

TIDE Session 3 - Shifting Perspective to Provide More Equitable Support

1. TIDE Session 3

1.1 Shifting Perspective to Provide More Equitable Support



Shifting Perspective to Provide More Equitable Support

TIDE Partnership Series – Session 3
Facilitated by Office of Strategic Engagement
Tessa Boutwell



Notes:

Hello and welcome to our third session in our Training on Inclusion, Diversity and Equity series.

I am Tessa Boutwell from VCU's Office of Strategic Engagement, where our mission is to support educators and community organizations by creating a culture of equity in your workplace through education and collaboration.

We have the pleasure of doing that with you through this series, so thank you for joining us this evening and for all that you do in your organizations.

Today's session will focus on how to provide equitable support in the various organizations and roles that are represented in this training.

1.2 Virginia Board for People with Disabilities

Virginia Board for People with Disabilities



Funding for this project/product was supported, in part, by the Virginia Board for People with Disabilities, under grant number 2101VASCDD-00, from the U.S. Administration for Community Living (ACL), Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.

Funding for this project/product was supported, in part, by the VCU School of Education Office of Strategic Engagement. The mission of the Office of Strategic Engagement is to support educators by creating a culture of educational excellence and equity in schools and communities through education, collaboration, and innovation. We provide relevant, research-informed professional learning aimed to increase awareness and drive strategic actions in the area of diversity, equity, and inclusion.

Notes:

Thank you, again, to the Virginia Board for People with Disabilities for providing the funding for this project.

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Our goal is of course to provide a means for community-based organizations (CBOs) to explore their own biases; expand their knowledge of inclusion, diversity, and equity concepts; and increase emotional intelligence regarding

intersecting cultural and social identities among those with intellectual and developmental disabilities.

Thank you to this sponsor and, of course, to the Partnership for People with Disabilities for helping us to host this series.

1.3 RULES OF ENGAGEMENT

Rules of Engagement	
Be Open –	Listen radically with vulnerability and empathy
Be Self-Reflective –	Learn with a sense of critical inquisition
Be Engaged –	Leverage knowledge to challenge perceptions and biases, discover commonalities, and take action

Notes:

We introduced these rules of engagement to you during our first session together. Before we get started today, let’s review them.

First, be open: we invite you to listen radically and vulnerability with empathy. We understand that some of these topics may be a bit uncomfortable, and we challenge you to consider your thinking. We invite you to be open to listening and to feel comfortable with being vulnerable while sharing and reflecting your experiences.

Next, be self-reflective: A lot of the information in this series requires you to self-reflect. We also want to emphasize that this is a journey and you will

continue to learn and grow. Self-reflection will be key in your work as you seek to be a more culturally responsive practitioner.

Finally, be engaged: Engagement looks different for everyone. However, we'd like you to connect with the content and material that's being shared. If something resonates with you, we invite you to pause, reflect, and take notes.

We also encourage you to engage beyond this series to continue to question yourself about how this content is relevant in the work that you do.

1.4 Defined implicit bias,

Quick Recap: Last time we....

- Defined implicit bias,
- Reflected on our own biases and assumptions about others,
- Considered the impacts and consequences of our biases in the work we do.

Notes:

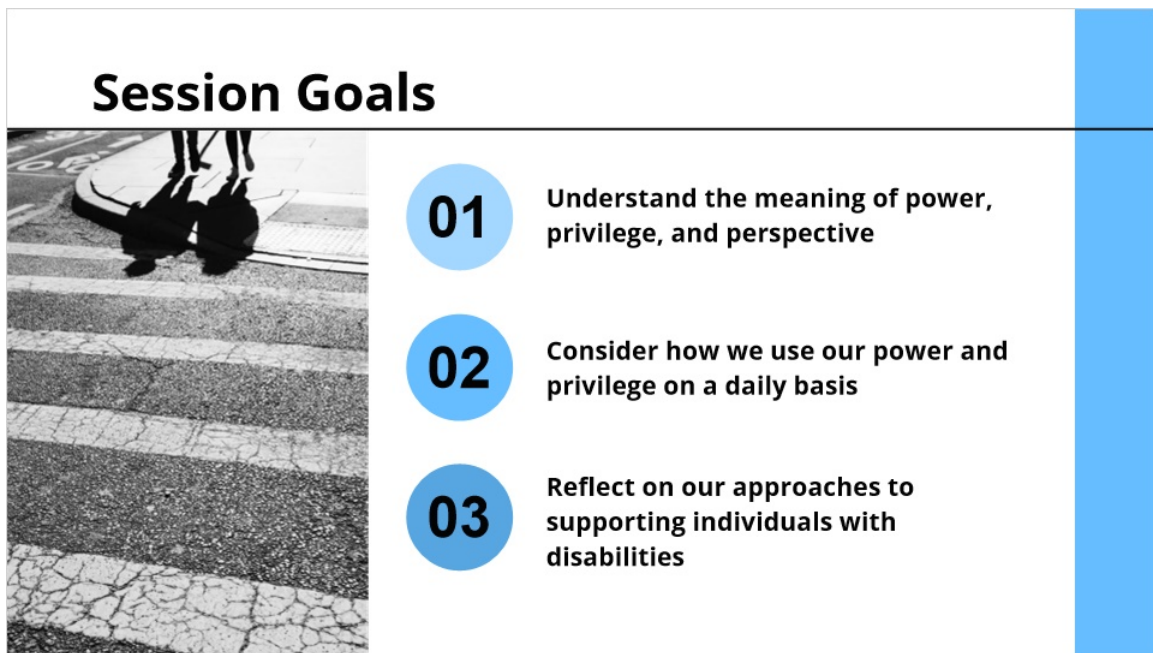
Here's a quick recap from our last module together. First, we defined implicit bias. Language is extremely important and wanted to ensure that everyone was on the same page about what defining implicit bias means.

Then, we took time to reflect on our own Implicit biases. We learned that we

all have biases, regardless of how impartial or fair we'd like to be. We know that these biases show up differently for each of us in our daily lives. Even if we consider ourselves to be fair and impartial, biases can still be present. But, with continued self-reflection and awareness, our biases don't have to dictate our interactions with others.

Finally, we discussed that our biases come from assumptions and preconceived notions that we may have about others before we truly get to know them. We understand how our own assumptions impact the organizations we serve and we considered how our biases do show up in our conversations interactions with those around us.

1.5 SESSION GOALS



Session Goals

- 01** Understand the meaning of power, privilege, and perspective
- 02** Consider how we use our power and privilege on a daily basis
- 03** Reflect on our approaches to supporting individuals with disabilities

Notes:

Now, let's define our goals for this session.

Our first goal is to unpack the meaning of power, privilege, and perspective. These words hold a lot of weight in the world of DEI, and today we're going to

really think about our OWN power, privilege and perspectives, as well as how it affects those around us. We'll talk about how each of us has power that shows up differently. Sometimes power is linked to titles and also highlighted in how it is linked to our privileges.

That is our second goal for this evening, to recognize how we use our power and privilege.

Then we'll take some time to reflect on our own approaches in working with individuals with disabilities and how we can be sure to uphold equity in the ways that we wield that power and privilege.

Finally, you'll have time to consider how privilege and "supporting" individuals with disabilities can sometimes be more harmful than helpful.

1.6 Video Reflection

Video Reflection

Tell me about a time when someone who supported you made you look bad to others. How did that make you feel?

Notes:

Now, let's transition into our first video.

The question asked in this video is: Tell me about a time when someone who supported you made you look bad to others. How did that make you feel?

We encourage you to listen to the perspectives of the individuals in this video, and reflect on if their examples resonate with you or with an experience you've had.

1.7 Questions to Consider:

Questions to Consider:

- What resonated most with you from this video?
- How can our definition of "support" have a negative impact on the individuals we're seeking to support?
- Do you take time to reflect on the ways you offer support to those with disabilities (both seen and unseen)?



