

The Guide



**NASDDDS Handbook
on Inclusive Meetings
and Presentations**

February 2006

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Presentations**

**National Association of State Directors of Developmental Disabilities Services
February 2006**

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Preface

The National Association of State Directors of Developmental Disabilities Services (NASDDDS) supports the right of individuals with developmental disabilities to advocate for themselves and to participate in activities concerning the supports and services they receive. NASDDDS has an affirmative responsibility to involve persons with developmental disabilities in Association-sponsored meetings and discussions to the fullest extent feasible when issues affecting their interests are being considered. In fulfilling its responsibilities in this area, NASDDDS is committed to ensuring that persons with developmental disabilities receive the accommodations necessary to participate in Association-sponsored activities. Member state agencies are expected to take positive steps to ensure that self-advocates are furnished with sufficient support and assistance to contribute to Association functions.

Contents

Introduction	1
Issues and Challenges	1
General Meeting Guidelines.....	3
Final Thoughts.....	10
Resources for Conducting Accessible Meetings and Presentations.....	11
Checklist for Involving People with Developmental Disabilities in Meetings and Presentations	13

Introduction

The self-advocacy movement among people with developmental disabilities is demonstrating that individuals with even the most intensive support needs can play an active role in shaping public policies that affect their lives when furnished with appropriate support and assistance. NASDDDS member state agency directors recognize the importance of consumer participation and are unanimous in their commitment to involving persons receiving support in policy related discussions at both the national and state levels. Although there is little disagreement that self-advocates should take part in appropriate Association activities, the goal has been difficult to achieve with consistency. The lack of an established policy governing self-advocate involvement has led to an uneven pattern of participation and uncertainty regarding the Association's interests and motives with respect to this issue. These guidelines have been developed to underscore NASDDDS' commitment to self-advocacy. They are written to provide a framework for involving recipients of state-funded developmental disabilities (DD) services in appropriate Association sponsored activities where issues affecting their interests are being discussed.

Issues and Challenges

NASDDDS members face a number of significant challenges as they seek to involve individuals with developmental disabilities in policy or management discussions. These challenges include:

Influence and Experience. Traditionally, recipients of publicly financed developmental disabilities services have had little, if any, involvement in shaping the decisions that affect their lives and the supports they receive. Although greater numbers of individuals are determining for themselves the supports they will receive through person-centered planning and self-directed services, most have had few opportunities to participate in policy related discussions. Lacking such experiences, many persons receiving developmental disabilities services can be easily influenced by others, particularly those they trust such as support staff, and persons perceived to be in authority. As meeting participants, they may need assistance in understanding the issues under discussion and in expressing their own points of view. Meeting organizers need to carefully structure discussions to ensure that individuals with disabilities have the support and the opportunities they need to communicate their own opinions regardless of those expressed by other participants (see below).

Surrogate or Substitute Decision Making. Persons with multiple and complex support needs, of necessity, may have to rely on individuals who are authorized to speak on their behalf. It is important to understand how such proxies represent the individual. A parent or guardian acting as a *surrogate* takes over decision-making responsibility with a moral and at times legal duty to make decisions that are in the person's best interest based on the surrogate's own conclusions regarding the issue under consideration. A parent or guardian acting with *substituted* judgment, by contrast, decides an issue based on the individual's expressed preferences. In other words, in a meeting a *surrogate* would be expected to make decisions based on his or her opinion of what was in the best interests of the individual, while a *substitute* decision maker would act on the basis of what he or she believes the individual wants or desires, regardless of his or her own views or preferences. Meeting organizers need to understand the role that proxies will exercise during discussions.

Informed Choice. In order to make meaningful contributions to meetings and discussions, all participants must be fully aware of the issues and concepts being addressed and the implications of the decisions that may be made. Specifically, group members need to understand the topic under discussion, comprehend the nature and consequences of the decisions to be made, and be able to communicate their understanding and choices to others.¹ Meeting organizers need to ensure participants with developmental disabilities are fully informed of the issues under consideration and have the supports they need to participate in group discussions and activities (see section on identifying support needs below).

Code of Ethics. The developmental disabilities field does not have a broadly accepted code of ethics or standards of behavior governing interactions between individuals with and without developmental disabilities. Meeting participants generally are expected to follow basic rules of meeting etiquette and protocol governing the conduct of the discussion and interactions among group members.² While helpful, these commonly understood "rules of the road" are not sufficient to ensure that meetings are accessible to individuals with developmental and other disabilities. Meeting organizers and leaders need to establish ground rules for communication and conduct that set expectations regarding the roles and responsibilities of all group members, as well as individuals providing direct support who may be acting on behalf of others. These rules of behavior should be designed to ensure that all meeting participants have equal access

¹ Applebaum, P.S. & Grisso, T. (2001). MacArthur competence assessment tool for clinical research: MacCAT-CR. Sarasota, FL: Professional Resource Press.

