

TIDE Session 5 - Moving from Allyship to Co-Conspiratorship

1. TIDE Session 5

1.1 Moving from Allyship to CoConspiratorship



Notes:

Welcome to our fifth module in the TIDE series. We are excited to have you back with us as we continue our learning. I am Tessa Boutwell, a Professional Learning Facilitator within VCU's Office of Strategic Engagement, and I'm happy to have you with us while we delve into today's topics. Our session today entitled: Moving from Allyship to Co-conspiratorship.

This session will require a critical reflection of dispositions developed to support equitable practices of support professionals. While being an ally is helpful, being a co-conspirator requires an additional level of action and commitment. It requires a clear understanding of your privilege and biases, and a dedication to using your voice to create opportunities for others.

1.2 Virginia Board for People with Disabilities

<h3>Virginia Board for People with Disabilities</h3>
 <p>Thank you Virginia Board for People with Disabilities</p>
<p>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.</p> <p>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.</p>

Notes:


Again, we are grateful to the Virginia Board for People with Disabilities for their support of this training.

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Their support of this training will provide opportunities for you to grow in your practice and understanding of diversity, equity and inclusion.

Their commitment to this cause is appreciated, and we are thankful for their partnership.

1.3 RULES OF ENGAGEMENT

RULES OF ENGAGEMENT	
<p>Be Open</p> <p>Be Self-Reflective</p> <p>Be Engaged.</p>	
	<p>Office of Strategic Engagement</p>

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 with vulnerability and 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 in your listening and to feel comfortable with being vulnerable to reflect on your experiences.

Next, be self-reflective: A lot of the information in this series requires you to 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 want 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 and how this content is relevant in the work that you do.

1.4 Defined intersectionality

Quick Recap: Last time we....

- Defined intersectionality
- Considered our own identities as they relate to marginalization
- Discussed who is being served by the direct support workforce

Notes:


Here's a quick recap of what we discussed during our last session together; We started by defining intersectionality and how multiple identities not only exist, but how they can overlap and magnify one another. Specifically, we asked you to think about the implications of overlapping identities for individuals of marginalized communities.

Then, we examined current trends and reflected on the implications within the community of those with intellectual or developmental disabilities. As a reminder, intellectual and developmental disabilities include a variety of severe, chronic conditions that are due to mental and / or physical impairments. Therefore, it's important to understand the data trends that exist and how this data impacts the communities that you serve.

Finally, we explored disparities that exist within the community of those with intellectual and developmental disabilities. We used these disparities to identify current best practices. We ended the session by ensuring that you had strategies to apply intersectionality in the communities that you serve.

1.5 TODAY'S GOALS

TODAY'S GOALS



- 01** Define the roles of both an ally and a co-conspirator
- 02** Understand the process of transitioning from an ally to a co-conspirator
- 03** Explore the steps to showing up actively as an accomplice and co-conspirator in your work

Notes:

Now I'd like to share the goals for today's session. We have three goals for you and our hope is that by the end of this session you will have a complete understanding of what being a co-conspirator. You've probably heard the term "ally" before, and we'll start our discussion there. We'll compare the two terms and assess where each of you might find yourselves right now.

Then, we'll look at the process of transitioning from an ally to a co-conspirator. Because these two roles require different actions, we'll clarify the ways that allies and co-conspirators show up and how you can identify them. As usual, we'll share some videos for clarification

Finally, we'll explore steps you can take to actively show up as an accomplice and co-conspirator in your work. We know that each of you works in different spaces and "showing up" will look different, but also will have lots of similarities. We'll give you actionable strategies to practice being a co-conspirator, and we invite you throughout our time together to reflect on how to put these strategies into practice.

1.6 Reflection

Reflection

What comes to mind when you hear the word ally?



Notes:

Sustaining an equitable and culturally responsive environment is a shared responsibility amongst all who are in the support workforce. So, we start our time together with a reflection. What comes to mind when you hear this word ally?

1.7 Ally

Ally




- **Ally:** An ally is someone who supports equal justice in theory — often with thoughts and prayers, and sometimes with words in small group settings.

Notes:

An ally is defined as: someone who supports equal justice in theory — often with thoughts and prayers, and sometimes with words in small group settings.

You may have seen the actions of an ally before. Allies might often make comments including phrases such as, "I'm sending my thoughts and prayers." the key factor of being an ally is that typically this person supports you with words and thoughts. While this is not a bad show of support, we want to push forward into supportive practices a bit more. We want to emphasize that showing up in action is very important. If you are someone who considers yourself to be an ally, today we will invite you to think about how you can expand your daily practices to be a more actionable co-conspirator.

