



MINNESOTA GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES

University of Minnesota Continuing Education and Conference Center
1890 Buford Avenue, St Paul, MN

Wednesday, December 1, 2021

9:30 am – 10:00 am (business meeting)

10:00 am – 2:30 pm (presentations by Council grantees)

MINUTES

MEMBERS PRESENT

Lee Shervheim, Council Chair
Dan Reed, Vice Chair
Jenny Arndt
Wendy Berghorst (virtual)
Dupree Edwards
Lisa Emmert
Brittanie Hernandez-Wilson
Lesli Kerkhoff (virtual)
Mary Martin
Katie McDermott
Chris McVey
Jillian Nelson
Garrett Petrie (virtual)
Kate Quale (virtual)
Connie Rabideaux
Jenny Santema
Reid Scheller
Dan Stewart

MEMBERS EXCUSED

Michelle Albeck
Jason Blomquist
Kay Hendrikson
Amy Hewitt
Abdi Matan

STAFF PRESENT

Stephanie Nelson
Paul Nevin
Colleen Wieck

GUESTS

Randy Bloom
Bryan Boyce
Jennifer Drganc
Fayrus Duale
DJ Fischer
Hanna Foster
Mandee Grunklee
Mary Harreld
Ahmed Hassan
Arbdella Hudson
Alex Junge
Mary Kay Kennedy
Rachel Lieberman
Shelley Madore
Dan McNeil
Julie Olson
Maria Raasch
Brenton Rice
Travis Sundberg
Pam Sunder

I. CALL TO ORDER

Lee Shervheim called the meeting to order at 9:37 a.m.

II. INTRODUCTIONS

Shervheim asked each member to introduce themselves.

III. APPROVAL OF AGENDA

Shervheim asked for a motion to approve the Agenda.

MOTION: Nelson moved, seconded by McDermott to approve the Agenda. Motion carried.

IV. SPECIAL MOTION

Shervheim asked for recognition of the 50th Anniversary Open House.

MOTION: Reed moved, seconded by Nelson that the Council extend its congratulations and appreciation to the staff and all others for making the 50th Anniversary Open House a first rate and phenomenal celebration. Motion carried.

V. APPROVAL OF COUNCIL MINUTES FOR AUGUST 4, 2021 AND EXECUTIVE COMMITTEE FOR SEPTEMBER 16, 2021

Shervheim asked for approval of two sets of Minutes.

MOTION: Nelson moved, seconded by Martin to approve the Minutes for both the Council meeting held on August 4, 2021 and the Executive Committee meeting held on September 16, 2021. Motion carried.

VI. ANNUAL WORK PLAN

Wieck explained the Annual Work Plan and asked for approval.

MOTION: Reed moved, seconded by Emmert to approve the Annual Work Plan. Motion carried.

VII. ADMINISTRATIVE SPENDING PLAN

Wieck explained the division of the federal allocation between program goals (70%) and administrative expenses (30%), and the state general funds that are provided as a cash match and for Olmstead activities. The Council also received federal funding for vaccinations and a single source contract will be executed with the Minnesota Disability Law Center.

MOTION: Nelson moved, seconded by Martin to approve the administrative spending plan. Motion carried. Abstention: Stewart

VIII. PRESENTATIONS BY COUNCIL GRANTEES

The remainder of the meeting was spent with the Council grantees including MSS (Employment), PeaceMaker Minnesota (Ambassadors for Respect), Cow Tipping Press (training conference example), Somali Community Resettlement Services (Cultural Outreach), The Odyssey Group (Partners in Policymaking) Advocating Change Together (Self-Advocacy), and MF Harreld Consulting Group (Continuous Improvement). The PowerPoint presentations are attached to this set of Minutes.

IX. ADJOURNMENT

MOTION: Nelson moved, seconded by Reed that the meeting be adjourned and Emmert seconded the motion. Motion carried.

Respectfully submitted,

Colleen Wieck



OUR MISSION

**OUR MISSION IS TO SUPPORT PEOPLE WITH
DISABILITIES AS VITAL AND CONTRIBUTING
MEMBERS OF OUR COMMUNITY.**

ABOUT OUR SERVICES

We provide [community and employment services](#) to individuals with a wide range of disabilities. High-quality acclaimed and accredited programs are the foundation of our past, present, and future.

We provide innovative, individualized services geared toward the specific aspirations and needs of each person we support. We work with individuals to find and create pathways between them and the life they choose.

We offer these flexible programs and services, brought to life daily by our creative, professional staff:

- ❖ Employment Services
- ❖ Creative Arts opportunities at each location, in the larger community, and at Fresh Eye Gallery.
- ❖ Day Services life enrichment skills
- ❖ Community integrated education and volunteer opportunities
- ❖ Support for personal development and increasing self-sufficiency
- ❖ Self-Advocacy skill building

MSS Employment Services

MSS Employment Specialists utilize a discovery process with each person seeking employment.

The discovery process:

- ☐ Incorporates Person-Centered Planning Principles that identify what is Important To and For the person
- ☐ Begins with an Individualized Employment Plan
- ☐ Job Search activities focus on the person's strengths, interests, skills and abilities



Grant Overview

Overall Goal

Increase opportunities and the supports needed by individuals with developmental disabilities to be employed in an integrated setting at or above minimum wage.

Progress Highlights/Successes



Goal: Assist (10) adults with developmental disabilities in securing competitive employment.

Results: 10 adults found competitive jobs

Goal: Assist (10) transition age young adults with developmental disabilities in securing competitive employment.

Results: 6 young adults found competitive jobs



Progress Highlights/Successes



Employment Awareness Training

Provided training to increase awareness and understanding about the importance of work.

