

Partners in Policymaking® Coordinator's Handbook Supplement: *Integrating Online Learning*

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- **History**
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Introduction

Welcome to the ***Partners in Policymaking® Coordinator's Handbook Supplement: Integrating Online Learning***. The goal of this guide is to give you concrete ideas and suggestions for using the *Partners in Policymaking Online Curriculum* to complement and augment the important concepts you're currently presenting in face-to-face group sessions.

By incorporating online learning opportunities into the materials you present in live sessions, participants will:

- Learn and retain more.
- Be able to explore topics of particular interest in more depth, on their own time, and at their own pace.
- Be able to demonstrate critical competencies effectively.
- Have an opportunity to apply what they have learned to a variety of situations outside of the Partners sessions.

Overview of the Supplement

The purpose of this supplement is to help Coordinators incorporate the online courses into their Partners in Policymaking program. The supplement is organized by:

- Curriculum topic.
- Competencies acquired.
- Skill Building Assignments and Exercises found in the online course.
- Suggestions for incorporating online activities into specific sessions and as Pre- and Post-Session Assignments.
- Suggested Mastery Activities for Partners Graduates.

Blending Traditional Classroom and Online Learning

Partners in Policymaking was introduced more than 25 years ago to help people with disabilities and their families learn the skills and techniques needed to change the policies and systems that affect their education, employment, and inclusion opportunities, and govern the supports needed to help them realize their full potential. Traditionally, *Partners in Policymaking* concepts and best practices are delivered through a series of eight weekend-long classroom training sessions.

Five *Partners in Policymaking Online Courses* have been introduced to:

- Expand access to *Partners in Policymaking* concepts using Internet technology.
- Supplement and enhance the classroom learning.
- Allow participants who are unable to participate in traditional classroom sessions to achieve the competencies needed to become active partners with those who create policy and create systems change.

The *Partners in Policymaking Online Courses* share many similarities with the weekend sessions you are coordinating because they're constructed to develop the same critical competencies and instill the same key terms and concepts. The online alternatives adhere to the same quality standards established for the *Partners in Policymaking* classroom series.



Partners Coordinators are increasingly interested in finding new, creative, cost-effective ways to integrate innovative instruction and current information into their Partners programs. Research shows that incorporating online learning into classroom agendas, homework assignments, and skill-building activities can create richer and more effective learning experiences for everyone.

While online learning is an excellent stand-alone alternative for participants whose access to a classroom option is limited, the virtual experience does have a crucial drawback: an online learning environment does not allow learners to interact with and benefit from the experiences of other participants, nor have first-hand exposure to experts and presenters with specialized expertise. Despite these limitations, the Online Learning courses can still provide a very valuable learning opportunity.

What's In It For You?

A lot! Partners Coordinators are juggling a host of details...including finding ways to reinforce the concepts after participants return to their “real lives.” The *Partners in Policymaking Online Courses* offer simple, interesting ways to bring the curriculum to life. And, because each course is designed as a series of separate, stand-alone modules, you can pick and choose the content areas, tools and assignments that support the areas you want to highlight or reinforce.

How to Access Online Courses

The courses can be accessed at no charge at: <http://www.partneronlinecourses.com>. Be sure to bookmark this link for future reference.

Partners in Policymaking Online Course Descriptions

The *Partners in Policymaking Online Curriculum* is made up of five separate—but related—courses:

Courses	General Competencies Addressed
<i>Partners in Time</i>	Connects the history of people with developmental disabilities to today's reality. Used in conjunction with <i>Parallels in Time</i> and <i>Parallels in Time II</i> . (available online www.mn.gov/mnddc)
<i>Partners in Education</i> (also available in Spanish)	Strategies for attaining the educational services students deserve and a detailed look at the education system.
<i>Partners in Making Your Case</i> (also available in Spanish and American Sign Language)	Strategies for creating systemic change, including advocacy, legislative policymaking and community organizing.
<i>Partners in Employment</i> (also available in an EZ Read version)	Strategies for identifying personal interests and strengths and translating them into supported and competitive employment.
<i>Partners in Living</i>	Strategies for obtaining appropriate housing and independent living services, family support, AT and self-determination.

Check It Out!

When it comes to these online courses, you'll find that experiencing is believing!

Many Partners Coordinators first experience *Partners in Policymaking* as participants. This first-hand experience allows them to view the curriculum from a unique perspective. This same first-hand perspective is essential to using these online tools effectively. Taking the time to go through each of the *Partners in Policymaking* courses and becoming familiar with them is an important step in integrating them successfully and effectively into your face-to-face sessions and participants' ongoing learning.

Ways To Use Partners in Policymaking Online Courses

After reviewing the courses, you'll think of countless ways to integrate them into your training sessions. They can be used as pre-session work, group exercises or homework – whatever your learners need.

To get you started, here are a few ways to use the *Partners in Policymaking Online Courses* to enrich your face-to-face sessions. Don't hesitate to add your own!

1. Homework *Before* to Introduce Concepts.

Select and assign specific sections from the appropriate online course(s) as homework *before* an in-person training to enhance participants' basic understanding of the topic. This can ensure participants get the most from in-person training presentations.

2. Homework *After* to Reinforce Key Terms and Concepts.

Select and assign specific sections from the appropriate online course(s) as homework to reinforce the concepts presented *after* a Partners in Policymaking in-person training weekend. This can boost participants' comprehension.

3. Help Participants Make-Up Missed Sessions.

Inevitably, one or more of your participants may miss all or a part of an in-person training session. Instead of allowing them to fall behind or having to schedule time to review key concepts one-on-one, assign the appropriate online course and exercises as make-up. The participant(s) should be required to bring the completed assignment(s) for your review.



4. **Use as Icebreakers, Warm-Ups or Closing Activities.** Each online course includes fun exercises, personal stories from Partners graduates, cartoons, video and audio clips that help illustrate important concepts and highlight important people and Partners. Try incorporating these into your sessions to:
 - Introduce a Partners session and session theme.
 - Reengage the group after a break.
 - Close a Partners session and reinforce the session's theme.
 - Energize the group if the pace is dragging.
 - Help participants get to know each other better.
 - Encourage participant engagement and collaboration.

5. **Leverage Completed Exercises.** The *Partners in Policymaking Online Courses* include a wide range of assignments and exercises designed to help the learner develop a deeper understanding of a specific topic, test their knowledge or create practical tools, such as resumés, letters, etc. In addition to furthering participants' mastery of the content and keeping the content fresh between sessions, these exercises can be used as discussion starters and debriefing opportunities; to help participants draw correlations to their own communities; as warm-ups and material reviews; or as the basis of large- and/or small-group discussions.

6. **Maximize Comprehension.** In every in-person training session, you may observe participants who need additional time to grasp important concepts. Online learning is completely self-paced and can be accessed anywhere, at any time. This flexibility allows participants to work on areas where they need additional help but on their own schedule and pace. If participants appear to be struggling with a concept, suggest that they check out a specific course or topic. This will help to ensure that everyone benefits equally from the Partners session.

7. **Encourage Additional Learning Outside the Classroom Setting.** Use the online courses as a way of staying in touch with Partners before, after and between Partners sessions. Send out an e-mail with a link to a course topic, story, exercise or assignment to refresh what's been learned, introduce an upcoming

topic, increase participants' awareness of a current issue and build competency around a particular skill, topic or issue. Encourage people to share with others using social media.

8. **Keep Partners Graduates Up-To-Date.** Our online learning courses are always current and relevant. Long after graduation, you can direct graduates to the online courses for important updates, to check out best practices, or for a quick refresher on key principles and techniques.
9. **Competency Tune-Up and Mastery.** Mastering the skills and competencies necessary to change systems means participants are able to apply them successfully in new and unfamiliar situations outside of the classroom. The online courses help support increased mastery by serving as an easily accessible resource and reference for Partners graduates.
10. **Assessing Knowledge Gaps.** In addition to the rigorous evaluations already employed by *Partners in Policymaking* to maintain high quality standards, you can have participants complete and submit assignments and exams to assess knowledge gaps and level of understanding. Then you can use elements of the online courses to address the gaps. For example, you may want to incorporate an additional learning activity from an online course, refer to a specific resource in the *Tips and Tools* section of an online course or allow extra discussion time for a particular topic or concept.
11. **Support Partners Graduates.** Partners graduates are encouraged to continue networking and to stay abreast of the issues. The online courses are one of many ways they can accomplish this. Completing the online courses provides advanced leadership training that helps support Partners graduate activities and continued mastery of key competencies.
12. **Build Comfort Using Technology.** Technology is a great “equalizer” and a wonderful tool for staying current on issues and in touch with policymakers. The accessible, simple-to-use *Partners in Policymaking Online Courses* are excellent vehicles to help people who are unfamiliar or uncomfortable using technology to boost their confidence. Encourage participants who are “technology-shy” to play the interactive games, take the quizzes, watch the video clips, listen to audio clips, and download and complete some of the assignments.