1.8 Co-Conspirator

Co-Conspirator	
	<ul style="list-style-type: none">• Co-conspirator: Co-conspirators work alongside the communities they support. They have, seek, and create meaningful relationships with the people they actively support <p>They are conscious of their privilege and they use it as fuel to help erode barriers that are tougher for affected constituencies to surmount.</p>

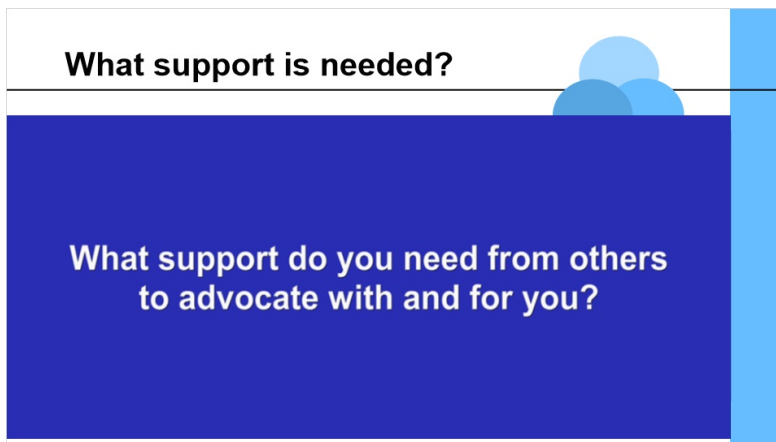
Notes:

Being a co-conspirator means that you work alongside the communities you support. Co-conspirators have, seek, and create meaningful relationships with the people they actively support. They are conscious of their privilege and they use it as fuel to help erode barriers that are tougher for affected constituencies to surmount.

Co-conspirators are self-reflective. This definition tells us that they are not only conscious privileges, but they use their privileges to help remove barriers that keep others from accessing specific opportunities. Last module, we also shared the wheel of privilege with you, we asked you to consider the identities that for you holds more power than others. Co-conspirators understand that certain populations are more marginalized than others, and

so will use their power and privilege to eradicate barriers that exist. I invite you to take a moment to pause, and think about how you can be more actionable in using your power and privilege to remove barriers for others. This will look different for everyone, but consistent self-reflection is important for those who want to be co-conspirators.

1.9 What support is needed?



Notes:

A large part of being a co-conspirator is partnering with and building relationships with the community you support. We've highlighted throughout this series just how important it is to center the voices of those we support. And so now, we'll share a video about what type of support is needed from the perspective of an individual with disabilities.

1.10 INCLUSION

INCLUSION
<p>“Inclusion of people with disabilities into everyday activities involves practices and policies designed to identify and remove barriers such as <u>physical, communication and attitudinal</u>, that hamper individuals’ ability to have full participation in society, the same as people without disabilities”</p> <p><small>CDC, Disability and Health Promotion</small></p>

Notes:

As we just heard from the young man in that video, patience and having a cooperative attitude is so important to understanding inclusion. We like to share with you now the CDC’s definition of Inclusion, which states that: Inclusion of people with disabilities into everyday activities involves practices and policies designed to identify and remove barriers such as physical, communication, and attitudinal, that hamper individuals’ ability to have full participation in society, the same as people without disabilities.

Current research suggests that 61 million people in the United States live with a disability 26 percent (one in 4) of adults in the United States have some type of disability.

As we outlined in a previous module, physical barriers include steps, curbs, absence of sidewalks, absence of weight scales that can accommodate wheelchairs,

Communication barriers may use some small print or no print, videos that do not offer captioning, written messages that do not offer braille or screen readers.

Attitudinal barriers are the most frequent and contribute to other barriers. For example, some people may not be aware of the difficulties that can limit a person with a disability from participating in everyday life and common daily activities. Examples of attitudinal barriers include: stereotyping, microaggressions, and discrimination and prejudices.

When we consider inclusion, we must recognize that considering disability as a personal deficit or shortcoming is an inequitable way of thinking. Instead,

consider your own social responsibility to support others to live independent and full lives, so that it becomes easier to recognize and address challenges that all people—including those with disabilities—may experience.

1.11 CO-CONSPIRATOR INCLUSION STRATEGIES

CO-CONSPIRATOR INCLUSION STRATEGIES

- Person - First Language
 - "Wheelchair bound" vs. "Person who uses a wheelchair"
- Actively promote language that avoids stigma or implicit biases
 - "Person who has overcome his/her disability" vs. "Successful person"
- Demanding fair treatment from others
 - Nondiscriminatory based on identity or abilities
- Ensuring appropriate procedures or systems that enable a person with disabilities to use them to the maximum extent possible
 - Reasonable accommodations and Universal Design

CDC,



Notes:

Now that we talked about what inclusion means, we want to give you some strategies on being inclusive as a co-conspirator. These strategies come from the CDC and were part of their Disability and Health Promotion campaign. (<https://www.cdc.gov/ncbddd/disabilityandhealth/disability-strategies.html>)


First you want to be inclusive with your language. Language should emphasize abilities and not limitations. For example you want to use language that focuses on the person first. For example, instead of saying wheelchair-bound, say a person who uses a wheelchair. That language does center the wheelchair, but rather the person.