Participants: 19 individuals with developmental disabilities and family members

Training Topic: An Introduction to Traditional and Art-Focused Employment

Training focus: Importance of paid work

Outlined the steps for individualized job search, customizing according to the person's employment goals.

Examples of individuals who achieved their employment goals were shared with participants.





Challenges Turned Into Opportunities!

2020-2021 Employment Challenges

- ❖ COVID-Caused restrictions for service providers, businesses closed - employers laid off employees, no new hiring, persons served were at risk – no in-person services

Opportunities Created

- ❖ Pre-Employment Transition Services (Pre-ETS) expanded work with transition age young adults
- ❖ MSS was selected to participate in a Pre-ETS Pilot with MPLS Public Schools and VRS serving students at Edison High School
 - ❖ Pre-ETS Services include:
Job Exploration, Work-Based Learning Experiences, Postsecondary Education Counseling and Workplace Readiness Training

MSS Program Initiatives



Co-Collegiate Mentorship Program

- ❖ Collaboration with Inver Hills Community College
- ❖ Pairs students with individuals with intellectual and/or developmental disabilities in the same area of study
- ❖ Mentors act as informal liaisons with school staff working to increase independence and encourage self-reliance in academic situations.

Data Enabled Pilot

- ❖ MSS has been selected to participate in the Data-Enabled Employment Supports Project through the Institute on Community Integration at the University of Minnesota.
- ❖ MSS Employment Staff provide daily data regarding service delivery through an app for smart phones.
- ❖ This data will allow the team to track and visualize the implementation of best practices in employment supports and set goals for improvement.

Exploring Employment in the Arts Course

Hannah Foster-Art Employment Coordinator

- ❖ **Six-week course that blends group classroom-style learning with 1:1 consultation & support**
- ❖ **Curriculum covers different jobs in the arts, art media and marketing yourself as an artist along with educational opportunities available**



Randy Bloom, Business and Community Partnerships

eTrac is an innovative online training curriculum designed to teach work readiness and job seeking skills to people struggling to overcome barriers to employment. Barriers include learning disabilities, gaps in employment history or mental health challenges.

eTrac's comprehensive curriculum contains six separate courses – the first five focus on a specific phase of the job search process while the sixth focuses on how to successfully keep a job. eTrac is animated, narrated, and is fully accessible for adaptive technology. Content is presented using engaging animation and real-world videos, simulations and interactive exercises. Each of the 6 eTrac courses include pre and post test exams, measuring retention of eTrac curriculum. eTrac is CARF accredited.

Major current MSS eTrac partnerships include:

- ❖ **State of MN VRS**
- ❖ **South Dakota VRS**
- ❖ **Texas A&M University**



MSS Success Story

Person served shares their experiences with MSS



Conclusion

**Thank you to the Council for your support in helping MSS
carry out our mission .**

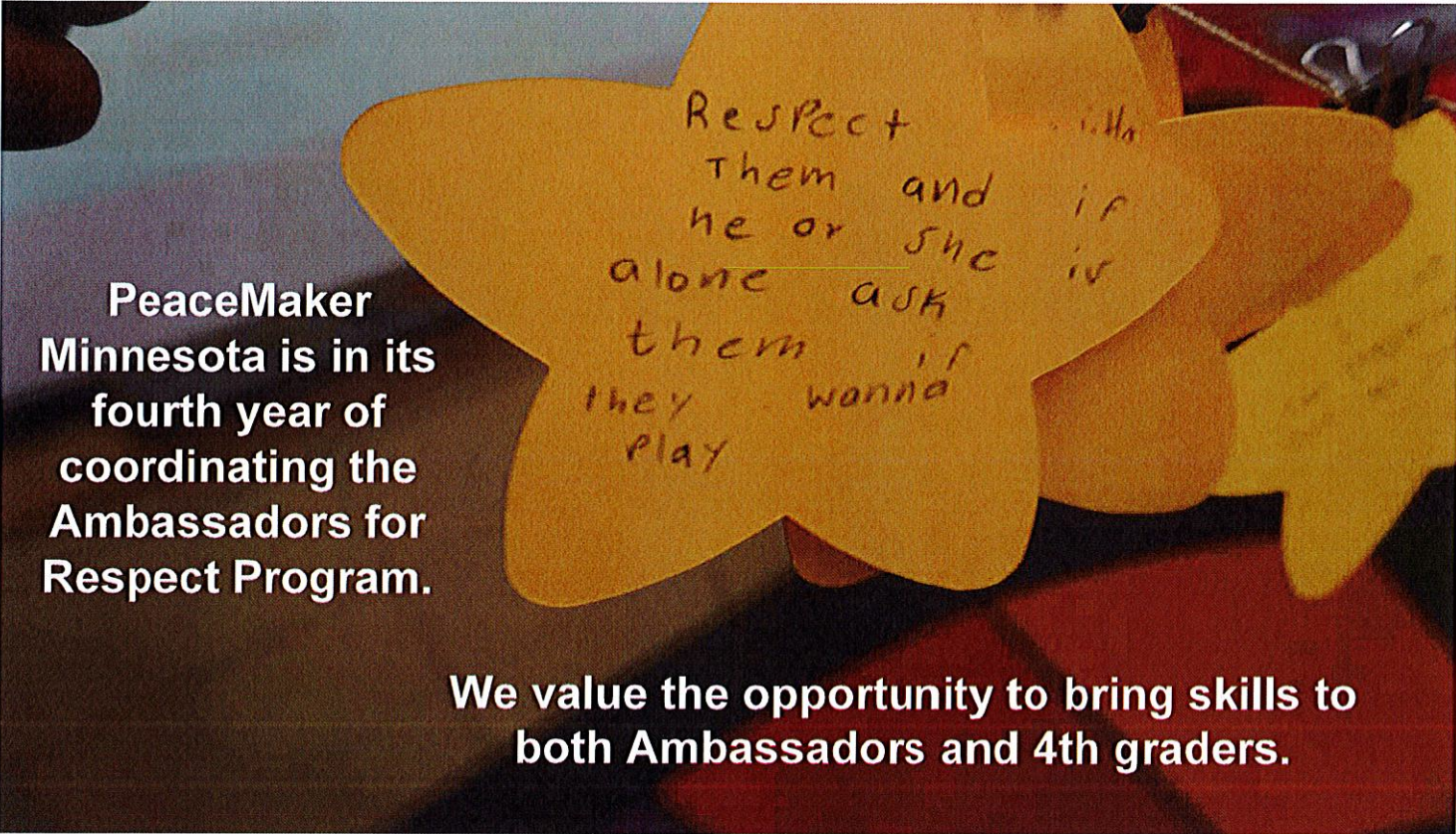


Ambassadors *for* Respect



PeaceMaker
Minnesota

*All of the artwork
backgrounds for this
presentation are
original pieces of art
made by A4R students
at the Career and Life
Transition Program.



**PeaceMaker
Minnesota is in its
fourth year of
coordinating the
Ambassadors for
Respect Program.**

Respect
Them and
he or she
alone ask
them if
they wanna
play

**We value the opportunity to bring skills to
both Ambassadors and 4th graders.**



Maria's Experience Being An Ambassador

Ambassadors for Respect Growth

In 2018-19, we had 3 Partner Programs. We now have 8:


- Merrick, Inc (Vadnais Heights)
- Focus House (Willmar)
- Career and Life Transition Program (Mounds View)
- InStep (St. Cloud)
- COMPASS (Elk River)
- PRIDE (Buffalo-Hanover-Montrose)
- Focus Beyond (St. Paul)
- Next Step (North St. Paul)



Virtual A4R Trainings
are continuing to be
offered during the 2021-22
school year.

Virtual Supply Boxes are
being offered to schools in
Minnesota who do not
have a Partner Program in
their community.

**So far 333 4th graders from
17 classrooms have been
trained virtually by A4R.**



Step 2 to prevent bullying: **USE PERSON FIRST LANGUAGE**

Challenges

Our main barriers to growth are:

1. Getting Partner Programs to sign on, and then follow through with participation.

They usually cite staffing issues (understaffing, frequent staff turnover) as the reason.

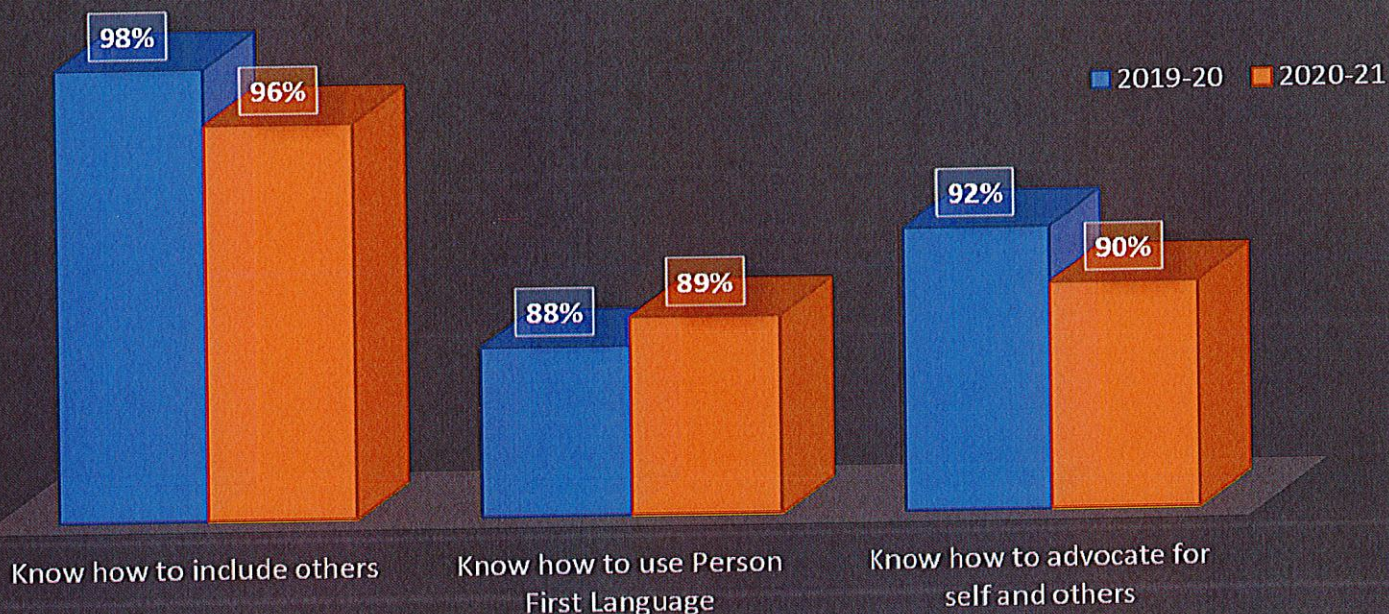
- To address this, we have created and sent out marketing booklets to better explain the program and how it benefits Ambassadors
- We've gone to the MEA [Education Minnesota] and MASE [MN Administrators for Special Education] conferences
- We're prioritizing in-person visits, when possible, to partner programs to assist with programming

2. Finding 4th grade classes to participate in trainings. We have an estimated 2% response rate from elementary schools when we email targeted staff. The response rate from social media advertising is also low.

- October is Bullying Prevention Month and we did an email and social media push for schools to use the A4R Training at that time. We will make another push in January.
- We will expand our targeted audience beyond past participants and PeaceMaker MN network schools.