² For an exhaustive listing of resources and references search the key words, "Meeting Etiquette" on Google at <http://www.google.com>.

to information, equal opportunity to participate in the discussion and equal responsibility to carry out the duties and obligations of group membership.

People First Language. An important rule for meeting behavior is that participants use *people first* language in their discussions with one another, in their interactions with other groups and in the work products that are developed. People first language recognizes that individuals with disabilities are “people first” and foremost; their lives and goals are not defined by their disabilities. The usage of the phrase demonstrates respect for each person by emphasizing his or her dignity and value as an individual with independent thoughts and ideas. Many state agencies and independent organizations require people first language in all of their communications and written documents. A complete review of the use of people first language is beyond the scope of these meeting guidelines. However, information on using people first language is available from most state developmental disabilities agencies, developmental disabilities planning councils, self-advocacy organizations and other citizen advocacy groups.³

General Meeting Guidelines

These guidelines are written to ensure that people with disabilities receive the support and assistance they need to fully contribute to NASDDDS sponsored activities. The following recommendations are based on the understanding that self-advocates are persons with expertise whose perspectives are valuable and needed by the Association to accomplish its mission and goals.

Structure Meetings to Facilitate Participation. The ability of persons with and without developmental disabilities to contribute to meetings and presentations is determined, or at least significantly influenced, by the meeting’s purpose, format, and the manner in which business is conducted. Participation is also affected the leader’s management style, the amount of decision-making shared among the meeting’s members and the outcomes desired. When individuals with developmental or intellectual disabilities participate both the structure and functioning of the meeting may need to change, sometimes significantly, in order to capture their unique perspectives and contributions to the discussion. Organizers may need to abandon traditional meeting formats in favor of more open, loosely structured approaches that allow more time for discussion, more

³ For additional information search for “people first” on the Quality Mall, <http://www.qualitymall.org> or see Guidelines for Reporting and Writing About People with Disabilities, University of Kansas Research and Training Center on Independent Living, the Life Span Institute, <http://www.lsi.ku.edu/lsi/internal/guidelines.html>.

frequent interruptions, and additional time for interactions between group members. Meeting schedules and rules may need to be modified to facilitate self-advocates' attendance and encourage their participation.

Make Expectations Clear. Meeting participants need to know what is expected of them and their responsibilities as group members. Problems can arise when group members do not share the same expectations regarding leadership, decision-making responsibility, anticipated outcomes, and follow-up activities. Meeting organizers must be sure to clarify the function of the group; whether it is designed to (for example): provide advice and consultation, offer recommendations regarding specific issues, answer particular questions, make decisions, or provide feedback on possible courses of action.

Determine the Meeting's Purpose. Meetings are designed and organized in order to accomplish specific purposes and achieve specified outcomes. Generally, meetings are held to:

- Present or disseminate information
- Solve particular problems or generate new ideas
- Agree upon a course of action
- Provide or receive training
- Report on and/or discuss the implications of particular topics, issues, activities, or accomplishments.
- Address a combination of purposes

The meeting's organizational format may differ significantly depending on its purpose and the nature of the issues under consideration. Similarly, the roles and expectations of the meeting participants will vary according to the desired outcomes. In order for individuals with intellectual disabilities to make meaningful contributions, meeting organizers need to be able to provide a variety of different supports to match the specific purpose, content, and format of the discussion. Meetings with multiple purposes can present a particular challenge to support staff and may require more advanced preparation of participants, alternatively structured agendas, more frequent breaks, and additional facilitators to manage the dialogue and ensure full participation.

Determine Who Should Attend. NASDDDS member state agency directors want the perspectives of persons with disabilities to be included in all relevant activities and events conducted by the Association. The question of relevance should be carefully considered to ensure the involvement of self-advocates in activities that need or would benefit from their input. Meeting planners and self-advocates alike should take great

care in selecting individuals for participation. Some self-advocates, just like some professionals, may be better suited to attend particular meetings than are others. Individuals should not be invited for the purpose of providing token representation or because they are personally well known by the meeting organizers. Preference should be given to persons whose input and involvement will add value to the discussion and further the aims of the activity. And, of course, self-advocates must receive the support and assistance necessary to enable them to make meaningful contributions.