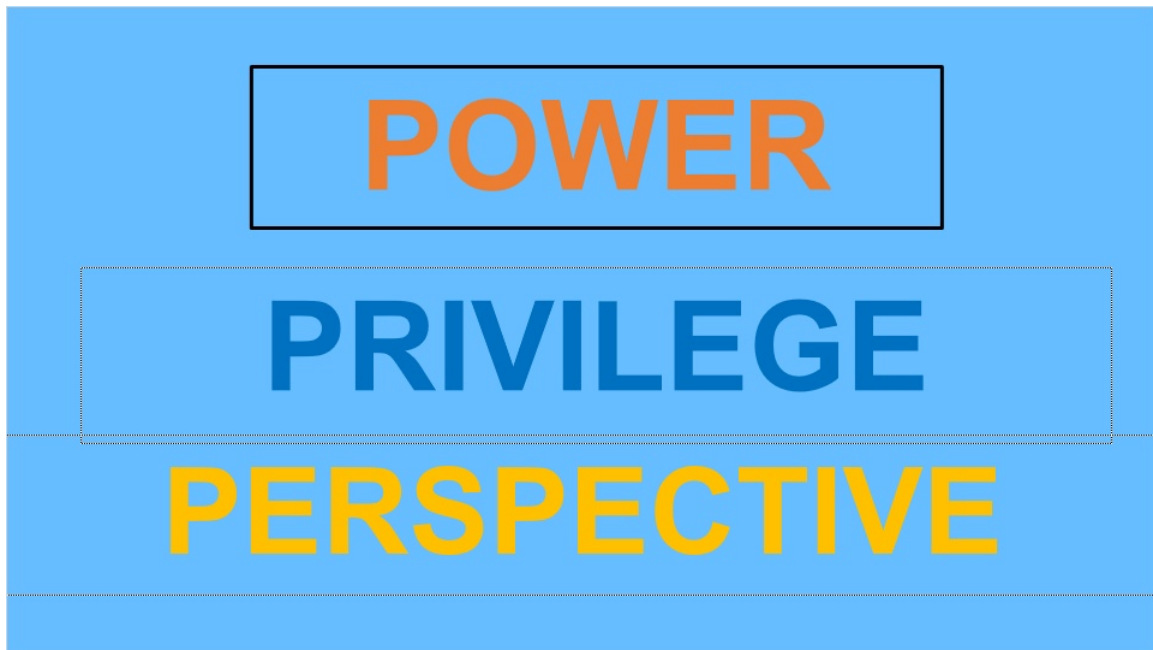
Notes:

After reflecting on that video, let's take a moment to consider these questions.

- What resonated most with you from the video?
-

- How can our definition of “support” have a negative impact on the individuals we’re seeking to support? And finally,
-
- Do you take time to reflect on the ways that you offer support to those with disabilities (both seen and unseen)?

1.8 Untitled Slide



Notes:

Now we’ll transition into talking about power, privilege, and perspective.

Today, we’ll learn how each of these terms show up in the work we do. You’ll also likely note that these terms will interact with each other as we delve a little more deeply into them.

Throughout this session, I invite you to think about what power, privilege, and perspective means for you and your work.

1.9 Power

Power

The ability to decide who will have access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

How does this show up in the work you do?

Notes:

Power is defined as the ability to decide who will have access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

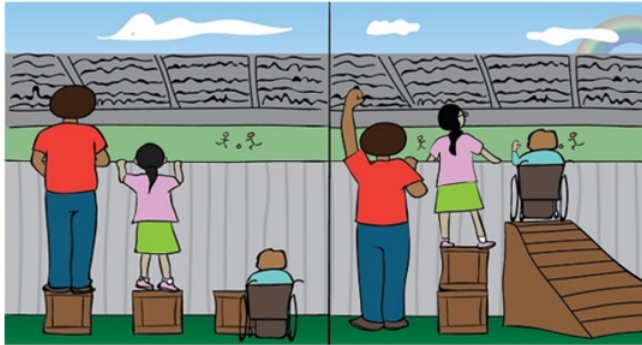
Take a moment and pause to think about what type of power you have.