Integrating Online Learning

The presenters of your in-person trainings share their real-world experiences to bring the subject matter to life during trainings. The *Partners in Policymaking Online Curriculum* can help participants make the most of the time they have with presenters. Consider the following ideas:

- Before the presenter's session, inform the presenter about any online coursework being used to supplement the in-person training. Include the website link to the appropriate course and invite the presenter to check it out.
- Ask the presenter for a brief outline/summary of the presentation, then send participants links to the relevant online course(s) so they can review the topic before the upcoming session.
- As appropriate, ask the presenter to review a specific online exercise or group assignment, and discuss the possibility of integrating that exercise into the presenter's in-person training.
- Assign specific online sections, assignments, and/or exercises as pre-session homework to ensure all participants come to the session with a basic understanding of the topic. Send the presenter the same information so he/she can refer to this information during the presentation.
- Ask participants to bring 3-4 questions or discussion points to the in-person sessions that are related to the online course topics you've assigned in the suggestions described above.

Navigating Partners in Policymaking Online Courses

The *Partners in Policymaking Online Curriculum* consists of five individual courses. As a whole, they address all of the key competencies outlined in the *Partners in Policymaking* curriculum.

Free Internet Site

The Minnesota Governor's Council on Developmental Disabilities initially experimented with a learning platform that would track learning by pages reviewed, the time learners spent on each page, and the frequency that a course was accessed. Because this platform would have required learners to pay a fee, the Council opted to move all courses to a free Internet site. Unfortunately, this direct access option doesn't allow for the collection of data (user registration, pages accessed, test scores, etc.). However, you can ask participants to provide printed copies of their exercises, tests, etc., to ensure the work has been completed.

Navigation

Navigation is easy. Prompts found at the bottom of each page let you know the next topic or activity. Simply click on the link to move to the next screen. Or, you can use the *My Syllabus* feature to move to a specific page. This tool is explained in more detail below.

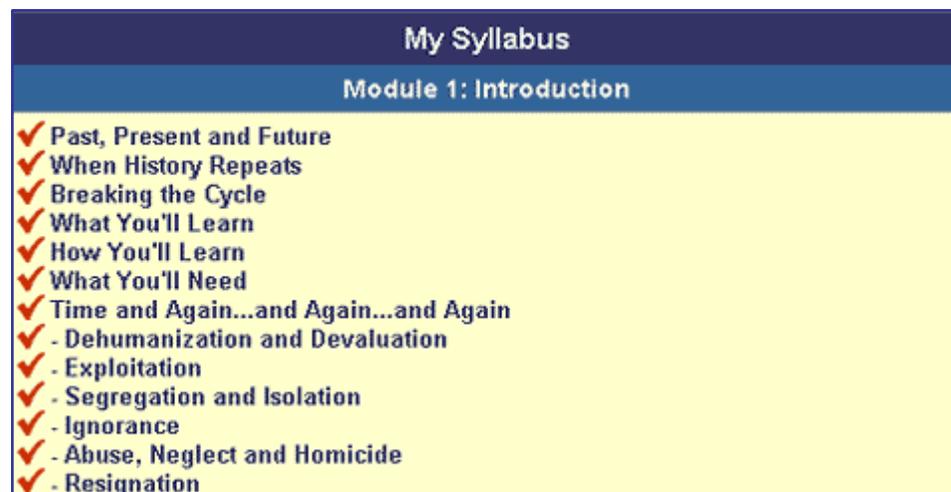
At the top of each screen, you'll find a series of "breadcrumbs." This navigation device lets you know exactly where you are in the course outline: the first "crumb" identifies the course, the second identifies the module, and the third identifies the topic. If necessary, a fourth crumb will identify a sub-topic. Clicking on any of these links will return you to that part of the course.

[Living Course >> Community Living >> Who Can Live Successfully in the Community?](#)

All courses are structured in the same way, allowing learners to move quickly within the courses.

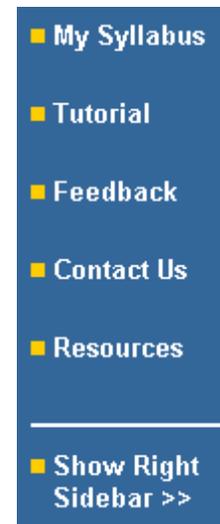
Left Sidebar

The **Left Sidebar** contains *My Syllabus*. This feature is included in each course and outlines all course topics and activities in the order in which they appear. Once a topic/activity is completed, a red checkmark will appear to help participants keep track of pages reviewed and where to begin again in future visits. The checkmarks will remain in the *My Syllabus* until the user clicks the RESET button at the bottom of the syllabus. Clicking on any topic or link in *My Syllabus* allows participants to move within the course or return to specific information or topics.



The **Left Bar** also contains other important features:

- **Tutorial** – Click this button to learn how to navigate the course and the special features contained in it.
- **Feedback** – Use this feature to tell the Minnesota Governor’s Council on Developmental Disabilities what you like about the course and ways it could be improved.
- **Contact Us** – Click the *Contact Us* button if you need assistance with a specific feature of the course. Every effort is made to provide a timely email response. If the question is outside the scope of the class, the participant may be directed to resources in his or her home state.
- **Resources** – Use this feature to access a wealth of additional information for parents, family members and professionals looking for facts, statistics, best practices, advice and other information. The *Resources* section includes web resources, books, publications and videotapes.



- **Show/Hide Right Sidebar** – This feature allows you to control the boxes displayed on the right side of your screen. Click on this link to show or hide the *Partners Spotlight*, the *Glossary*, *Tips and Tools* and *Frequently Asked Questions*.

How Long It Takes

Because each online learning course is different, completion time varies from approximately three to eight hours, depending on the time needed to review necessary information and complete the exercises and outside assignments. These outside assignments allow participants to apply the knowledge and skills learned in the courses to their own situations and explore topics further.

Course Structure

All of the *Partners in Policymaking* online courses are "layered," meaning that information is presented in many different ways. The primary learning content of the course is presented in the center portion of each screen and follows the syllabus. Additional information is highlighted in boxes, can be accessed via embedded links or is contained in *Tips and Tools*.

Icons displayed next to each topic title indicate the type of activity the learner will complete:

	<i>Individual lessons and activities related to the topic being discussed.</i>
	<i>Interactive exercises that allow learners to apply what they've learned.</i>
	<i>Assignments that should be completed before moving on to the next lesson.</i>
	<i>Exams that test your understanding of the information covered in the course.</i>

Extra Help Along the Way

Each course includes a variety of supporting information. Some, but not necessarily all, of the following will appear in the online courses:

	Partners Spotlight or ChangeMakers	<i>Examples showing how other Partners in Policymaking graduates have changed the system for themselves and others or profiles of the people who helped change the course of history for people with disabilities.</i>
	Tips and Tools	<i>Useful, self-contained information related to or expanding upon topics covered in a module.</i>
	Frequently Asked Questions	<i>Answers to commonly asked questions.</i>
	Glossary of Terms	<i>Explanation of common terms related to the topic.</i>
	One Person's Story	<i>Each course highlights one person's or one family's journey as it relates to the topic of the overall course. For example, in Partners in Living, learners follow one young man's journey to self-determination and interdependence—a full adult life that includes appropriate supports and technology.</i>
	Shining Examples	<i>Real-life stories of people with developmental disabilities.</i>
	Related Topics	<i>In-depth discussions of topics related to, but not covered in, the primary content of the module.</i>
	For Family Members	<i>Information parents/family members can use to support an individual with developmental disabilities.</i>

Added Bonus

Each course includes a graduation “gift” recognizing completion of the course.

Course Exams

Three exams test the learner's understanding of the material presented. After completing each test, the learner is immediately shown which questions were answered correctly or incorrectly, and the overall score is displayed. The answer key explains the answer and presents additional information. Here's an example:

History Course >> Ancient Times to 1949 >> Exam #1

 **Exam #1**

1. Why is it important to understand the history of people with disabilities?

- a. History teaches about our mistakes and our successes.
- b. History helps us build a better future.
- c. History shows us what it takes to create change.
- d. All of the above.

2. The word idiot is used every day - on television, in the movies, in conversations. To refer to someone as an idiot is..