Identify the meeting's participants and the reasons for their involvement. Individuals should be considered for membership who: (a) have information or unique perspectives regarding the topic(s) to be discussed which are necessary for successfully accomplishing the meeting's objectives or achieving its outcomes, (b) have responsibility for carrying out or overseeing the actions decided upon by the group members, (c) have the ability to influence the perception of others regarding the issues under consideration, (d) have the ability to influence other's acceptance of the decisions that are made by the group, and (e) represent key constituents who have a stake in the outcomes of the meeting. Invitations should be based on the contributions each person can be expected to make to the meeting and whether he or she has decision-making power individually or as a representative of others with respect to the issues under discussion. Meeting planners need to recognize the political structure of the self-advocacy organization(s) in their state and choose key member-elected officials or officers to participate in gatherings rather than individuals who may be better known but not be able to represent the interests of the broader group.

Identify Support Needs. Supports should be seen as investments in improving the diversity of voices that contribute to Association-sponsored activities and, by extension, the richness and inclusiveness of decisions reached by NASDDDS leaders. Increasing meeting accessibility for individuals with specific needs improves everyone's ability to participate. Meeting organizers need to identify the nature, intensity, and duration of support required by each group member and are responsible for contacting participants and/or presenters to ensure that each person has the following:

Confirm Transportation Responsibilities. Adequate and reliable transportation must be assured to and from the meeting or conference, to and from each session or discussion venue, and to and from the restaurant, restroom, and other facilities. Problems with transportation pose some of the most frequent barriers to consistent meeting participation. Meeting organizers need to identify all individuals with transportation responsibilities and the persons available to provide back-up assistance when necessary (see checklist on page 13).

Provide Support Before the Meeting. Meeting leaders and organizers must make certain that self-advocates receive adequate pre-meeting preparation to ensure they fully understand the issues under discussion and are ready and able to contribute to the group's deliberations.

1. **Distribute Background Materials.** Participants must receive all relevant background information and discussion materials in a form and format appropriate to their needs prior to the meeting. Meeting planners must recognize that many individuals with cognitive disabilities are unable to read and the issues that will be under consideration during the meeting may be complex, abstract, and confusing.
2. **Review Decisions to be Made.** Assistance must be arranged to ensure that individuals with disabilities understand the issues to be discussed and the decisions to be made. Information provided to meeting participants must be adapted to fit each person's preferred mode of communication. This means, for example, that documents, presentation slides, overheads, and PowerPoint displays need to be converted to Braille or auditory recordings for persons with visual impairments. Interpreters and/or personal assistants need to be available for pre-meeting discussions to ensure people fully comprehend the issues under consideration. And, communication devices and personal supports must be available for those who need them. Support staff should meet with participants with developmental disabilities before the meeting to review agenda items, procedures and the anticipated outcomes of the discussions.
3. **Ensure Adequate Preparation.** Organizers, leaders and support staff should meet with self-advocates for an hour or two before the meeting to prepare them for the upcoming discussion. Meeting leaders should review the issues being discussed, answer questions, and develop an understanding of self-advocates' perspectives on the topics under consideration. During this time, self-advocates may develop consensus opinions regarding particular topics or identify key concerns that they want to express during the formal meeting. Meeting leaders should be prepared to assist self-advocates in expressing their points of view during the formal discussions and to help other participants understand the self-advocates' positions on the key issues under review.
4. **Use Existing Materials.** Self-advocate representatives should determine whether their organizations have previously issued position statements or commentaries that are relevant to the meeting agenda. Self-advocates should distribute these documents to other participants prior to the meeting or have the materials included in the informational packets distributed by meeting leader prior to the gathering.

Provide Support During the Meeting. Adequate support during the meeting must be furnished to enable each person to fully participate in the discussion. Accommodations may include the presence of support staff or interpreters to assist persons with disabilities understand the content of the discussion and contribute to the discourse. Assistive technology and other supports may also be necessary to facilitate communication. Particular attention should be paid to:

1. **Introductions.** Meeting participants typically introduce themselves by giving their name, professional or personal affiliation, and position title. Self-advocates who have not had prior experience participating in formal meetings, in contrast, may introduce themselves by describing their disability or their status as a “client” of a particular service provider agency. Meeting leaders and support staff must assist self-advocates in introducing themselves in ways that create positive social or professional status.
2. **Start with Self-advocates.** To lessen the chance that the voice of self-advocates will be lost in the fast paced conversations that frequently take place, meeting leaders should begin the discussion by inviting self-advocates to share their perspectives on the topics of discussion. Self-advocates, in turn, should be prepared to respond at that time.
3. **Ensure Communication and Understanding.** It is frequently the case in meetings that both professionals and self-advocates have difficulty comprehending what each other are saying. And, unfortunately, the intensity of the discussion can make it difficult for speakers to take the time to make sure all meeting participants understand what is being said. To ensure full participation, meeting leaders need to monitor the group’s deliberations to ensure that all members have an equal opportunity to express their opinions and to become involved in the conversation. Organizers may find it helpful to include a facilitator to take responsibility for keeping time, running the meeting and controlling the pace of the discussion.
4. **Wrap-up.** Meeting leaders should set aside time at the end of the meeting to ask all participants if they have any questions about what was discussed, if they would like to receive additional information, or if they would like to meet with someone to clarify the agenda topics or the decisions that were made.

Provide Support After the Meeting. Adequate support must be furnished to self-advocates following the meeting to “debrief” each individual and ensure the person understands any decisions that were made, key issues that emerged, and/or actions that

were taken or agreed upon by the group members. In follow up to the debriefing, support staff should, with the individual's permission, share his or her perspective on the issues discussed with the group's leader and other members. These comments could be added to the meeting's minutes or held for discussion at the beginning of the next gathering.

Determine the Need for Alternative Means of Participation. Access to alternative means of participation should be afforded to participants with disabilities who are uncomfortable expressing their thoughts publicly or are unable to take part in the typical meeting format and process of deliberation. Meeting leaders need to be prepared to restructure the gathering to ensure all group members are able to contribute to the discussion. Meetings may need to be held in less formal and more familiar locations, for example, such as a favorite restaurant, in a park or in another location. Self-advocates should invite meeting leaders to attend their own regularly scheduled association meetings to discuss issues or topics "on their turf" or in other environments that do not have the pressures associated with formal gatherings.

Identify Financial Support Needs. NASDDDS leaders should identify the agency, group and/or individuals responsible for covering expenses related to the provision of direct support for participating self-advocates, as well as transportation, interpretation and other necessary types of assistance. Self-advocates who are not being reimbursed for attending an Association-sponsored meeting or presentation by their employer or home state DD agency should receive compensation for their time and expenses. NASDDDS member state agencies are responsible for covering meeting related costs for self-advocates from their states who participate in Association-sponsored meetings, presentations and activities. Appropriate costs not covered by the state developmental disabilities agency should be paid by the Association.

Identify the Responsible Individuals. To participate effectively in meetings, people with developmental disabilities need to have *physical* accessibility to get through the door and navigate their way around the meeting area, *cognitive* accessibility to enable them to understand and participate meaningfully in the discussion, and *social* accessibility to facilitate their acceptance by other meeting participants. Association leaders and meeting planners should designate a single individual or small group to be responsible for making all necessary arrangements for participants with disabilities. These assistants should ensure that each person with a disability has full physical access to the meeting, that the presentation or other gathering is structured to facilitate understanding and participation, and that provisions are made to help the person make social connections with other participants.

Teleconferences. Telephone conference calls present significant challenges to group members with intellectual, speech, auditory and/or visual disabilities. Fast-paced conversations, poorly defined participant roles, the absence of nonverbal cues, and equipment or technical limitations can make it difficult, if not impossible, for participants with disabling conditions to make meaningful contributions. Leadership is crucial to setting an agenda and ensuring the discussion is not dominated by a few group members or limited by multiple or off-topic conversations. In general, conference calls are best able to accommodate to the needs of individuals with disabilities (and those without disabilities) when: (a) the number of participants is small, (b) the participants know each other well, (c) the participants understand what is expected of them and are familiar with the topics under discussion, (d) participation is consistent – group members do not turn over from one meeting to the next, (e) the purpose of the call is limited to reporting on a particular issue or disseminating information, and (f) all group members understand the communication needs of individuals with disabilities who are participating in the conference call.

While accommodations may be helpful, it is important to note that not all issues can be adequately addressed through this medium. Meeting organizers are responsible for selecting the format that affords individuals with disabilities the best opportunity for making their views known and contributing to the discussion (see “Access to alternative ways to participate” above). It may be necessary in some cases for the group leader to hold separate conversations with certain participants before and after the teleconference to ensure that their views are not lost or misrepresented. The leader also may need to take a more active role in managing the agenda and the input of the other participants to enable each person to have an equal chance to express their perspectives. Meeting organizers may find it helpful to designate a group member to be responsible for monitoring and evaluating the discussion during the call to ensure that the format and agenda facilitates constructive dialog and full inclusion.