4TH GRADE SURVEY RESULTS

In Person Trainings versus Virtual Trainings



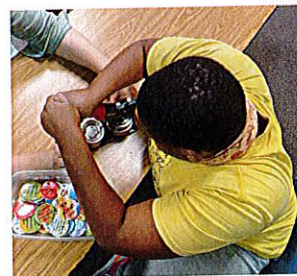
The Ambassador survey has shown outstanding results. According to our 2020-21 surveys:

100% of participants responded that they are satisfied with the A4R Program.

98% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are increasing their advocacy.

96% reported that, due to participation in A4R, they are better able to say what they want, and what is important to them.

79% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are now participating in advocacy activities.



Future Opportunities

Partner Program Eligibility Expansion?

Dan Reed from CHOICE, Inc, has voiced interest in becoming a Partner Program of Ambassadors for Respect. We are exploring the possibility of partnering with programs who serve adults with developmental disabilities, like Merrick, as opposed to only recruiting Ambassadors through Transition Programs.

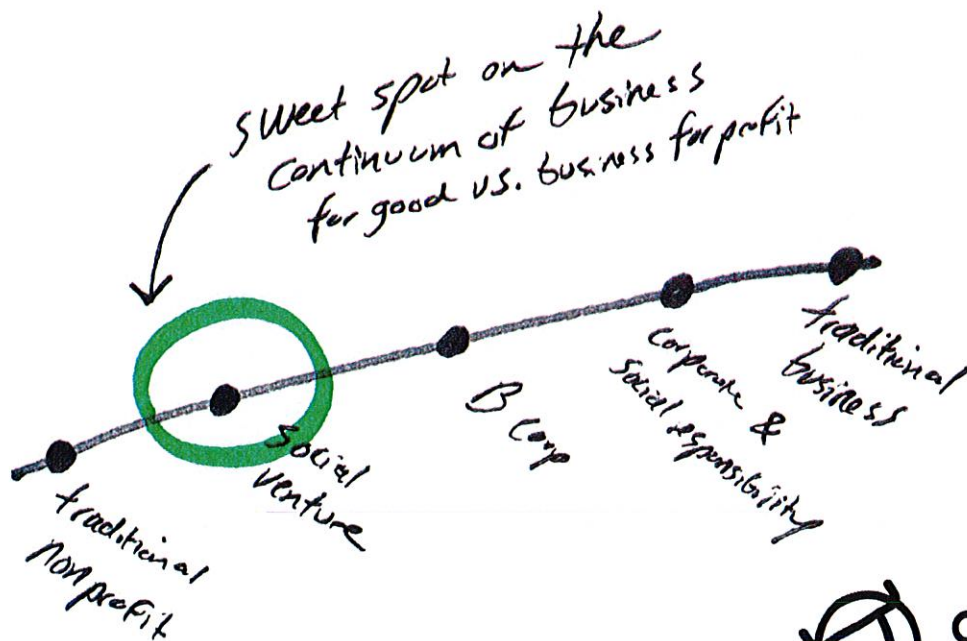


**Thank you for
your support.**

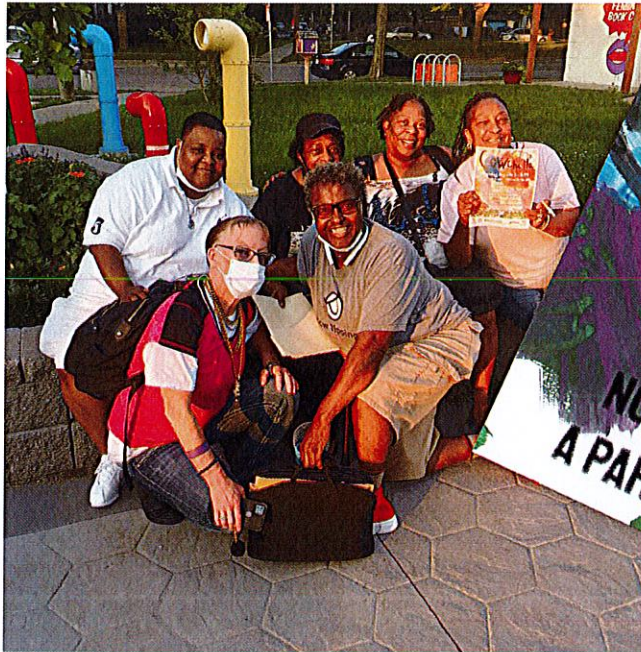
**We are
honored to
serve all of our
inspiring
Ambassadors.**



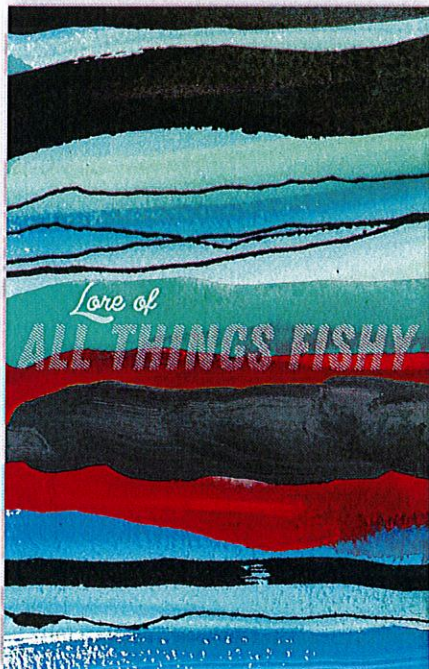
Cow Tipping
PRESS



Cow Tipping
PRESS



Cow Tipping
PRESS



SOMETIMES

Alex Jung

Sometimes you feel great, a king of
the empire state. But
Sometimes you feel low, like you not sure which
way to go.
Sometimes you miss a friend
or have wounds that never mend.