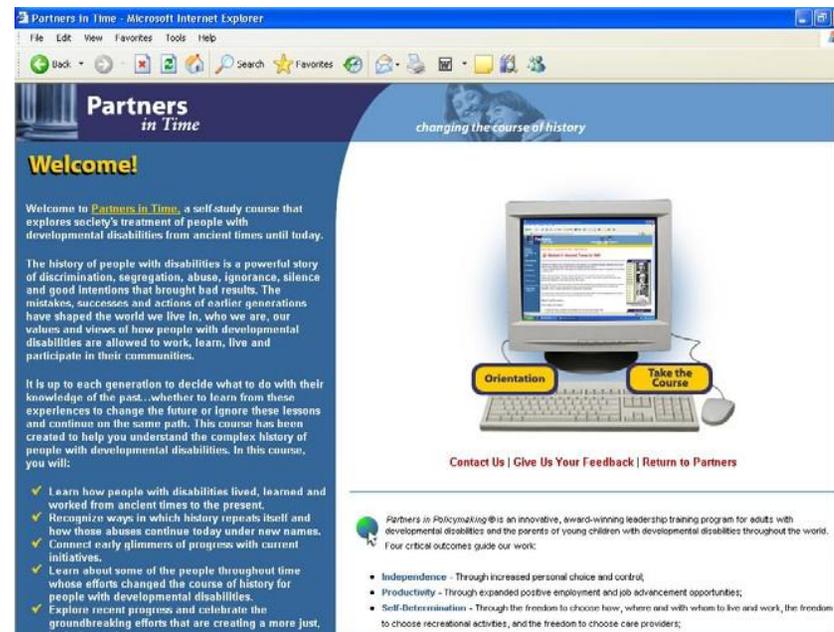
- a. OK, because it no longer refers to people with mental retardation.
- b. OK, because the word refers to stupid actions, not the people themselves.
- c. Not acceptable.
- d. Not acceptable because it should only be used in a clinical application.

Competencies, Topics, and Activities Covered in the Partners in Policymaking Online Courses

Each of the five courses is unique and designed to address a specific set of learning objectives. All of the courses are designed for adults with disabilities, as well as parents/family members of children with developmental disabilities. Here's a quick look at each online course:

Partners in Time

Partners in Time helps people with developmental disabilities, parents/family members, educators, service providers, and/or other interested parties understand the history of society's treatment of people with disabilities from ancient times through the present. When this course is used in conjunction with *Parallels in Time* and *Parallels in Time II* (see descriptions on next page), the learner will have acquired an extraordinary understanding of, and appreciation for, the powerful influence of yesterday's history on people's lives today.



Your Time Travels Start Here!

To check out *Partners in Time*, go to <http://www.partersonlinecourses.com/partners-in-history>

* *Parallels in Time* and *Parallels in Time II* are comprehensive online histories created by the Minnesota Governor's Council on Developmental Disabilities. These free histories can be accessed at <http://www.mn.gov/mnddc>. Select *Parallels in Time* or *Parallels in Time II* from the menu on the left-hand side of the screen. Or, go to the *Partners in Policymaking* web site, <http://www.partnersinpolicymaking.com>, click on "Coordinator Resources," then select *Parallels in Time* or *Parallels in Time II* from the list of resource materials.

Learning Objectives

After finishing the *Partners in Time* course, learners will:

- Have increased knowledge of the history of services for people with disabilities.
- Be able to describe the history, roles, and long-term effects of the parent, independent living, and self-advocacy movements.
- Understand how people with disabilities lived, learned, and worked from ancient times to the present.
- Recognize ways in which history repeats itself and how abuses continue today under different names and in different situations.
- Recognize the parallels between past challenges and progress being made through current initiatives.
- Understand the key legislative changes that have supported dramatic shifts in the rights of people with disabilities.
- Explore current realities and groundbreaking efforts that have contributed to the creation of a more just, inclusive society.

- Create a vision for the year 2020 (and beyond) for people with disabilities in the areas of housing, learning, living, working, and leadership.

Online Skill-Building Assignments and Exercises

Partners in Time offers many skill-building assignments and exercises that reinforce important information, help participants draw conclusions from the material presented, and apply what they've learned. Many activities can be integrated into traditional *Partners in Policymaking* sessions as stand-alone pre-session assignments, homework or small-group exercises with little or no adaptation. *Partners in Time* online assignments and exercises include:

- Applying the negative themes of the past, such as dehumanization, exploitation, segregation, and abuse, to identify and create positive alternatives.
- Reviewing information from *Parallels in Time* and *Parallels in Time II*, and then using downloaded worksheets to guide reflection of the material covered and answer questions related to content.
- Defining a personal vision for housing, learning, working, living, and leadership.
- Multiple-choice exercises throughout the *Parallels in Time* course.
- Three multiple choice exams that cover information presented in the *Partners in Time* course.

The screenshot shows a web browser window displaying the 'Partners in Time' website. The page title is 'Partners in Time: Ancient Times to 1949 - Microsoft Internet Explorer'. The website header includes the logo 'Partners in Time' and the tagline 'changing the course of history'. The main content area is titled 'Exercise: Ripped from the Headlines' and contains the following text:

History Course >> Ancient Times to 1949 >> Exercise: Ripped from the Headlines

Exercise: Ripped from the Headlines

Instructions: Do you think history repeats itself? Answer the following questions and click **SUBMIT**.

Court Jester

A court jester or fool was a popular source of entertainment in the Middle Ages and a court jester was often employed by the royalty to provoke amusement and laughter through humorous, often humiliating, antics and jokes. People with developmental disabilities sometimes found employment or at least food and shelter in this role.

1. Do we still use people for entertainment?

True
 False

Idiot

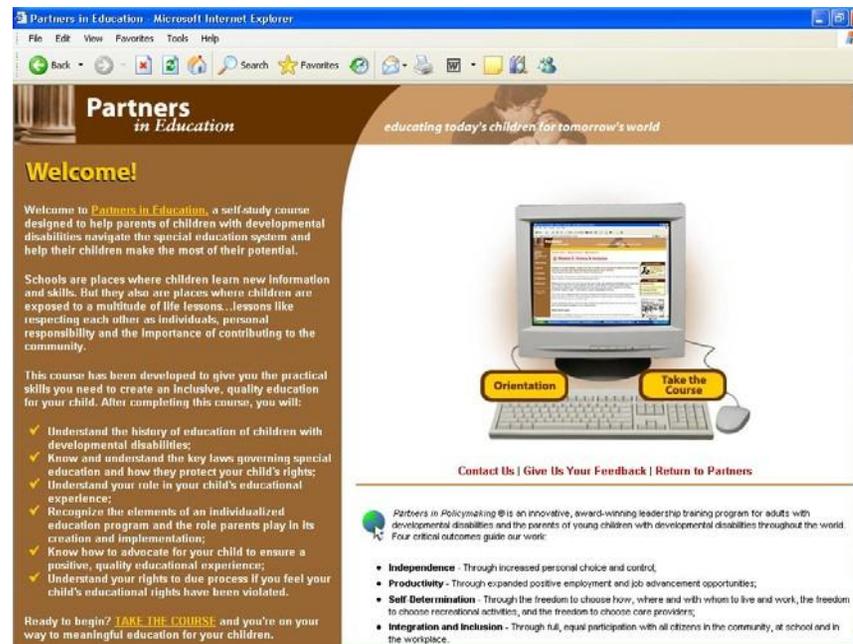
The Greeks were the first to use the word IDIOS (idiot). In the beginning, it referred to someone who was not a public official or an elected official. It meant a private person. The term later changed to mean someone who was ignorant. Through the 1900s it meant someone with an Intelligence Quotient (IQ) of 0-25.

2. Is this word still being used as a label today?

On the right side of the page, there is an illustration of a jester and a table titled 'REAL CLASSIFICATION OF MENTAL DEFECTIVES IN RELATION TO MENTAL AGE AND TYPE (Gowers)'. The table has two columns: 'Intellectual Abilities' and 'Type'. The rows are: (a) Helpless (0) Can walk (1) With voluntary regard (Low), (b) Feeble will - Eats everything (Middle) (Idiot).

Partners in Education (also available in Spanish)

Partners in Education is designed to help parents of children with developmental disabilities better understand and maximize the benefits of education services and inclusion for their children; and for young adults with developmental disabilities to become more aware of the IEP and transition processes, and post secondary education.



Start Your Special Education Journey Here!