Self-advocate Responsibilities. The primary focus of these guidelines is on identifying the accommodations professionals need to make to increase the self-advocates’ participation in relevant Association meetings and activities. But the actions of professionals alone will not make inclusion a reality. Self-advocates have responsibilities as well. To function as full group or committee members, self-advocates, like other participants, have a responsibility to:

- Attend meetings on time.
- Attend meetings regularly.

- Attend meeting consistently. Group or committee membership should not rotate from one self-advocate to another unless that is the pattern for the other group members.
- Arrive at the meeting prepared to discuss the issues or topics listed on the agenda.
- Focus comments on the topics under discussion and be sensitive to time limitations.

Final Thoughts

The purpose of the NASDDDS Meeting Guidelines is to underscore the Association's commitment to self-advocacy by providing a framework for involving individuals receiving support in NASDDDS sponsored meetings and events. The guidelines identify key steps state officials and meeting leaders can take to remove access barriers and encourage participation. The focus of the document is purposefully narrow and it does not attempt to address all of the challenges state officials face in supporting a statewide self-advocacy presence. The guidelines are intended to complement the many excellent materials that have been prepared by member state agencies, Developmental Disabilities Councils, self-advocate associations, local Arcs, and other groups. It is the intent of the Association to revise these guidelines over time to ensure their continued relevance and usefulness. Comments and suggestions are encouraged.

Resources for Conducting Accessible Meetings and Presentations

Several excellent guides are available that offer sound advice for organizing and conducting meetings that involving individuals with disabilities. The following is a partial listing of the many resources that are available:

Not Another Board Meeting: Guides to Building Inclusive Decision-Making Groups (1995). Oregon Developmental Disabilities Council. Three sections of this manual are targeted to self-advocates, support personnel, and decision-making groups and their leaders. The manual is designed to promote effective involvement of individuals with disabilities in decision-making groups.

Accommodations and Supports for Including Special Populations in Leadership and Decision Making Activities. (2002). NYS Developmental Disabilities Planning Council. Based on information derived from existing research and informal interviews, the manual provides information on a wide range of supports and strategies for increasing the participation of individuals with developmental disabilities in meetings and group discussions. Covered topics include discussions of attitudinal and physical barriers, suggestions for increasing accessibility, tips on developing agendas and presenting information, facilitation tools, and a number of other very helpful pieces of information. Contact the New York State Developmental Disabilities Planning Council toll free at 1-800-395-3372 (Also TTY/TDD). Locally call 518-486-7505 or fax to 518-402-3505; Website: http://www.ddpc.state.ny.us/pages/contact_us.htm.

Making Meetings Accessible: How to Enable Real Participation. Vermont Division of Disability and Aging Services. Recommendations for increasing the participation of individuals with developmental disabilities in board, committee meetings, and group discussions. Covered topics include supporting individuals with disabilities before, during, and after meetings, supporting advisors, structuring meetings to encourage participation, providing alternatives for meeting attendance and many other specific topics and recommendations. A copy can be obtained from the Vermont Division of Disability and Aging Services, by calling (802) 241-2614.

Get on Board and Make a Difference: Effective Practices for Including People with Developmental Disabilities and New Members on Boards and Committees. Green Mountain Self-Advocates and the Arc of Vermont. Developed by the Green Mountain Self-Advocates, the manual provides detailed information on including people with different learning and communication styles in meetings and on committees, tips for support persons, suggestions for meeting leaders, and a chapter devoted to the "Green

Mountain Self-Advocates' Adapted Roberts Rules of Order." Copies of the manual can be downloaded at <http://www.state.vt.us/dmh/docs/ds/pubs-dev.html>.

Alabama People First Officer's Handbook. Provides information for self-advocates on the roles and responsibilities of group members, officers and advisors including the duties of an organization's president, vice president, treasurer and other officers. The manual also discusses the elements of effective and ineffective leadership, the responsibilities of advisors and rules for running meetings. For more information contact Joe Meadours, Department of Mental Health and Mental Retardation Director of Consumer Empowerment at 334-353-7032 or 800-361-8491 (in state).