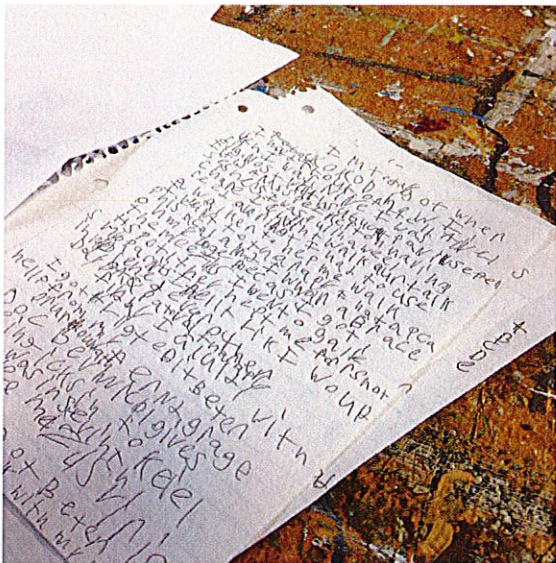
Sometimes
you get to eat giant pizza at 4 AM in your room, as staff
go upstairs.
Sometimes you don't get anything.
Sometimes you get really hairy moments
or you feel connected to meary.
Sometimes you're visited or ignored.
Sometimes your lied to or manipulated.
Sometimes you get a massive
catfish or grouper. Sometimes
however you get caught in the rain and your catfish fell
off.

Sometimes
you need to be honest with yourself.
And sometimes the loudest voice
is a whisper.

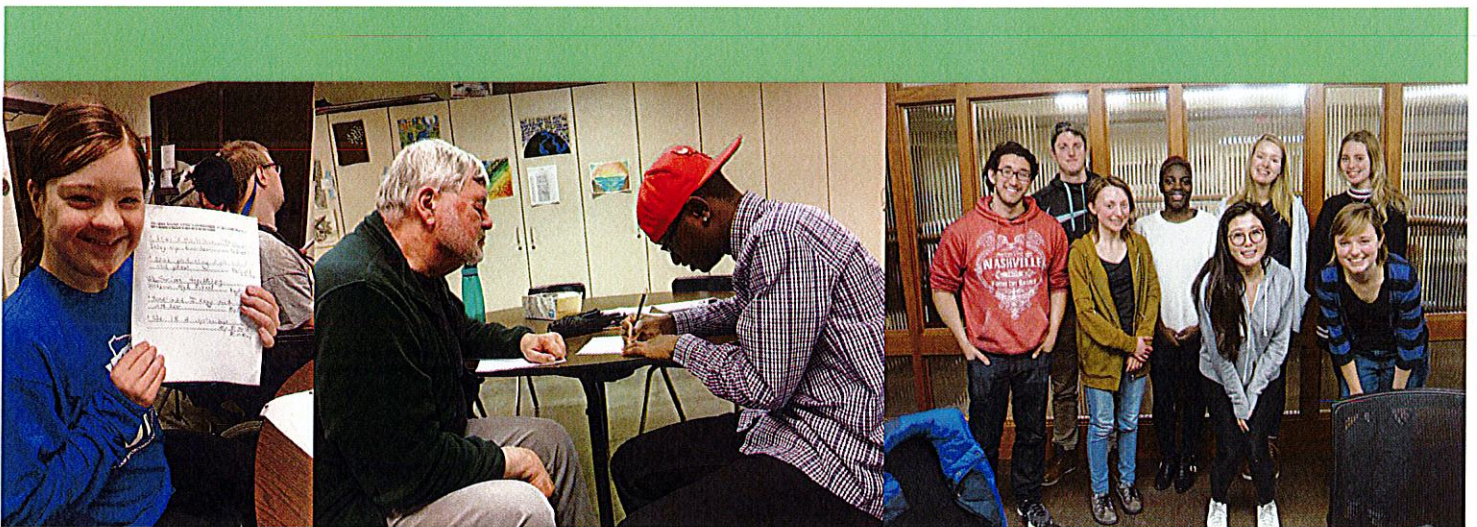
Sometimes your
foot falls asleep as you listen to



Cow Tipping
PRESS



- 1) Thank you!
- 2) The more the merrier.
- 3) Put our alums to work!

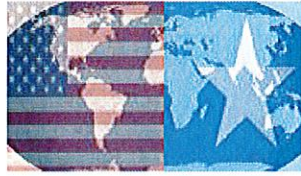


Alex & Bryan

cowtippingpress.org

facebook.com/cowtippingpress





Somali Community Resettlement Services

Cultural Outreach Program

Somali Community Resettlement Services

Who We Are: History

- ▶ Founded in 1999
- ▶ Immigrant-led
- ▶ Philosophy of “for-the-community/by-the-community”
- ▶ Staff and Leadership over 81% immigrants and BIPOC
- ▶ Able to communicate in participants native language: Staff speak 7 different languages

Somali Community Resettlement Services

Who We Are: Mission and Vision

▶ Mission:

To promote and advance the social well-being and the welfare of immigrants by providing much needed community and resettlement services

▶ Vision:

All immigrant families thrive in an equitable world where they lead successful lives with personal responsibilities, economic independence and vitality

Somali Community Resettlement Services

Who We Are: Locations

- ▶ Rochester (since 1999)
- ▶ Faribault (since 2001)
- ▶ Minneapolis (since 2019)
- ▶ Willmar (since 2021)
- ▶ Owatonna (since 2021)

