapters will work together at a project – projects like a week of camping, or a rally. These projects are decided upon by the members of the chapters, and vary from year to year, and from area to area.

State Meetings: Missouri has a statewide steering committee, which is made up of 2 members elected by each local chapter. The steering committee meets 4 times a year. The steering committee helps arrange training for people who want to start new chapters, and hosts a statewide conference once every second year.

National Meetings: The United States has a national organization of People First representatives who are elected by regional vote. It is called: Self-Advocates Becoming Empowered (SABE). SABE sponsors a national meeting on alternating years.

International Meetings: People First has chapters worldwide. There are active chapters in Europe, Africa, Great Britain, Japan, China, Korea, Canada, and other places. We meet at a worldwide conference every fourth year. April 22-25, 1998 was the most recent meeting date. The next conference is due in 2002.

Your Group: People can be as active as they like in People First. Some chapters have an email address and they receive mail from People First members worldwide on a daily basis. Other chapters prefer to focus on their own community and the people around them.

THE MISSION STATEMENT

Your Mission Statement can be a big help in performing your roles as chapter members.

What is a Mission Statement?

The mission statement sums up the reason for the organization to exist.

Where do we get one?

The members of the organization write a mission statement together.

How do we get started?

Nine Steps to starting a People First Chapter

1. Make sure that everyone understands what People First and self-advocacy are. Talk about why people want to meet as a group. Write it down. This is your mission statement. The Mission Statement written by the steering committee for People First of Missouri is provided for you on the pages that follow, as an example. It is important that the members of the chapter have control right from the beginning, so that the group belongs to the members. Starting a group takes time, so that everyone will understand what is going on and can participate in starting the group.
2. Decide on the responsibilities that each person will have in getting the group going. Things that need to be decided are: finding a place to meet, finding transportation, publicity, the agenda...etc.
3. Find out how other groups work, and learn from them. Then make your own decisions about how your group wants to arrange things.
4. Decide on the rules for how you are going to work together. Things like how you will choose officers, if you will have dues, how you will vote, how you will choose an advisor. Write down what you decide. These are your bylaws. We have put the bylaws of one local People First chapter in this manual for you to look over, to get some ideas.
5. Work on developing team spirit. Work on how you will help people get over their hurt feelings when people have disagreements in the group.
6. Decide on the goals your People First chapter has. Write them down. This is the "goals" section of your strategic plan.
7. Decide on what you will do to reach your goals. Write this down too. It is your list of activities.
8. Develop connections with the local community. Be active and interact with others, both groups and individuals in the community.

9. Every so often, stop, and think over how things are going. Make changes when most of the members agree that something needs to be changed.

THE ROLE OF PEOPLE FIRST OFFICERS

The members of each People First chapter vote for their own leaders.

Each chapter decides how they want to hold elections, and how they will decide on who the candidates are.

In some chapters the advisor helps the current officers discuss possible candidates who are then nominated to run for office. In other chapters, all members can nominate themselves to run for office. Most chapters have the candidates give speeches to tell the other members why they would make good officers. Then the members make up their minds and vote.

The advisor and the officers usually meet once between People First meetings to plan the agenda and work on special topics. Where transportation is a problem, these meetings are often carried out by using the phone.

The following pages contain a description of each of the offices that most People First chapters have. There is a description of what the job entails. This statement is usually read aloud to the group before the nomination process is started. And many groups also have the current officer speak about what the role has involved for them, in the preceding year.

THE ROLE OF PEOPLE FIRST ADVISORS

As a People First advisor, you are not a member of the chapter. Yet you are closely tied to the chapter, and have the best interests of the chapter and its members at heart.

You may not vote or make decisions, and yet the goals and activities of the chapter may only be fulfilled through your efforts.

It is a unique role in an organization. It calls for a person who is able to suggest and inform, without leading. An advisor is a person who is able to support other people's goals, and who works hard for other's success.

Every People First chapter deserves an advisor who is able to act as a resource person for the People First members, and who is capable of helping the members settle disputes, plan activities, and set goals which do not reflect the opinion or goals of the advisor.