To check out Partners in Education, go to <http://www.partersonlinecourses.com/partners-in-education>

Learning Objectives

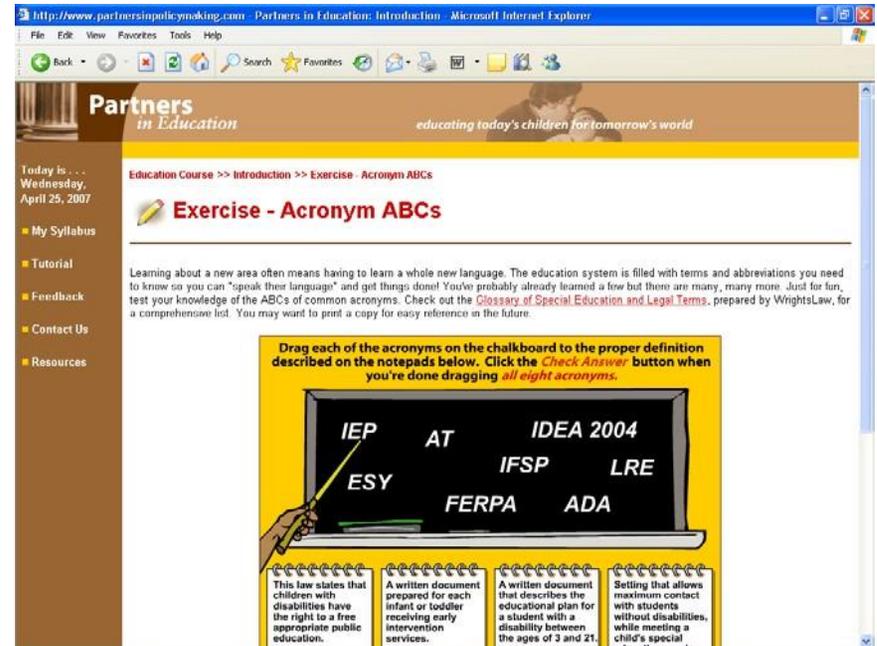
After completing the *Partners in Education* course, learners will be able to:

- Describe the case for an inclusive, quality education for all students.
- Outline specific strategies to achieve an inclusive, quality education for children with developmental disabilities.
- Understand the educational system, in general, and how it can differ for children who receive special education services.
- Be an effective, proactive participant and advocate in the IEP process.
- Understand the IEP process and strategies to ensure a child's unique educational needs are met, including modifications, accommodations, assistive technology, and/or other supports.
- Ensure a child with a disability is able to reap the lifelong benefits of an education that builds on his/her abilities, talents, and gifts.
- Understand how other parents have successfully negotiated the special education system, and how to apply those lessons to their own situations.
- Understand how students with disabilities use technology, what education in the 21st Century looks like, and the importance of developing digital and media literacy skills to best prepare for jobs and careers in the 21st Century.

Online Skill-Building Assignments and Exercises

Partners in Education offers many skill-building assignments and exercises that reinforce important concepts, help participants draw conclusions from the information presented, and apply what they've learned. Many activities can be integrated into traditional *Partners in Policymaking* sessions as stand-alone pre-session assignments, homework, or small-group exercises with little or no adaptation. *Partners in Education* assignments and exercises include:

- Investigating IDEA 2004.
- Understanding your state's special education laws.
- Matching common acronyms to descriptions of special education laws.
- Determining how a student learns best.
- Identifying a student's learning style.
- Creating a vision for a student's education and future.
- Learning about the IEP process used by a student's school.
- Assessing your personal assertiveness.
- Managing your contacts.
- Three multiple choice exams that cover information presented in the *Partners in Education* course.



The screenshot shows a web browser window displaying the 'Partners in Education' website. The page title is 'Partners in Education: Introduction'. The main content area is titled 'Exercise - Acronym ABCs'. Below the title, there is a paragraph of introductory text. The main activity is a drag-and-drop exercise. A chalkboard displays several acronyms: IEP, AT, IDEA 2004, IFSP, LRE, ESY, FERPA, and ADA. Below the chalkboard are four notepads, each containing a definition of a special education law or process. The instructions at the top of the exercise area state: 'Drag each of the acronyms on the chalkboard to the proper definition described on the notepads below. Click the Check Answer button when you're done dragging all eight acronyms.'

Today is ...
Wednesday,
April 25, 2007

- My Syllabus
- Tutorial
- Feedback
- Contact Us
- Resources

Education Course >> Introduction >> Exercise - Acronym ABCs

Exercise - Acronym ABCs

Learning about a new area often means having to learn a whole new language. The education system is filled with terms and abbreviations you need to know so you can "speak their language" and get things done! You've probably already learned a few but there are many, many more. Just for fun, test your knowledge of the ABCs of common acronyms. Check out the [Glossary of Special Education and Legal Terms](#), prepared by WrightsLaw, for a comprehensive list. You may want to print a copy for easy reference in the future.

Drag each of the acronyms on the chalkboard to the proper definition described on the notepads below. Click the **Check Answer** button when you're done dragging **all eight acronyms**.

IEP AT IDEA 2004
ESY IFSP LRE
FERPA ADA

This law states that children with disabilities have the right to a free appropriate public education.

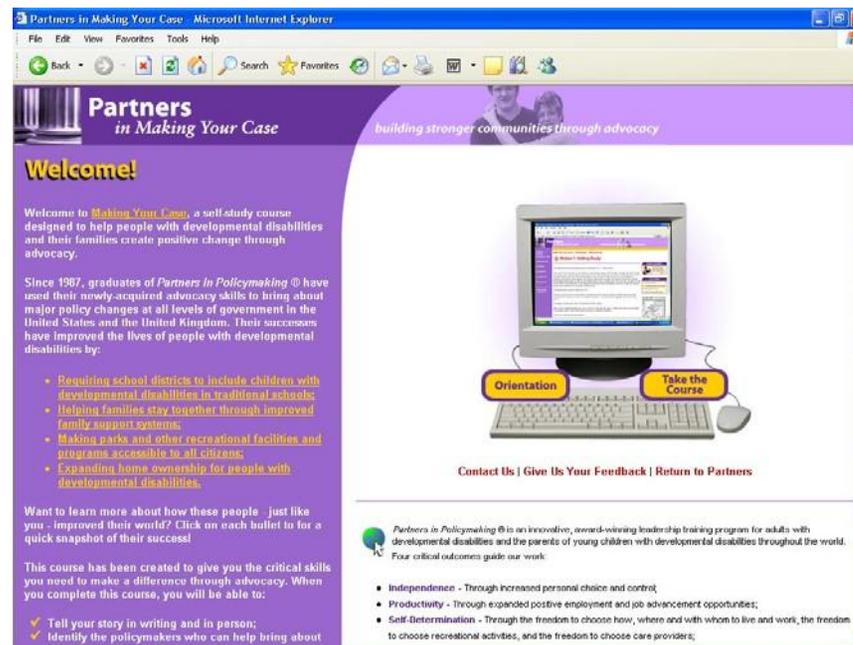
A written document prepared for each infant or toddler receiving early intervention services.

A written document that describes the educational plan for a student with a disability between the ages of 3 and 21.

Setting that allows maximum contact with students without disabilities, while meeting a child's special educational needs.

Partners in Making Your Case (also available in Spanish and American Sign Language)

Partners in Making Your Case provides learners with strategies to effectively communicate with public officials by sharing their personal stories verbally and in written form. The course also focuses on valuable skill-building activities on writing letters, providing testimony, networking, community organizing, and communicating in positive, successful ways that are appropriate to one's audience.



Start Making Your Case Here!

Check out Partners in Making Your Case! Go to <http://www.partnersonlinecourses.com/partners-in-making-your-case>.

Learning Objectives

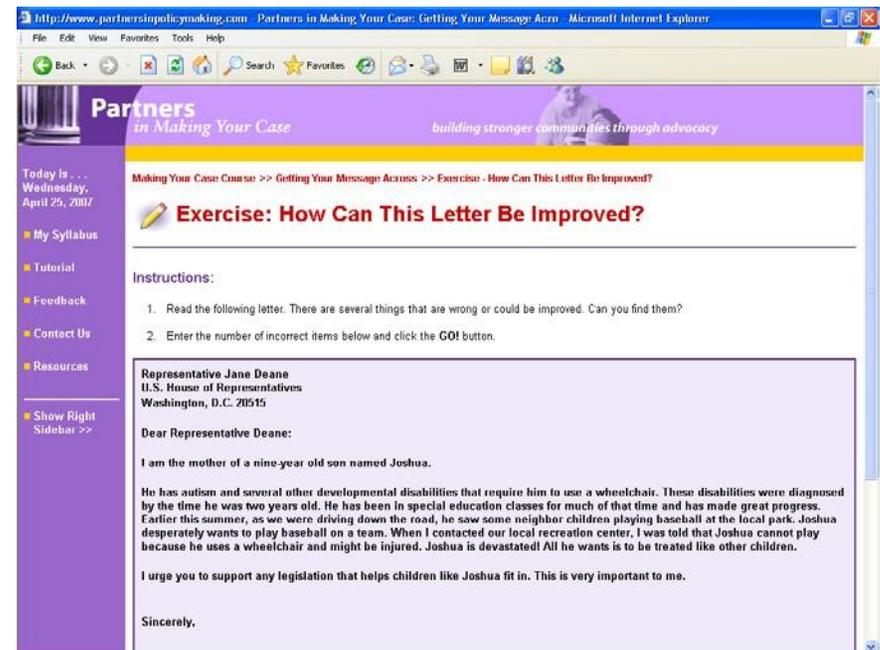
After completing the *Partners in Making Your Case* course, learners will be able to:

- Demonstrate how to meet with a public official and discuss issues clearly and competently.
- Identify strategies for initiating and sustaining grassroots-level organizing around specific issues.
- Understand the media's role in promoting issues, and how to effectively use the media.
- Describe how a bill becomes a law at the state level.
- Demonstrate successful techniques for advocating for services to meet the needs of unserved and underserved individuals and/or families.
- Prepare and deliver testimony for legislative hearings.
- Prepare for and meet with members of Congress and/or their staff.
- Use credible resources and documentation to support their positions on issues.
- Identify critical federal issues and the process for presenting one's concerns.
- Tell their personal stories effectively and persuasively.
- Develop positive, on-going relationships with key policymakers.