Somali Community Resettlement Services

Why We Provide this Training

- ▶ SCRS moves from resettlement focus to programming based on community needs
 - ▶ Higher incidence of autism
 - ▶ According to a study done by the University of Minnesota in Minneapolis in 2013, the rate of autism among Somali youth is 1 in 32. "Somali children with autism spectrum disorder were more likely to also have intellectual disability than children with autism spectrum disorder in all other racial and ethnic groups..." (<https://rtc.umn.edu/autism/>)
 - ▶ Stigma attached to disabilities
 - ▶ Lack of knowledge of available resources and individual rights

Somali Community Resettlement Services

Our Results: Year 1

- ▶ 2 training programs for 40 participants total
- ▶ 1 in-person training with 32 East African participants
- ▶ **COVID arrived**
- ▶ 1 online training with 8 East African participants
 - ▶ Change in how the question regarding IPSII score is asked
- ▶ Participants in Year 1 were 100% East African
 - ▶ 19 were parents of a child with a disability
 - ▶ 7 were individuals with a disability
 - ▶ 14 were parents of a child with a disability who also have a disability

Somali Community Resettlement Services

Our Results: Year 2

- ▶ 4 training programs for 35 participants total (all training presented online)
 - ▶ 2 training programs for Latinx community - 21 participants
 - ▶ 21 parents of a child with a disability
 - ▶ 2 training programs for East African community - 14 participants
 - ▶ 8 parents of a child with a disability
 - ▶ 4 individuals with a disability
 - ▶ 2 parents with a disability who also have a child with a disability
- ▶ Successes
 - ▶ 5 individuals obtained waivers - 1 individual with a disability and 4 parents of children with a disability

Somali Community Resettlement Services

Success Stories

Marisela attended the training program that was held November 9 – December 17, 2020. Her 3 year old son has Down's Syndrome and she was concerned about his future, especially in education as he is at preschool age. She was very appreciative of the training and learning about resources that are available to her family and her son. Marisela applied for and received a waiver for her son.

Because of the knowledge she received, Marisela has been a great advocate for the disability training in the Latinx community here in Faribault.

Claudette attended the training program that was held November 9 – December 17, 2020. She has an infant daughter, 5 months old, who has Down's Syndrome. Claudette said that she was grateful for the opportunity to meet and talk to other parents who have children with disabilities. She was especially grateful that another parent in the training session had a child with Down's Syndrome and they were able to connect. SCRS is currently assisting Claudette through the waiver process.

Victor attended the training program that was held November 9 – December 17, 2020. His 10-year-old daughter has severe learning disabilities. Victor was concerned that she will fall further and further behind her classmates and what she will do in the future. He did not know that his daughter might qualify for services beyond what is offered through the Special Education program at Medford Public School. Victor is being assisted through the waiver process and is getting his daughter further medical evaluation for the waiver process.

Mahmud attended the training program that was held February 8 – February 19, 2021. He has a physical disability due to the Somali Civil War. Mahmud learned of the resources that are available to him. He received a waiver and has a PCA now.

Nadifo attended the training program that was held February 8 – February 19, 2021. She has a 7-year-old boy who has learning delays and was receiving services through Special Education at his school. She was not aware that he might qualify for other services. Nadifo was able to apply for and receive a waiver for her son.

Somali Community Resettlement Services

What is Next

- ▶ Year 3 (current year): 1 training program for East Africans and 1 training program for Latinx
- ▶ Year 3 (current year): Work with the Disability Law Center to translate information into Somali
- ▶ Next Year: Expand training to Somali and Latinx Communities in Willmar and St Cloud
- ▶ Become a vendor for Self-Advocacy Training through the MN Dept of Human Service
- ▶ Vulnerable Adult Training Program

Partners In Policymaking Presentation

Good afternoon everyone and thank you all for inviting us here today to share with you a little about the Partners in Policymaking program over what has been two very different years. I know that I know a few people in this room, but for those of you who don't know me, my name is Brenton Rice and I'm the coordinator for the Partner's program and owner of a small management company called The Odyssey Group. We've been coordinating and managing the Partner's grant for over 5 years with the first class back in 2016, which was Class 34, and we are currently carrying out the current class which is Class 39.

In addition to the Partner's program, we also manage two other project grants with the Minnesota Department of Human Services Disability Services Division, along with several other events and projects throughout Minnesota.

Also, with me today is Arbdella Hudson, who is a current Partners Class 39 participant. A little later in the presentation she will be sharing a little about herself and her story, why she joined the Partner's program, her experience with the program so far, and anything else she decides to share with you all.

First, I wanted to give you a brief overview of the program itself, look a little into the last two year's classes since the pandemic hit, go over some hurdles we encountered as well as our accomplishments, and talk a little about this year's class as well. In the last couple of minutes, if time permits, I was hoping to open the floor for questions or if any Partners graduates who are Council members wanted to share a little bit about their experiences with the program and how it has influenced their lives. Hearing from current and past participants is the best way to learn about the impact of this program.

To give everyone a quick overview of the program itself, the program grant consists of an allocation of \$210,000 to spend throughout the entire year. Grant recipients eligible to participate in the program consist of adults with disabilities and parents or legal guardians of young children with developmental disabilities. The program is split into 8 monthly sessions going from September to May, we skip the month of December, with 1 session taking place each month. This combines for a total of 128 in-class time hours per participant, not including the time they spend outside on homework, research, and other aspects regarding the program.

Within the 9-month long program, local and national speakers present on a wide range of broad concepts that affect the way people with disabilities are taught, employed, live, and are included in their communities. With this grant allocation, the Partner's program offers a life-changing advocacy and leadership training experience you can't find anywhere else. Unlike other advocacy training programs, Partners focuses on the "big picture", creating a shared vision for the future, empowering participants to become agents of long-term change.

Not only do these funds need to cover the 8 monthly training sessions, but they also need to be used to conduct at least one annual graduate workshop, help fund the Partners online courses, conduct federally-required evaluations of past graduates, as well as are used on recruitment for the incoming year's Partners class. With our grant allocation, the Partners program can usually sustain about 35 participants graduating each year.