Some helpful reminders are on the pages following, which will be useful in helping advisors evaluate their own performance as support people, in their role as a People First advisor.

ADVISORS:

- Give advice when asked
- Help get training
- Attend every meeting
- Work to change things that stand in the way of meeting goals

SOME THOUGHTS PEOPLE FIRST MEMBERS HAVE ON ADVISORS

DO'S:

- Know there will be disagreements
- Communicate with members
- Be honest and smart
- Follow through
- Come to all the meetings
- Back us up on rules
- Advise us
- Ask us questions
- Listen
- Ask us what we want you to do
- Take advice from us
- Learn what support each person needs
- Be a friend
- Find ways to help everyone get involved
- Make sure everyone knows when and where the meeting is

DON'T'S:

- Take over for the leader
- Dictate what we should do
- Be afraid to speak
- Make decisions without the members
- Assume that everyone agrees
- Talk too much
- Do too much for us

HOW TO HELP OFFICERS OF PEOPLE FIRST PLAN WORTHWHILE MEETINGS

1. Make sure that everyone knows when and where the meetings are
2. Make sure the advisor knows what their role is.
3. Have an officers meeting to plan the meetings.
4. Find ways to get everyone involved.
5. Make sure that everyone understands what goes on in the meetings, and what is talked about.
6. Make sure that the discussions are real and important to the members during the meeting.
7. Make a 3 to 6 month plan with the group, so that people will be working toward something
8. Make sure the meetings are fun.
9. Face any problems the group is having. They won't just go away, without work.
10. Call or write to the state steering committee for ideas and suggestions. The purpose of the state office is to help all of the chapters grow.

All People First chapters follow parliamentary procedure. The steps of the business portion of the meeting should be the same, nationwide.

I. Call to Order

The Present of the Chapter calls the meeting or order. Many chapters use a wooden gavel (a ceremonial hammer) to tap on the table and get everyone's attention.

II. Roll Call or Introductions

In this portion of the meeting, each member says his or her own name, or it is read aloud.

III. The Minutes

The secretary reads the minutes of the last meeting. The president asks for a motion to accept the minutes as read. The president leads the vote to accept the minutes. The members vote.

IV. The Treasurer's Report

The treasurer reads the report.

V. Old Business

The President discusses the old business. These are things that have been talked about before, but they are not completed. Sometimes he will ask for committee reports at this time.

VI. New Business

The President leads a discussion of new business.

These are ideas that have not been talked about before.

When Decisions need to be made, the members of People First vote.

1. The President calls for a motion.
2. Someone makes a motion.
3. Someone else seconds the motion.
4. There is discussion.
5. The President asks for everyone in favor to say “yea” or to raise his or her hand.
6. The President announces the results.

VII. Announcements

This is the portion of the meeting when people can make announcements about their own news, or news of interest to all of the members. The president will remind members of upcoming events.

VIII. The Program

This is the portion of the meeting in which it is time to learn new things or do an activity together.

There may be a guest speaker, or a video, or a project. Or just a discussion on a topic of interest to the members of the People First chapter.

IX. Adjourn Meeting

The president taps the gavel, and adjourns the meeting.

X. Refreshments

Many People First groups bring snacks to share after the meeting. This is a social time during which members just talk and relax together.

Every 3 – 6 months the members of People First should decide upon another topic of interest. All of the meetings in that time period should support the project or topic on which they decided.

People First of Washington

OFFICER HANDBOOK

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Edited by: Mary Hart-Furman & Bob Furman

We would like to thank People First International, Salem, Oregon who wrote the first People First Officers Handbook. We thank them for their original idea.

We would also like to thank the Campaign for Human Development and the State of Washington Developmental Disabilities Planning Council. Without their financial support this handbook would not have been possible.