Online Skill-Building Assignments and Exercises

Partners in Making Your Case offers many skill-building assignments and exercises that reinforce important concepts, help participants draw conclusions from the materials presented, and apply what they've learned. Many activities can be integrated into traditional *Partners in Policymaking* sessions as stand-alone pre-session assignments, homework, or small-group exercises with little or no adaptation. *Partners in Making Your Case* assignments and exercises include:

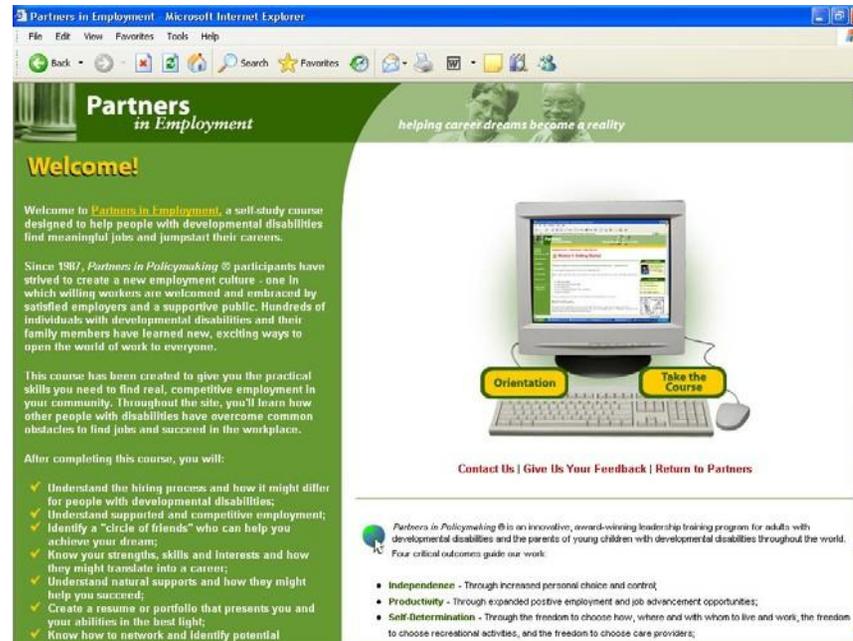
- Organizing and documenting a compelling personal story that illustrates why a law, regulation, or public service needs to change.
- Using a downloaded chart to determine the issue category (living, learning, working, or participation) that best fits the personal story.
- Organizing and writing a clear, compelling, specific, effective “request for action.”
- Reviewing a letter to a member of Congress and determining how it could be improved.
- Using questions and guidelines to compose a letter to a policymaker that states a clear, specific “request for action” and the reasons for the request.
- Reviewing a request for an appointment with a policymaker and determining which things were done correctly.
- Answering a series of questions designed to help learners prepare to offer effective legislative testimony.
- Identifying questions that the learner may be asked while giving testimony and preparing an effective response.
- Exploring the political and legislative systems.
- Three multiple choice exams that cover information presented in the *Partners in Making Your Case* course.



The screenshot shows a web browser window displaying the website <http://www.partnersinpolicymaking.com>. The page title is "Partners in Making Your Case: Getting Your Message Across - Microsoft Internet Explorer". The website header includes the logo "Partners in Making Your Case" and the tagline "building stronger communities through advocacy". The main content area is titled "Making Your Case Course >> Getting Your Message Across >> Exercise - How Can This Letter Be Improved?". Below the title is the exercise title "Exercise: How Can This Letter Be Improved?". The instructions are: 1. Read the following letter. There are several things that are wrong or could be improved. Can you find them? 2. Enter the number of incorrect items below and click the GO! button. The letter is from Representative Jane Deane, U.S. House of Representatives, Washington, D.C. 20515. The letter text is: "Dear Representative Deane: I am the mother of a nine-year old son named Joshua. He has autism and several other developmental disabilities that require him to use a wheelchair. These disabilities were diagnosed by the time he was two years old. He has been in special education classes for much of that time and has made great progress. Earlier this summer, as we were driving down the road, he saw some neighbor children playing baseball at the local park. Joshua desperately wants to play baseball on a team. When I contacted our local recreation center, I was told that Joshua cannot play because he uses a wheelchair and might be injured. Joshua is devastated! All he wants is to be treated like other children. I urge you to support any legislation that helps children like Joshua fit in. This is very important to me. Sincerely,"

Partners in Employment (also available in an EZ Read version)

Partners in Employment focuses on helping people with disabilities prepare for a career, understand their personal strengths, build a circle of support, write a resumé, participate in an interview, identify a specific career position, and understand the basics about employment laws.



Start Building Careers Here!

To check out *Partners in Employment*, go to <http://www.partnersonlinecourses.com/partners-in-employment>.

Learning Objectives

After completing the *Partners in Employment* course, learners will be able to:

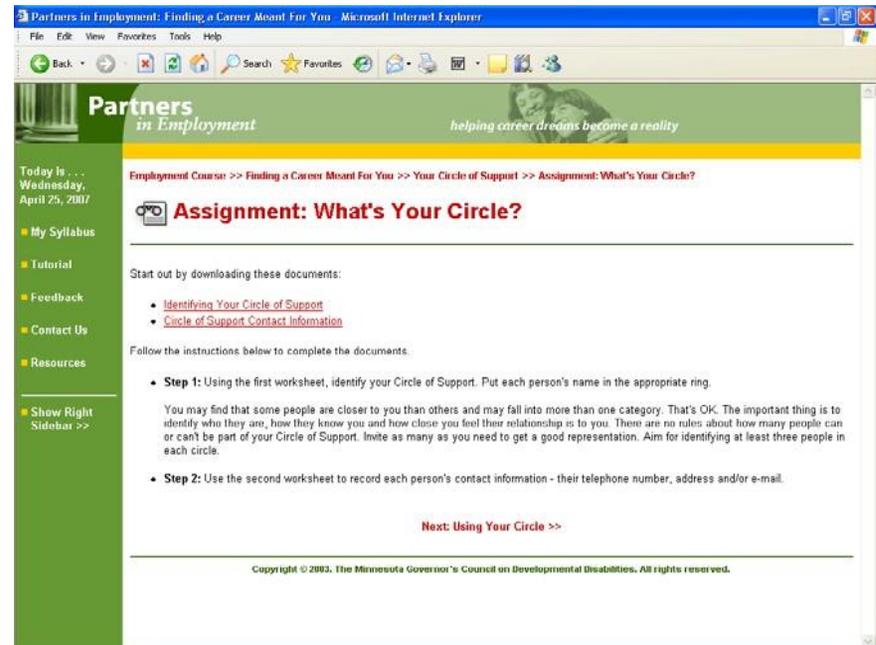
- Describe the importance of supported, competitive employment opportunities.
- Understand the hiring process and how it might differ for people with developmental disabilities.
- Create a “circle of support” that can help them achieve their career goals.
- Identify their strengths, skills, and interests, and how these can lead to a satisfying career.
- Understand the concepts of natural supports, and how they can positively impact employment success.
- Create impressive resumes and/or portfolios that showcase their skills and abilities, and present them in the best light.
- Network and identify potential employers.
- Prepare for a successful job interview.
- Evaluate a job offer to determine if it’s a good match for their personal strengths, interests, and career goals.
- Understand how technology skills can help people with developmental disabilities find meaningful employment.