Power doesn't always come in the form of titles or job descriptions. When given the opportunity to use your voice, are you aware of who around you isn't being given an opportunity to speak? How can you use your power to help others? How does power show up in your work?

1.10 Power

Power

We all need the same basic things to survive – but we might need slight variations in the conditions around us to truly thrive.



Notes:

Take a look at this graphic.

On the left, you'll see three very different individuals behind a fence, all being given the same exact support to see over the fence. On the right, you see the same, very different individuals, each given specific support to be able to see over the fence. You'll notice that in the photo on the left, even with the "equal" support, the individual in the wheelchair can't see over the fence. However, in the second graphic, the individualized support, he is able to see over the fence. Look at how much of a difference is made when support is customized to the individual in need of being supported.

Remember that it's important to meet people where they are and to meet their specific needs for attaining success. Providing equal support without truly understanding individual needs can often mean that the support causes more harm than good.

In your work, how aware are you of the needs of those you serve? Do you truly pay attention to the variations that are needed? Or do you find yourself providing the same support for everyone?

When we think about power, and who holds the power, we have to use our OWN power to help others in equitable and effective ways. This requires us to consider what others may need to thrive.

1.11 Changing The Way We Talk About Disability | Amy Oulton

Changing The Way We Talk About Disability | Amy Oulton



Notes:

In this TED Talk from Amy Oulton, you'll hear about her experience as an individual with a disability that requires a wheelchair.

I'll ask you to pay attention to what Amy shares about her journey and what she also shares about interacting with others who are able-bodied.

After watching this, consider if anything she says resonates with you or your

personal experiences in your community.

1.12 Untitled Slide



Unearned access to resources only readily available to some people as a result of their advantaged social group membership.

Notes:

Privilege is defined as unearned access to resources only readily available to some people as a result of their advantaged social group membership. When was the last time you thought about the privileges that you may have?

Privilege doesn't mean that you didn't work hard. It just means that there are systems in place to give advantages to those of the dominant social identity groups.

I encourage you to think about how your privileges have shaped your way of understanding society and the world around you. We all have different privileges based on our backgrounds and social identities, and being aware of these privileges is necessary as we seek to support others in our work.

1.13 Considering Privilege

Considering Privilege

1. I can, if I wish, arrange to attend social events without worrying if they are accessible to me.
2. I can easily find housing that is accessible to me, with no barriers to my mobility.
3. I can go shopping alone most of the time and be able to reach and obtain all of the items without assistance, know that cashiers will notice I am there, and can easily see and use the credit card machines. I also don't have to worry about finding a dressing room I can use, or that it's being used as a storage room.
4. I can turn on the television and see people of my ability level widely and accurately represented.
5. I do not have to fear that important decisions about my life will be made by others who are considered more qualified based on their ability status.

Notes:

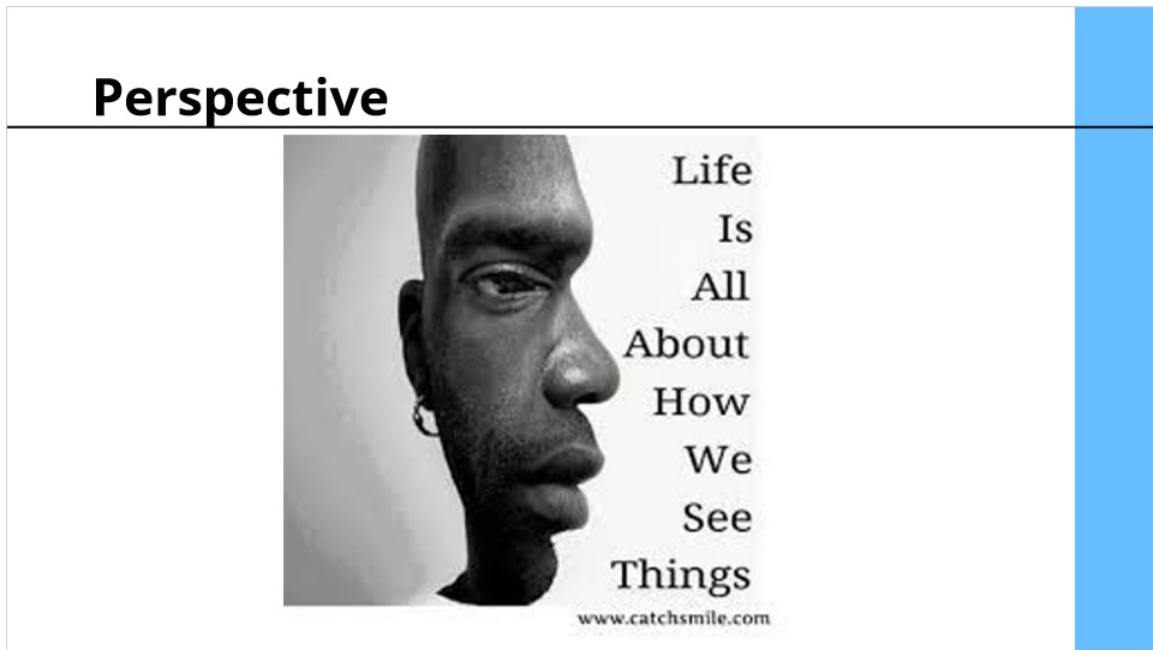
Consider this list of privileges. It comes from an activity called the Privilege Checklist.

The goal of this list is to get you thinking about privileges that you may have but may not be aware of.

Take a moment to read this list and consider if any of these privileges resonate with you or your experience. For example, if I am someone who can attend social events without worrying about accessibility, how can I work to ensure events are accessible for others?

Take a moment now and assess which of these privileges you have.

1.14 Perspective



Notes:

Now, we'll take a minute to talk about perspective.

Each day you are meeting individuals from different places all with different backgrounds. This likely means that in your interactions, you'll encounter differing opinions and thoughts. Being able to listen to those differing opinions and thoughts requires understanding and awareness.

Take a look at this picture. Depending on which way you are viewing the photo, you may see a man looking directly at you. Or, you may see a man turned sideways. It's the same picture, however the angle that you observe the picture from shapes how you view it. The quote on the screen reads "Life is all about how we see things" and we encourage you to consider the different perspectives that you may interact with in your role.

Again, our perspectives are influenced by our lived experiences. How are you considering the perspectives around you? Do you allow yourself to


understand perspectives that are different from your own? Are you resistant to understanding people with different ideas?

This concept of perspective doesn't mean you have to agree with every opinion that you hear of course, but rather welcoming that alternate perspective can be important.

Remember, to be truly inclusive, you have to be mindful of the perspectives around you. This includes having patience for those who might be in a different space on their DEI journey. You'll meet some individuals who have taken classes, read books, and maybe years into their DEI Journey. You'll also meet individuals who might not make space to talk about these topics yet.

Both sets of these individuals deserve understanding and respect.

1.15 Untitled Slide



Let's
Talk

POWER

PRIVILEGE

PERSPECTIVE

How might your understanding of power, privilege, and perspective impact your role at your organization?

Notes:

Now, for our final reflection, we invite you to consider this essential question.

How might your understanding of power, privilege, and perspective impact your role at your organization?

Now that you have learned what each of these words mean, consider how power, privilege, and perspective influence your interactions and the decisions that you make in your role.

Remember, privilege looks different for each person. The key is to understand your privilege and use it to help others who may be from marginalized groups.

1.16 Next Session: Examining Disparities through Intersectionality




Notes:

Thank you for your time and attention during this session.

Our next session, entitled: Examining Disparities through Intersectionality, will highlight the various dimensions of diversity.

Module four will unpack how intersectionality makes the lived experiences of those from marginalized groups much harder.

1.17 Untitled Slide



To complete the **Evaluation** for this module and obtain your **Certificate of Completion**, click the 'Continue' button below.

Continue

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