Please feel free to photocopy this chapter
Of the PEOPLE FIRST HANDBOOK and make
An OFFICER HANDBOOK for each of the
Officers in your People First Chapter

ANOTHER RESOURCE:

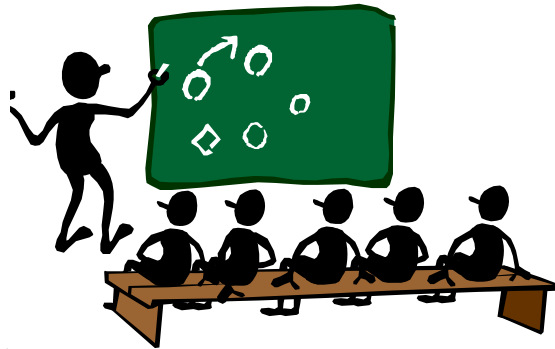
People First of Washington LEADERSHIP GAME. This is a Board game, which focuses on learning leadership roles, Parliamentary procedure and problem solving. It is a way to Have fun and learn.

WASHINGTON PEOPLE FIRST.....P.O. BOX 381.....TACOMA, WA. 98401

HOW TO BE A GOOD OFFICER

There are two kinds of officers:

- 1) One kind of officer does everything themselves. This makes the members feel like they can't do things on their own and they get bored. When this kind of officer leaves, everything falls apart because the members have not learned how to do things on their own and be officers.
- 2) Another kind officer gets everyone involved and doing things. This kind of officer teaches the members how to do things on their own and speak for themselves. When this kind of officer leaves, the chapter keeps going because the members have learned how to do things on their own and have learned how to be officers and run meetings.



It is important for People First officers to get everyone involved and to teach the members how to run meetings, speak for themselves and get things done.

DUTIES OF ALL OFFICERS

1. All officers should go to the OFFICERS MEETING before the chapter meeting to plan the agenda for the chapter meeting. The agenda is a list of things that need to be talked about in the meeting. All officers should help to make up the agenda.
2. All officers should attend their chapter meeting.
If an officer is not able to attend the meeting, he or she should let the president know before the meeting so that someone else can take his or her place. The president should let the vice president know before the meeting if he or she cannot be there so the vice president can lead the meeting.
If an officer has two unexcused absences, the chapter should elect another person to be that officer.
3. All officers should learn the parts of the meeting and how to lead the meeting and the voting.

QUALITIES OF A GOOD OFFICER

1. A good officer is a leader that helps the members become leaders and self-advocates.
2. A good officer is kind and polite to the other officers and members.
3. A good officer encourages all the members to take part and speak during the meetings.
4. A good officer respects everyone as a person who has something good to bring and say at the meetings.
5. A good officer explains things to the members using simple words and examples so all the members can understand.
6. A good officer practices how to be an officer by reading and using the OFFICERS HANDBOOK.
7. A good officer teaches the members how to be an officer and run meetings so they can get a chance to be a leader.
8. A good officer believes in PEOPLE FIRST and believes that people who are disabled can speak for themselves and make the community a better place for everyone to live.
9. A good officer is learning how to be a leader, run the meetings, solve problems, set goals and get things done.

PRESIDENT

1. The president is the one that leads the meetings
2. In a meeting:
 - The president opens the meeting.
 - The president asks the secretary to take roll call or has everyone introduce himself or herself.
 - The president asks the secretary to read the minutes of the last meeting.
 - The president asks the treasurer to give the treasurer's report.
 - The president leads the talk about old business.
 - The president leads the talk about new business.
 - The president introduces the program for the meeting.
 - The president adjourns the meeting (closes the meeting).
3. When there is voting the president guides the voting.
4. The president goes to the officer's meeting to help plan the agenda for the chapter meeting.
5. The president goes to the chapter meetings. If he or she is not able to go he or she should let the vice president know before the meeting so the vice president can lead the meeting.
6. The president has the other officers help in the meeting.
7. The president sees that someone goes to regional meetings, core group meetings and conventions to speak for the chapter.

VICE PRESIDENT

1. The vice president is the one that leads the meetings when the president is absent. The vice president does everything that the president would do if he or she were there.
If the president is absent, the vice president needs to know about the president's duties. The vice president should learn about the parts of the meeting and how to lead the vote.
2. The vice president helps the president in the meetings when asked.
3. The vice president goes to the officer's meeting to help plan the agenda for the chapter meeting.
4. The vice president goes to the chapter meetings. If he or she is not able to go, he or she should let the president know before the meeting.