We also need to avoid offensive language, such as crazy or psycho and so on. You also want to avoid any language that implies negative stereotypes. Emphasize the need for accessibility and not the disability. For example using accessible parking instead of handicap parking. You do not want to portray people with disabilities as inspirational only because of their disability. Inclusive language avoids this.

Finally, ensure that fair treatment from others is prioritized. You want to be non-discriminatory based on identity and abilities. We also want to highlight

the importance of ensuring appropriate procedures or systems are in place and used to the maximum extent possible. For example there are a few federal laws that protect the rights of people with disabilities and ensure their inclusion in many aspects of society. Examples like:
Section 504 of the Rehabilitation Act of 1973
The Americans with Disabilities Act (ADA) of 1990, which was followed by the ADA Amendments Act of 2008.
The Patient Protection and Affordable Care Act in 2010
But the action really starts with us to educate ourselves and others so that we can confront systems that are non-inclusive, and can eradicate the physical, communicative, and attitudinal barriers that are so pivotal in promoting inclusion.

1.12 Dr. Bettina Love,

<p>Dr. Bettina Love, The Difference Between an Ally and a Co-Conspirator</p>	
	<p>Consider the following:</p> <p><i>How does the concept of allyship and co-conspiratorship manifest in my work with people with disabilities?</i></p>

Notes:


Now you'll see a video from Dr. Bettina Love, entitled: The Difference Between an Ally and a Co-Conspirator. Dr. Love is an activist, an educational advocate for reform on equity and inclusion, and is a pioneer in developing this concept of "abolitionist" teaching and living that is so valuable in understanding the co-conspirator way of life.

In this video, Dr. Bettina Love references the abolitionist efforts that were made during the underground railroad and how those lessons can be adapted today to anti-racist teaching. In this video, she explains a recent

story of allyship and co-conspiratorship.

While watching this video, consider the following: How does the concept of allyship and co-conspiratorship manifest in my work with people with disabilities?

1.13 FINAL REFLECTIONS

FINAL REFLECTIONS	
	<ol style="list-style-type: none">1. Reflect on Bettina Love's video of allyship and co-conspiratorship.2. Have you ever experienced a relationship in your life with an ally/co-conspirator as it relates to any part of your identity?3. Brainstorm ways co-conspiratorship can show up in our work among our community.

Notes:

We've talked about a lot about these concepts today, and will now wrap up with some final reflections;

First, we invite you to reflect on Bettina Love's video of allyship and co-conspiratorship. What does this mean for you?

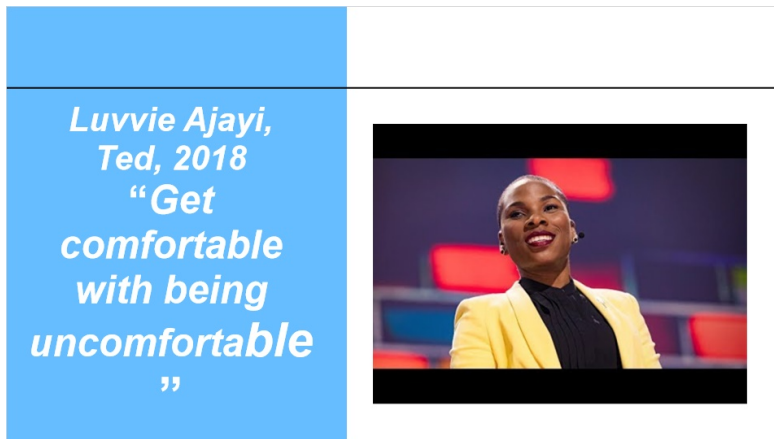
Second, Have you ever experienced a relationship in your life with an ally/co-conspirator as it relates to any part of your identity?

And finally, take a moment to brainstorm ways co-conspiratorship can show up in our work among our community.

1.15 Luvvie Ajayi,

Ted, 2018

***“Get comfortable with being
uncomfortable”***



Notes:

We'll close out this module with a TED Talk of writer and activist, Luvvie Ajayi, you'll hear how she talks about being the domino that helps others to fall. Leaning into uncomfortable moments for the sake of change. We ask you to reflect on the following question while you watch this video: Are you teetering on the edge of speaking up or quieting down?

1.16 Next Session: Sustaining Equitable Supports



Notes:

Our sixth and final module is entitled: “Sustaining Equitable Supports,” This session will highlight strategies you can use to commit to DEI work long-term, and to sustain yourself for years to come.

1.17 THANK YOU



Notes:

Thank you so much for your engagement and reflection during this fifth module.

1.18 Evaluation



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

[Continue](#)

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