Online Skill-Building Assignments and Exercises

Partners in Employment offers many skill-building assignments and exercises that reinforce important concepts, help participants draw conclusions from the information presented, and apply what they’ve learned. Many activities can be integrated into traditional *Partners in Policymaking* sessions as stand-alone pre-session assignments, homework, or small-group exercises with little or no adaptation. *Partners in Employment* assignments and exercises include:

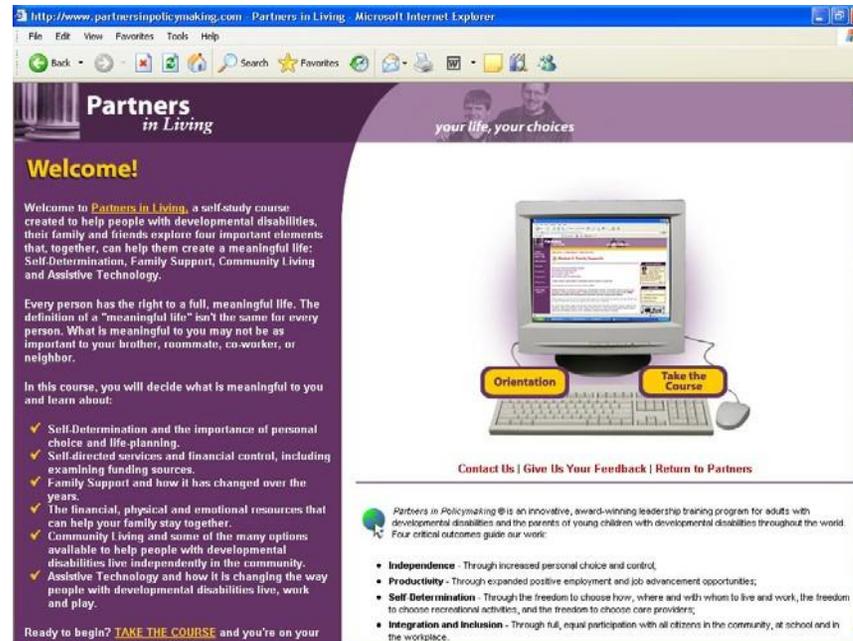
- Completing a matching game to reveal today’s “hot jobs” and professions.
- Identifying ordinary natural supports and understanding how they differ from traditional service system supports.
- Playing a game to “catch” possible members of a circle of support and adding contact information for circle of support members.
- Reviewing the Temple Grandin award winning video clip, learning about the different ways that people think and see things, and how and why some jobs are easier and a better fit for people.

- Matching the appropriate skills to the correct job description.
- Identifying three people in the community with interesting jobs and learning more about their professions.
- Identifying the skills and abilities that an individual has to offer a potential employer.
- Learning how WOW skills can become marketable skills.
- Determining personal career and employment wants, needs, and preferences.
- Determining an appropriate employment environment.
- Learning how individuals with Autism Spectrum Disorder, who are visual and verbal thinkers, can solve problems that other individuals cannot.
- Identifying physical functions that might pose challenges.
- Researching three industries of interest.
- Consolidating work completed so far in the course (careers of greatest interest; skills and abilities; most important wants, needs, and preferences; best work environment).
- Selecting and building résumés that reflect a person's situation, interests, and skills.
- Reviewing a cover letter to a potential employer and identifying what the job applicant did correctly.
- Creating an action plan to set goals for a job search.
- Completing a quiz about what a potential employer can and cannot ask during a job interview or screening process.
- Evaluating potential employers based on responses to a series of questions.
- Three multiple choice exams that cover information presented in the *Partners in Employment* course.
- Building soft skills that help to communicate with co-workers and team members on the job.



Partners in Living

Partners in Living focuses on helping people with developmental disabilities, parents/family members, educators, service providers, and/or other interested parties understand the important concepts of self-determination, family support, community living, home of your own, and assistive technology.



Independent Living Starts Here!

Check out the *Partners in Living* course. Go to <http://www.partneronlinecourses.com/partners-in-living>.

Learning Objectives

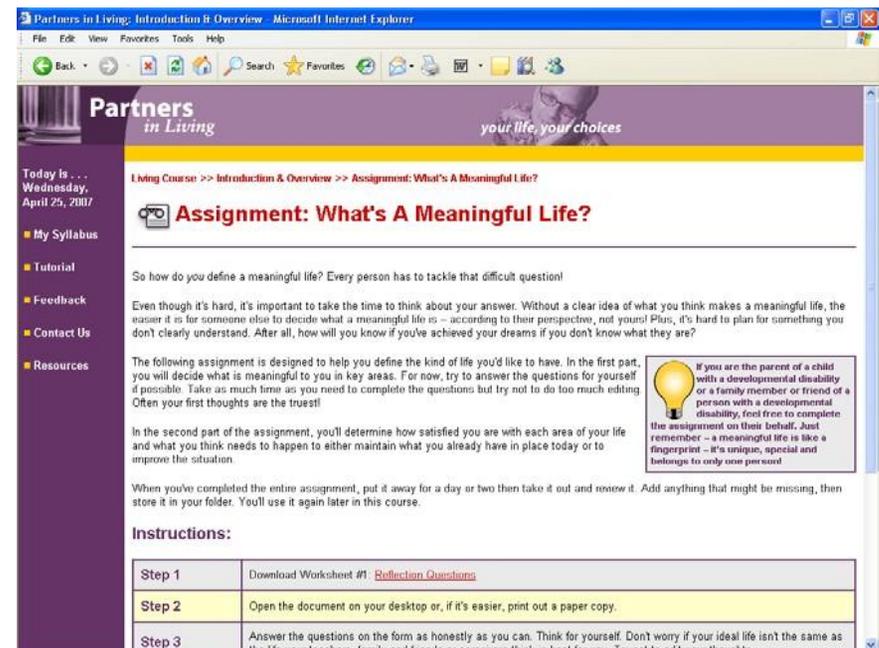
After completing the *Partners in Living* course, learners will be able to:

- Identify what types of supports may be needed to create a positive home environment.
- Understand service coordination and be aware of the services that may be available to them.
- Understand the principles of supported living – home of your own; choice and self direction; relationships; community membership; and flexible, tailored services and supports.
- Determine if the unique support needs of individuals with disabilities and/or families are being met.
- Understand how assistive technology may increase self-direction, self-reliance, productivity, safety, and inclusion.
- Describe the state-of-the-art technologies available for persons with significant disabilities, and apply some of these technologies to your ideal home and job/career.
- Recognize how person-centered planning can impact all areas of one's life.
- Identify funding options in support of a person living a self-directed, meaningful life.
- Recognize key legislation that may impact self-direction, family support, community living, and access to assistive technology.

Online Skill-Building Assignments and Exercises

Partners in Living offers many skill-building assignments and exercises that reinforce important information, help participants draw conclusions from the material presented, and apply what they've learned. Many activities can be integrated into traditional *Partners in Policymaking* sessions as stand-alone pre-session assignments, homework or small group exercises with little or no adaptation. *Partners in Living* assignments and exercises include:

- Defining a “meaningful life,” rating their “level of satisfaction” in key areas and identifying ways satisfaction can be increased for each area.
- Reviewing real-life stories and answering questions to learn more about self-direction.
- Identifying personal wants and needs to provide context for creating a meaningful, self-directed life.
- Using a worksheet and web site link, reviewing three people’s stories and answering questions related to their levels of independence or interdependence.
- Researching Medicaid, Medicare and Social Security to better understand the benefits that may be available.
- Listening to a parent describe how families of people with disabilities view “family support.”
- Listening to four families describe how they use family support and answering related questions.
- Evaluating a list of supports to determine which are examples of “family support.”
- Evaluating the type, level and effectiveness of the family support services families currently receive.
- Exploring important federal and state laws that pertain to adults with disabilities and their families.
- Completing a multiple-choice quiz about common laws that impact independent living.
- Listening to the personal experiences of four families and answering a series of reflective questions.



The screenshot shows a web browser window displaying the 'Partners in Living' website. The page title is 'Partners in Living: Introduction & Overview - Microsoft Internet Explorer'. The website header includes the logo 'Partners in Living' and the tagline 'your life, your choices'. The main content area is titled 'Assignment: What's A Meaningful Life?' and contains the following text:

Living Course >> Introduction & Overview >> Assignment: What's A Meaningful Life?

Assignment: What's A Meaningful Life?

So how do you define a meaningful life? Every person has to tackle that difficult question!

Even though it's hard, it's important to take the time to think about your answer. Without a clear idea of what you think makes a meaningful life, the easier it is for someone else to decide what a meaningful life is – according to their perspective, not yours! Plus, it's hard to plan for something you don't clearly understand. After all, how will you know if you've achieved your dreams if you don't know what they are?

The following assignment is designed to help you define the kind of life you'd like to have. In the first part, you will decide what is meaningful to you in key areas. For now, try to answer the questions for yourself if possible. Take as much time as you need to complete the questions but try not to do too much editing. Often your first thoughts are the truest!