Making Accessibility Real: a Guide for Planning Meetings, Conferences, and Gatherings. Developed by the Home and Community Based Services Resource Network Board, and funded by the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, the guide provides information on increasing meeting accessibility. Strategies are offered for identifying participant's accessibility needs, meeting individual's specific functional challenges, and for conducting discussions in an open and inclusive manner. Forms are provided to assist meeting organizers attend to the many issues that need to be considered.

We've Got to Start Meeting Like This: A Guide to Successful Meeting Management (1996). Mosvick, R.K., & Nelson, R.B.: Park Avenue Productions. Indianapolis, IN. A very good book on meeting organization and management covering leadership, decision making, the roles and responsibilities of meeting members, meeting types and purposes, and an exhaustive list of other meeting related issues.

Checklist for Involving People with Developmental Disabilities in Meetings and Presentations

National Association of State Directors of Developmental Disabilities Services

1. Determine meeting's purpose (check all that apply):

- Present or disseminate information
- Resolve an issue, solve a problem
- Agree on a course of action
- Provide or receive training
- Receiving input and/or discussing particular issues, activities or accomplishments
- Other

2. Identify the meeting participants or presenters and the reasons for their involvement, anticipated contributions, etc...

Person	Representing	Contributions
1.		
2.		
3.		

3. Identify the nature, intensity, and duration of support needed by each individual.

a. Transportation:

<i>Person:</i> _____			
Destination	Mode	Person Responsible	Back-up
To/From Mtg.			
Between Meetings, Sessions			
To/From Restaurants, etc.			
To/From Facilities			

- b. **Support Before the Meeting:** Ensure participants are adequately prepared to contribute to the meeting, presentation, or discussion.

Participant	Support Staff	Back-up

Presentations. Review and discuss:

- The general topic, purpose and timing of the presentation
- The specific topic or issue to be presented
- The presentation's content
- Materials to be distributed

Meetings and Discussions. Review and discuss:

- The meeting's purpose, agenda and topics to be discussed
- The background or explanatory materials provided
- The key issues to be discussed
- The points the person would like to make during the discussion
- Materials the self-advocate would like to distribute or share with other meeting participants.
- Supports the individual might need to contribute to the meeting and share his or her point of view.
- Transportation, the need and use of facilities, special accommodations required before, during and after the meeting.

- c. **Support During the Meeting.** Ensure participants have appropriate support during the meeting.

Participant	Support Staff	Back-up

Presentations. Ensure the person has (see materials on accommodations for presentations):

- Access to the building, conference or meeting room, podium, restroom and restaurant facilities

- Access to necessary communication devices and aids, including equipment a personal assistance.
- Audio-visual and computer equipment are set-up, functioning and appropriate.
- Adequate personal assistance and support

Meetings and Discussions. Ensure the person has:

- Trained support staff available to provide necessary assistance during the meetings and discussions.
- Back-up assistance is available if needed.
- Access to the building, conference or meeting room, podium, restroom and restaurant facilities
- Access to necessary communication devices and aids, including equipment a personal assistance.

- d. **After-Meeting Support.** Ensure the individual has adequate and appropriate support and assistance following the meeting or presentation. Support staff should work in collaboration with the individual to:

Participant	Support Staff	Back-up

- Review and discuss the meeting’s content, outcomes, and actions to be taken.
- Identify questions and issues for future discussion
- Identify further actions the person might need or want to take to share information with others, follow-up on key issues, or access additional information.
- Review dates and plans for the next meeting.

- e. **Alternative Opportunities to Contribute.** Some individuals are not comfortable expressing their thoughts, concerns, and opinions during a formal meeting or discussion with professionals. The meeting organizer may need to arrange alternative approaches for receiving input and providing information such as regularly scheduled meetings of self-advocates or family members to discuss issues “on their turf” in environments more comfortable to them.

In the space provided write the names of the individuals who are unable to participate in the meeting and the alternative methods used to gather their perspectives on the issues under consideration.

Individual	Alternative

4. **Financial Support.** Self-advocates who are not being reimbursed for attending the meeting or presentation by their employer should receive compensation for their time and expenses. NASDDDS member state agencies are responsible for covering all meeting related costs for self-advocates presenting at or participating in Association sponsored meetings and activities. Appropriate costs not covered by the state developmental disabilities agency will be billed to the Association.

<i>Person</i> _____			
	Item	Description	Amount
Transportation			
Honorarium			
Support			

5. **Identify Responsible Individuals.** Leaders should designate a single individual or group to be responsible for making all necessary arrangements for participants with disabilities and ensuring each person has full access to the meeting, presentation, or other gathering.

Individual/Group: _____
 Contact Information: _____