Class 37 Results

Since I wasn't able to present to you all in 2020, I'm going to briefly cover the results from our class from two years ago which was Class 37 or years 2019-2020.

- **Attendance Start:** Started with 35
- **Attendance End of the year in May:** Ended with 34 which was remarkable given the year-long commitment and situation regarding the pandemic.
- **Makeup:** 12 identify as self-advocates with 2 also identifying as parents of children with disabilities. 22 identify as parents of children with disabilities.

As you all know, the pandemic hit in March 2020, so our March session was cancelled that year which was unfortunate, since not only was that the session we hold mock testimonies and the participants get to practice in front of MN state senators, but that session we also take everyone to the Capitol for them to meet with their representatives on disability

topics that matter to them. Of our 35 participants, they had over 25 meetings scheduled with their representatives at the Capitol, so that was also very unfortunate that the weekend session was cancelled.

To continue with the program that year, we decided to move the April session virtually which went well but, especially with this program, just isn't the same. Since May is their last session and graduation, we didn't want to hold it virtually, so the decision was to wait a couple of months to see if it were possible to hold something in-person. In June, Governor Walz lifted some restrictions, and we were able to hold our session in-person. For the safety of everyone, we moved the session into the hotel's grand ballroom, added another projector and screen, put two-people per 8-foot table, required masks, and boxed all food and beverages. Everyone went well and we were grateful we could give the participants their last session.

Class 38 Results

Moving onto last year's Class 38 program.

- **Attendance Start:** With the pandemic still rolling, we started with 29. I think this helps show desire and need for Minnesota residents to get access to this information and how important and impactful the program is, even in a pandemic.
- **Attendance End of the year in May:** Ended with 22.

Just like with the end of Class 37, we had the same safety protocols in place and the program went on almost as usual. I think the biggest impact the pandemic had on Class 38 was the networking and interaction each class usually has with one another. For safety reasons, we decided not to do a lot of the hands-on group activities, and we definitely noticed a lack of team-building solidarity which usually is crucial to the program. Also, a lot of the presenters presented virtually to this class, so unfortunately the program wasn't as impactful as it normally is due to the situation, but we made the best of the situation and carried on as best we could.

Onto more optimistic news, since the pandemic forced us to cancel a few of our sessions, it did present another opportunity to revamp a few aspects of the program with the additional funds we had. A few things we took advantage of the extra funds were:

- In 2020, we conducted an Impact Study of all Partners' graduates which we try to conduct every five years. The purpose of the study was to collect stories from graduates regarding the impact of the Partners program since they graduated. In doing so, we also asked a question regarding the impact of Covid-19 that relates to disability issues the graduates or their family use.
 - Stories from the impact study were used in the recent 50th anniversary of the Governor's Council so you probably have seen or read them.
- Also in 2020, we updated some of the Partners online courses which needed updating.
- In addition, we also worked with a graphic designer to create and develop a Partner's branded logo and marketing materials.

Quote from Impact Study

"By age 6, my son was labeled by medical and educational experts as someone who would never live independently or able to financially provide for himself. Through the training I received at Partners in Policymaking, I was able to procure the proper skills to formulate a plan of self-directed independence for him to bring to fruition. My desire for both my children to receive quality educations, college, graduate school, employment, home ownership and family were never elusive for my daughter. My son was discouraged from dreams at a young age. My proof of success would be teaching him to self-advocate, knowing I may not always be here. Along the way, the teacher became the student. I've learned it's much easier to advocate for someone else, than yourself. He is now a college graduate, a published writer, a homeowner...and has a life of his own determination as any typical adult, if there is such a thing."

Class 39

- **Attendance Start:** 31 participants were accepted into the program and we are now at 24 participants.

MHConsultingGroup

MN Governor's Council on Developmental Disabilities

December 1, 2021



Who we are

For over 15 years, **MHConsultingGroup** has provided consulting services to business, government, and non-profits with a primary focus on improving quality processes for our client base.

Consulting Services include:

- Continuous Quality Improvement
- Strategic Planning
- Data/Systems Analysis
- Training and Leadership Development
- Marketing and Customer Satisfaction

MHConsultingGroup has been working with GCDD since 2015

Business Partners:

Mary Harreld

Don Harreld

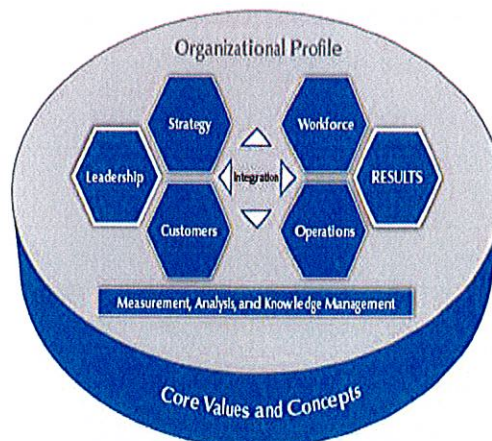
Topics

- Quality Improvement Initiatives
- *Treat People Like People* – Abuse Prevention Website (User Testing)

Quality Improvement Initiatives

Overriding Goal

Identify and implement an approach that promotes continuous quality improvement and apply the principles to all Council work.