In the second part of the assignment, you'll determine how satisfied you are with each area of your life and what you think needs to happen to either maintain what you already have in place today or to improve the situation.

When you've completed the entire assignment, put it away for a day or two then take it out and review it. Add anything that might be missing, then store it in your folder. You'll use it again later in this course.

Instructions:

Step 1	Download Worksheet #1: Reflection Questions
Step 2	Open the document on your desktop or, if it's easier, print out a paper copy.
Step 3	Answer the questions on the form as honestly as you can. Think for yourself. Don't worry if your ideal life isn't the same as the life your teachers, family and friends or caregivers think is best for you. Try not to edit your thoughts.

If you are the parent of a child with a developmental disability or a family member or friend of a person with a developmental disability, feel free to complete the assignment on their behalf. Just remember – a meaningful life is like a fingerprint – it's unique, special and belongs to only one person!

- Completing a self-assessment of “cultural competency.”
- Reviewing a sample “Supported Living Plan” and answering related multiple-choice questions.
- Assessing personal independent living skills.
- Describing important aspects of their ideal homes.
- Learning about the basics of the home-buying process.
- Reading about how several families use assistive technology, then answering a series of reflective questions.
- Researching web sites dedicated to assistive technology.
- Designing an ideal, accessible home.
- Identifying specific goals, tasks and activities that will result in or lead to more self-directed lives.
- Creating personal affirmations to support each goal.
- Three multiple choice exams that cover information presented in the *Partners in Living* course.

Suggestions for Integrating Online Courses

Today's information technology offers tremendous opportunities for learners to explore critical concepts, as well as areas of personal interest. Technology can help bring important, complex topics to life and empower learners to explore further than the limited classroom instruction time allows.

The *Partners in Policymaking Online Curriculum* is designed to help you maximize technology and electronic resources.

Take the time to review *the Partners in Policymaking Online Curriculum*. As you do so, think about ways you can use all or parts of it as pre-session work, homework, small-group assignments or ice breakers. Each course is built in separate, independent segments. Most pages and exercises can be used in a traditional classroom setting with little or no adaptation.

In the following section we've included ideas and suggestions for specific ways to integrate online coursework into your classroom setting, and for Partners graduate activities. Use these to stimulate your creativity and thinking!



Topic: HISTORY

Online Course – *Partners in Time*: <http://www.partneronlinecourses.com/partners-in-time>

After Completing the Course Learners Will:

- Have increased knowledge of the history of services for people with disabilities.
- Be able to describe the history, roles, and long-term effects of the parent, independent living and self-advocacy movements.
- Understand how people with disabilities lived, learned, and worked from ancient times to the present.
- Recognize ways in which history repeats itself and how abuses continue today under different names and in different situations.
- Recognize the parallels between past challenges and progress being made through current initiatives.
- Understand the key legislative changes that have supported dramatic shifts in the rights of people with disabilities.
- Explore current realities and groundbreaking efforts that have contributed to the creation of a more just, inclusive society.
- Create a vision for the year 2020 (and beyond) for people with disabilities in the areas of housing, learning, living, working, and leadership.

Skill-Building Assignments and Exercises Currently Found in Partners in Time

- Applying the negative themes of the past, such as dehumanization, exploitation, segregation and abuse, to identify and create positive alternatives.
- Reviewing information from *Parallels in Time* and *Parallels in Time II*, and then using downloaded worksheets to guide reflection on the material covered and answer questions related to content.
- Defining a personal vision for housing, learning, working, living, and leadership.
- Multiple-choice exercises throughout the *Parallels in Time* course.
- Three multiple choice exams that cover information presented in the *Partners in Time* course.

HISTORY: Opportunities to Integrate Online Coursework into a CLASSROOM SETTING

Try this!	Getting There
<p>1. The history of people with disabilities is a powerful story of discrimination, isolation, and segregation. It's imperative that Partners participants learn from the past in order to change the future.</p> <p>Encourage participants to start by studying the following before the first Partners session:</p> <ul style="list-style-type: none"> • <i>Parallels in Time</i> http://www.mnddc.org/parallels/index.html • <i>Parallels in Time II</i> http://www.mnddc.org/parallels2/index.htm • <i>Partners in Time</i> http://www.partersonlinecourses.com/partners-in-time <p>Participants can download and complete the worksheets and bring them to the first session.</p>	<p>All references in this section are to modules in Partners in Time. This online course can be accessed at http://www.partersonlinecourses.com/partners-in-time. Use the Syllabus to take you directly to each module.</p> <p>Partners in Time/My Syllabus/Module 2: Ancient Times to 1949/Assignment: From the Beginning</p> <p>Partners in Time/My Syllabus/Module 3: 1950 to 1979/Assignment: Parallels in Time – Section V</p> <p>Partners in Time/My Syllabus/Module 4: 1980 to 2005/Assignment: Parallels in Time – Section VI/VII</p>
<p>2. The online course, <i>Parallels in Time II</i>, builds on its predecessor <i>Parallels in Time</i>. It covers the history of people with developmental disabilities from World War II to the present. Send out the link to the <i>Minnesota Governor's Council on Developmental Disabilities</i> web site and direct participants to review <i>Parallels in Time II</i>, in particular the video clips found in the <i>Prologue</i> and throughout <i>Parallels in Time II</i>.</p>	<p>http://www.mn.gov/mnddc</p>
<p>3. Many people have a tendency to think that the past is behind us and no longer impacts current and future generations. Use the <i>Ripped from the Headlines</i> exercises located in <i>Modules 2, 3 and 4</i> to reinforce the danger of assuming that the issues of discrimination, isolation, and segregation are no longer relevant. As homework, ask participants to bring examples found in their local papers/media to discuss at the next session.</p>	<p>Partners in Time/My Syllabus/Module 2: Ancient Times to 1949/Exercise: Ripped from the Headlines</p> <p>Partners in Time/My Syllabus/Module 3: 1950 to 1979/Exercise: Ripped from the Headlines</p> <p>Partners in Time/My Syllabus/Module 4: 1980 to 2005/Exercise: Ripped from the Headlines</p>

<p>4. Throughout time, people have taken action and changed the course of history for people with developmental disabilities. Many of these important contributors are highlighted as ChangeMakers in the <i>Partners in Time</i> course. Direct participants to select two or three ChangeMakers and read about their accomplishments, then facilitate a discussion by asking participants to identify ChangeMakers in their state/communities, or which characteristics ChangeMakers typically share.</p>	<p>Partners in Time/My Syllabus/Module 2: Ancient Times to 1949/ChangeMakers: Dix, Binet, Kennedy Family</p> <p>Partners in Time/My Syllabus/Module 3: 1950 to 1979/ChangeMakers: The Courts, Blatt, Dybwads, Gold</p> <p>Partners in Time/My Syllabus/Module 4: 1980 to 2005/ChangeMakers: People First, Roberts, Will, The Media</p> <p>Partners in Time/My Syllabus/Module 5: Vision for a Brighter Future/ChangeMakers: Nerney, Pioneers in Positive Behavioral Supports, The Becketts, Pioneers in Personal Futures Planning</p>
<p>5. As participants are working on creating a shared vision for people with disabilities, consider incorporating the materials and worksheets found in <i>Partners in Time/Module 5: Vision for a Brighter Future</i>. This module contains exercises on creating a personal vision and how other <i>Partners in Policymaking</i> participants have described their visions for the future of housing, learning, working, living, and leading for people with developmental disabilities.</p>	<p>Partners in Time/My Syllabus/Module 5: Vision for a Brighter Future/Assignment: What's Your Vision for Housing?</p> <p>Partners in Time/My Syllabus/Module 5: Vision for a Brighter Future/What's Your Vision for Learning?</p> <p>Partners in Time/My Syllabus/Module 5: Vision for a Brighter Future/What's Your Vision for Working?</p> <p>Partners in Time/My Syllabus/Module 5: Vision for a Brighter Future/What's Your Vision for Living?</p> <p>Partners in Time/My Syllabus/Module 5: Vision for a Brighter Future/What's Your Vision as a Leader?</p>
<p>6. As a homework or pre-session assignment, ask participants to explore the <i>Historical Timelines</i> and <i>Key Legislation & Policies</i> sections of <i>Partners in Time</i>. Then, ask them to draw connections between the past and present, including identifying what has and hasn't changed. You also may want to download and include a copy of Key Legislation & Policies in participant packets (found in <i>Modules 2, 3 and 4</i>).</p>	<p>Partners in Time/Module 2: Ancient Times to 1949/What You'll Learn</p> <p>Partners in Time/Module 3: 1950 to 1979/What You'll Learn</p> <p>Partners in Time/Module 4: 1980 to 2005/What You'll Learn</p>