SECRETARY

1. The secretary needs to be able to read and write.
2. In the meeting:
 - The secretary calls the roll call and marks down if members are there or absent. Some chapters have the members introduce themselves instead of calling roll. If your chapter has introductions, the secretary should check off the names as people introduce themselves.
 - The secretary reads the minutes of the last meeting. The minutes are notes of what happened at the meeting.
 - The secretary takes notes of what happens in the meeting. These notes are called the minutes of the meeting.
3. If the president and the vice president are absent, the secretary leads the meeting. The secretary needs to know the parts of the meeting and how to lead the vote.
4. The secretary goes to the officers' meetings and helps plan the agenda for the chapter meeting.
5. The secretary goes to the chapter meetings. If he or she is not able to go, he or she should let the president know before the meeting so someone else can take the secretary's place.
6. The secretary should keep a list of the chapter members, their addresses and phone numbers.
7. The secretary helps in the meeting when needed or asked.

WAYS TO MAKE THINGS EASIER FOR THE SECRETARY

1. Use the agenda for the meeting as the outline for the minutes. Have the secretary make notes right on the agenda. Use the agenda and the notes to write the minutes of the meeting.
2. Tape-record the meetings so the secretary can write the minutes from the tape.
3. Keep the minutes short.
4. Buy a notebook for the secretary to keep the minutes, membership list and roll.
5. Write the minutes within a week after the meeting, so you don't forget something.
6. Practice reading the minutes in the officers' meeting.

7. Instead of roll call, have everyone check their name on the roll sheet or sign a piece of paper as they arrive at the meeting. During the meeting have everyone say their name or introduce himself or herself.
8. When the members are voting, have the secretary put the names or choices on a big piece of paper or on a blackboard. The secretary can put the number of votes next to each choice.

TREASURER

1. The treasurer needs to know how to count, add and subtract money.
2. In the meeting the treasurer gives the report on the chapter's money. This report is called the treasurer's report.
3. The treasurer puts the chapter's money in the bank.
4. The treasurer keeps track of all the money the chapter makes and all the money the chapter spends. The treasurer keeps this information in a book.
5. The treasurer goes to the officers' meetings and helps plan the agenda for the chapter meeting.
6. The treasurer goes to the chapter meetings. If he or she is not able to go, he or she should let the president know before the meeting so that someone can take his or her place.
7. The treasurer helps in the meetings when needed or asked.

SERGEANT-AT-ARMS

1. The sergeant-at-arms is the person who keeps the meeting in order. If the members get too noisy the sergeant-at-arms calls for order.
2. The sergeant-at-arms goes to the officers' meetings and helps plan the agenda for the chapter meeting.
3. The sergeant-at-arms goes to the chapter meeting. If he or she is not able to go, he or she should let the president know before the meeting so someone can take their place.
4. The sergeant-at-arms helps at the meetings when needed or asked.

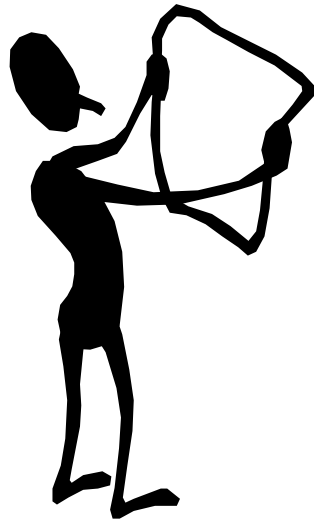
THE AGENDA

The AGENDA is the order of business. It is a list of the things that the chapter will talk about at the meeting.

Following is the AGENDA that is used by most People First chapters.

AGENDA

1. CALL THE MEETING TO ORDER.
2. ROLL CALL OR INTRODUCTIONS
3. MINUTES OF THE LAST MEETING.
4. TREASURER'S REPORT
5. OLD BUSINESS
6. NEW BUSINESS
7. ANNOUNCEMENTS
8. PROGRAM
9. ANNOUNCE NEXT MEETING
10. ADJOURN THE MEETING
11. REFRESHMENTS & MEETING EACH OTHER



VOTING

Anything that is the business of the whole chapter should be decided by the members by VOTING.