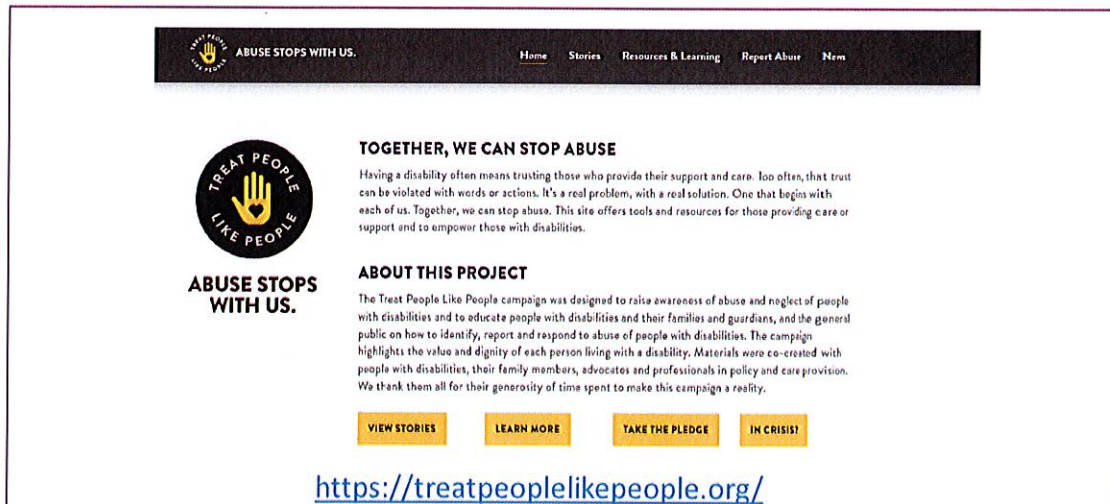
Highlights of Quality Improvement Initiatives

- o GCDD Quality improvement Strategy that addresses the implementation of the Five Year State Plan and Annual Work Plan
- o 2020 Annual Business Results Review
- o Program Performance Report (PPR)
- o Customer Satisfaction
- o *Treat People Like People* - Campaign Website User Testing

Treat People Like People
Abuse Prevention Campaign Website (User Testing)

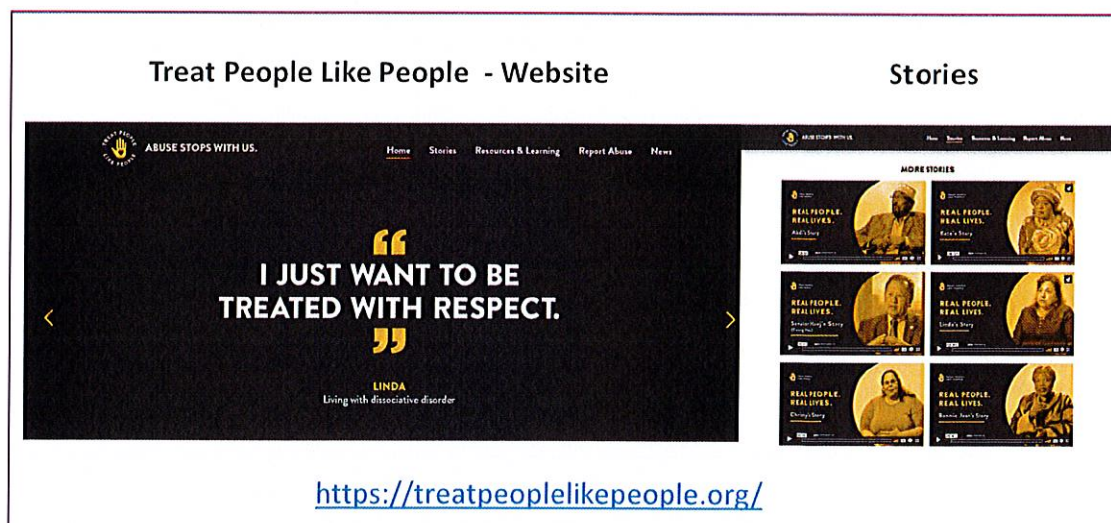
Treat People Like People – Abuse Prevention Campaign Website

- The Olmstead Plan calls for targeted efforts to prevent abuse and neglect.
- Created as a public education campaign
- Purpose of the Website:
 - To provide an all-encompassing 'one-stop' resource for information on how to recognize abuse
 - Educate individuals in reporting abuse
 - For training purposes on how to prevent maltreatment in an effort to prevent future abuse and neglect



Treat People Like People (User Testing) -- June 2021

- Understand awareness, usage and satisfaction with the intended audiences
- Qualitative Person-Centered Design Approach
 - Six (6) small group discussions – 30 minute sessions via Zoom
 - Post discussion on-line follow up survey



Findings:

- The Treat People Like People campaign website was well liked by all the individuals who participated in this study.
- Overall, they believed it to be extremely beneficial, especially the 'Resources & Learning' page.
- Awareness was low -- only 1/3 of the participants were aware of its existence prior to the group discussion, indicating that there remains some significant work left to do to promote the website both in the disability community and to the public.
- Stories/Videos drew people into the site, made them want to know more. They could relate to the people and their stories. This feature of the website is especially important for those who are non-verbal.
 - *Subsequent Revisions: 'Stories' page has been updated with new/updated videos.*
- Participants indicated that they would like more resources from a 'teaching/training' perspective. The site could contain lesson plans, curricula, and other teaching and learning resources than it currently does.

9

Findings (continued):

- 'Resources & Learning' was viewed as exceptionally good. But was a bit 'overwhelming' for some. They weren't sure what to look at on the resources page. Multiple people mentioned a Library or Roadmap within the 'Resources & Learning' page – provide categories with drop down boxes with resources/information. Essentially, it became clear as a result of the discussion groups that the website needs better curation.
- Reporting of Abuse – very few mentioned this as a site for reporting abuse. Given its role in the abuse prevention campaign, reporting abuse needs to be prominent on the site.
 - *Subsequent Revisions: Naming convention 'Report Abuse' and content has been updated*

<https://treatpeoplelikepeople.org/>

10