The president does not vote unless there is a tie.

1. A MOTION

A motion is an idea that someone would like the chapter to consider. To make a motion a person says, "I MOVE THAT.....", followed by a statement of the idea.

2. SECOND THE MOTION

A member says, "I SECOND THE MOTION." This means that the member would also like the idea to be considered by the chapter.

3. DISCUSSION

- The president says the motion again so that everyone knows what is being talked about.
- The president leads the talk about the motion. Discussion should be about the motion, not about other things.

4. VOTE

The president says, "Are you ready to vote?"

The president says the motion again so everyone knows what is being voted on.

The president says, "ALL IN FAVOR OF... (state the motion) SAY AYE."

The president says, 'ALL OPPOSED SAY NO.'

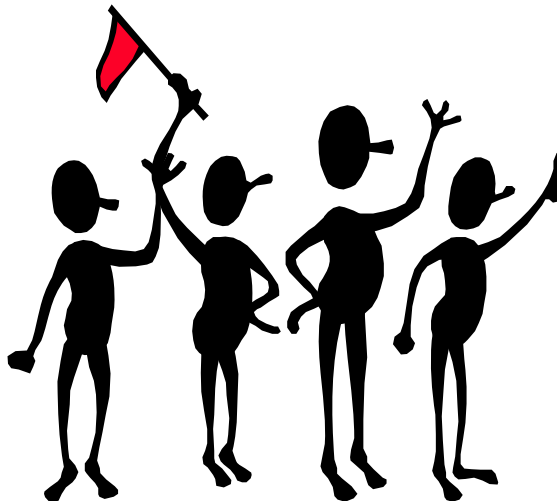
[The president may have people raise their hands.]

5. ANNOUNCE THE RESULTS

The president says, "THE MOTION CARRIED" or "The motion failed," and lets people know what was voted on and what will

[text missing]

Sometimes the chapter may want to vote to choose one of several ideas. To do this the chapter would make a list of ideas.



To lead the VOTE, the president will:

1. LEAD THE DISCUSSION ON THE IDEAS.

2. LEAD THE VOTE

- The president will tell the chapter the ideas again so that everyone understands what is being voted on.
- The president appoints someone to count the votes.
- The president goes through the list of choices and says, “ALL IN FAVOR OF...(says idea)...RAISE YOUR HANDS.”
 - Someone counts the votes for each idea.

3. ANNOUNCE THE RESULTS

The president announces the idea, which got the most votes.

[If there is a tie, the members vote again on the ideas, which tied.]

ELECTING OFFICERS

Chapters should elect officers once a year. The whole chapter decides who will be their officers by voting.

It is suggested that the nominations take place at one meeting and the elections take place at the next meeting.

NOMINATIONS

A NOMINATION is the way to say that you would like to have a particular person be an officer.

1. The president opens the nominations by saying, "NOMINATIONS FOR PRESIDENT ARE NOW OPEN."

The members nominate whom they want by saying, "I NOMINATE...(name of person)...FOR PRESIDENT."

- The person being nominated should speak up, if they do not want to run for that office.
 - A person can nominate himself or herself.
 - There should be at least two people nominated and no more than five for each office.
2. Nominations are closed by a motion made by a member. The member would say, "I MOVE THE NOMINATION BE CLOSED."
 - Someone needs to second the motion.
 - The president asks for discussion.
 - The president leads the vote to close the nominations.
 - The president announces the results.
 3. The president then leads the nominations for vice president, secretary, treasurer and sergeant-at-arms.

VOTING FOR CHAPTER OFFICERS

Voting for chapter officers should be done by SECRET BALLOT. The secret ballot can be done by writing the name of the person on a piece of paper or by placing a piece of paper in the box of the person you wish to vote for.

Each person running for office should give a speech telling why they would make a good officer and why the members should vote for them.

For each office, this is how voting would happen:

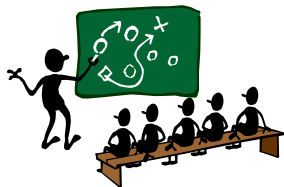
- A Each person nominated gives a speech.
- B Vote by secret ballot.
- C Votes are counted. [If there is a tie, the members would vote again, choosing between the two people who tied.]
- D President announces the winner.
- E Winner gives a thank you speech.

SHARED VISION

Location: School

Situation: The teacher is talking to students about what their dreams are for the future

Role Play: What would you like to do after graduation? School? Work? Continue your education? Learn a new skill? What would you like to do in the future?



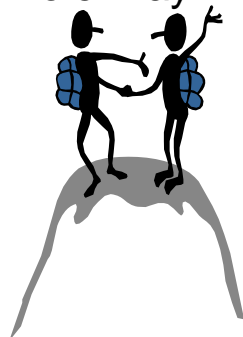
Activity in Chapter 6, pg. 6

PERSONAL VISION

Location: Home

Situation: Two friends talking about what their dreams and goals are for life.

Role Play: What are your goals? How can you accomplish your goals? Who could help you? Do some of your friends have the same goals?



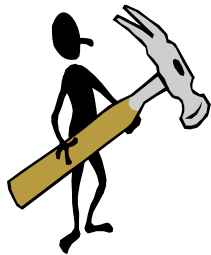
Activity in Chapter 6, pg. 7

PERSONAL LEARNING

Location:Your place of employment

Situation:There are new skills that you would like to learn.

Role Play:Do you need the new skills to do a different job at work?



Would you like to learn something new, just for the fun of it?

Where do you need to go to learn the new skills that you want?

Can someone help you?

Activity in Chapter 6, pg. 8

PERSONAL VISION

Location:Home

Situation:Several friends are talking about where the best place is for them to live.

Role Play:Would you like to live alone or with someone?



Do you want to live in a house or apartment?

How many bedrooms would you like in your home?

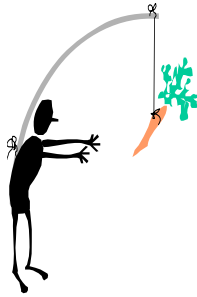
Activity in Chapter 6, pg. 9

HEALTH

Location: A friend home

Situation: Friends talking about health issues

Role Play: Are there things you can do to help improve your health?



Has your doctor given you suggestions that might help you?
Would being a part of a group who has the same concerns help?
Do you feel better when you are around others?

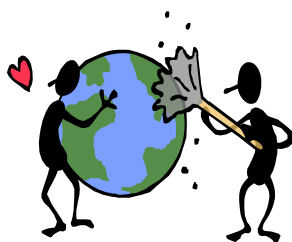
Activity in Chapter 6, pg. 9

COMMUNITY

Location: Self-Advocacy group meeting

Situation: Some friends talking about how they can help make their community a better place.

Role Play: What are the problems in your community? Can you help?
What is good about your community?
Can you help make it better?
What should stay the same?



Activity in Chapter 6, pg. 10

PERSONAL GOALS

Location: Your mother's home

Situation: Your mom is asking about your goals.

Role Play: What is most important to you?



Do you have goals?

What are they and do you have a plan for how to achieve them?

Will you need help, and what kind of help will you need?

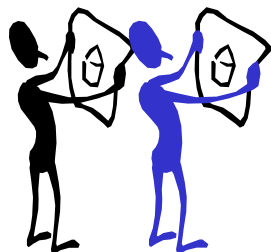
Activity in Chapter 6, pg. 10

SHARED VISION

Location: Self-Advocacy meeting

Situation: Your group is discussing your mission statement and what your group stands for.

Role Play: Who do you think would like to come



to your group meetings?

What group of people does your group serve?

What should your mission statement say in it?

Activity in Chapter 6, pg. 11

PEOPLE FIRST

Location:Self-Advocacy meeting

Situation:The group is talking about how to start a People First group

Role Play:Who would you call to get



information on starting a group?
How many people will you need?
Will you need help?
What type of help will you need?
What is People First all about?

Activity in Chapter 6, pg. 41