<p>7. History is full of examples of good ideas that produced bad results. It's also full of bad ideas that, not surprisingly, produced bad results. Humor is a great way to reinforce important concepts. Funny stories from Lou Brown, Ed Roberts, and others can help illustrate these situations and let us laugh a little at ourselves. They can be read aloud as icebreakers, discussion starters or assigned as "extra credit."</p>	<p>Partners in Time, My Syllabus/Module 2: Ancient Times to 1949/What You'll Learn/Your Toolkit/On the Lighter Side</p> <p>Partners in Time, My Syllabus/Module 3: 1950 to 1979/What You'll Learn/Your Toolkit/On the Lighter Side</p> <p>Partners in Time, My Syllabus/Module 4: 1980 to 2005/What You'll Learn/Your Toolkit/On the Lighter Side</p>
<p>8. Use any of the three exams (typically 10 multiple-choice questions) to start or close a Partners session, review important material or determine participants' familiarity or comfort with a topic. Remember, the answers have as much to teach as the questions, so keep the process fun and upbeat.</p>	<p>Partners in Time, My Syllabus/Module 2: Ancient Times to 1949/Exam #1</p> <p>Partners in Time, My Syllabus/Module 3: 1950 to 1979/ Exam #2</p> <p>Partners in Time, My Syllabus/Module 4: 1980 to 2005/ Exam #3</p>

HISTORY: Opportunities to Integrate Online Coursework for POST-GRADUATE MASTERY

Try this!	Getting There
<p>1. Ask Partners graduates to bring copies of the vision statements they created to a Partners Reunion event. Use them to discuss what has and has not changed for people with developmental disabilities. What has become a reality? What progress has been made? What still needs to be changed? What leading-edge ideas have they observed? Refer them to the <i>Epilogue</i> section of <i>Parallels in Time II</i> which includes several resources for leading-edge ideas.</p>	<p>http://www.mn.gov/mnddc/parallels2/epilogue/</p>
<p>2. Use the <i>Ripped from the Headlines</i> exercises found in <i>Modules 2, 3 and 4</i>, to challenge Partners graduates to take action when they encounter instances of discrimination, isolation or segregation. Encourage them to use the advocacy techniques learned through <i>Partners in Policymaking</i> to change the situations or voice their concerns. You also can direct them to the <i>Syllabus of Partners in Making Your Case</i> for more ideas and support.</p>	<p>Partners in Time/My Syllabus/Module 2: Ancient Times to 1949/Exercise: Ripped from the Headlines</p> <p>Partners in Time/My Syllabus/Module 3: 1950 to 1979/Exercise: Ripped from the Headlines</p> <p>Partners in Time/My Syllabus/Module 4: 1980 to 2005/Exercise: Ripped from the Headlines</p>
<p>3. Send out an e-mail with a link to the <i>Last Gentle Reminders</i> in <i>Partners in Making Your Case</i>. This checklist captures important aspects of effective advocacy.</p>	<p>Partners in Making Your Case/Module 5: Conclusion/Last Gentle Reminders</p>
<p>4. Assign the online <i>Partners in Time</i> course as advanced leadership training to support Partners graduate activities and continued mastery of core competencies.</p>	<p>http://www.partneronlinecourses.com/partners-in-time</p>

Topic: EDUCATION **(also available in Spanish)**

Online Course - *Partners in Education*: <http://www.partneronlinecourses.com/partners-in-education>

<i>After Completing the Course, Learners Will Be Able To:</i>	<i>Skill-Building Assignments and Exercises Currently Found in Partners in Education</i>
<ul style="list-style-type: none">• Describe the case for an inclusive, quality education for all students.• Outline specific strategies to achieve an inclusive, quality education for children with developmental disabilities.• Understand the educational system, in general, and how it can differ for children who receive special education services.• Be an effective, proactive participant and advocate in the IEP process.• Understand the IEP process and strategies to ensure a child's unique educational needs are met, including modifications, accommodations, assistive technology, and/or other supports.• Ensure a child with a disability is able to reap the lifelong benefits of an education that builds on his/her abilities, talents, and gifts.• Understand how other parents have successfully negotiated the special education system, and how to apply those lessons to their own situations.• Understand how students with disabilities use technology, what education in the 21st Century looks like, and the importance of developing digital and media literacy skills to best prepare for jobs and careers in the 21st Century.	<ul style="list-style-type: none">• Investigating IDEA 2004.• Understanding your state's special education laws.• Matching common acronyms to descriptions of special education laws.• Determining how a student learns best.• Identifying a student's learning style.• Creating a vision for a student's education and future.• Learning about the IEP process used by a student's school.• Assessing your personal assertiveness.• Managing your contacts.• Three multiple choice exams that cover information presented in the <i>Partners in Education</i> course.

EDUCATION: Opportunities to Integrate Online Coursework into a CLASSROOM SETTING

Try this!	Getting There
<p>1. The education system is filled with acronyms. Use <i>Acronym ABCs</i> as an icebreaker or warm-up exercise to emphasize this world of initials and help participants become familiar with the more common acronyms.</p>	<p>All references in this section are to modules in Partners in Education. This online course can be accessed at http://www.partneronlinecourses.com/partners-in-education/. Use the Syllabus to take you directly to each module.</p> <p>Partners in Education/My Syllabus/Module 1: Introduction/Exercise – Acronym ABCs</p>
<p>2. Part 1: To help participants clearly understand the importance of a quality inclusive education, ask them to read the section outlining the differences between General, Special and Inclusive Education. Then, download and <i>distribute Inclusion Benefits Everyone</i> to small groups. Have groups review the document, discuss it, and expand the list to include their own thoughts.</p> <p>Part 2: Once participants have completed Part 1, assign each small group to come up with 1-2 specific ways that they might be able to help ensure that every student receives a quality inclusive education.</p>	<p>Partners in Education/My Syllabus/Module 2: History & Inclusion/General, Special and Inclusive Education</p> <p>Partners in Education/My Syllabus/Module 2: History & Inclusion/Inclusion Benefits Everyone</p>
<p>3. As a pre-session assignment, have participants review the key laws that govern the special education system using material from <i>Module 3: Know the Laws, Know Your Rights</i>. Then, as a group, complete the exercise <i>Do You Know the Law?</i> to reinforce important laws.</p>	<p>Partners in Education/My Syllabus/Module 3: Know the Laws, Know Your Rights</p> <p>Partners in Education/My Syllabus/Module 3: Know the Laws, Know Your Rights/Exercise: Do You Know the Law?</p>
<p>4. If some participants already are well-versed in IDEA, supplement session work with <i>Partners in Education</i> online course material and assignments covering federal and state laws, evaluation, eligibility, and the elements of the IEP.</p>	<p>Partners in Education/My Syllabus/Module 3: Know the Laws, Know Your Rights</p> <p>Partners in Education/My Syllabus/Module 4: Evaluation & Eligibility</p> <p>Partners in Education/My Syllabus/Module 5: The IEP Process</p>

<p>5. Send out a link to <i>Module 7: Asserting Your Rights</i>. Ask participants to read the module, then complete the “Assertiveness Quotient” self-assessment prior to the next session. Ask them to come to the next session prepared to discuss any surprises, insights, and thoughts they had on how they might improve or maintain their assertiveness.</p>	<p>Partners in Education/My Syllabus/Module 7: Asserting Your Rights/Assignment: Test Your AQ</p>
<p>6. Play <i>Pat and Michael’s Story</i> in class as an icebreaker or to introduce the topic. Or, use it as part of an exercise in which participants are asked to draw parallels with their own experiences, identify milestones they’ve achieved and obstacles they might expect to encounter. The story is introduced in <i>Module 1: Introduction</i> and later installments can be accessed through the link on the right sidebar in each module.</p>	<p>Partners in Education/My Syllabus/Module 1: Introduction/What You’ll Learn/Pat & Michael’s Story #1 [Link embedded in content]</p> <p>Partners in Education/My Syllabus/Module 2: History & Inclusion/What You’ll Learn/Your Toolkit/Pat & Michael’s Story #2</p> <p>Partners in Education/My Syllabus/Module 3: Know the Laws, Know Your Rights/What You’ll Learn/Your Toolkit/Pat & Michael’s Story #3</p> <p>Partners in Education/My Syllabus/Module 4: Evaluation & Eligibility/What You’ll Learn/Your Toolkit/Pat & Michael’s Story #4</p> <p>Partners in Education/My Syllabus/Module 5: The IEP Process/What You’ll Learn/Your Toolkit/Pat & Michael’s Story #5a</p> <p>Partners in Education/My Syllabus/Module 5: The IEP Process/What You’ll Learn/Your Toolkit/Pat & Michael’s Story #5b</p> <p>Partners in Education/My Syllabus/Module 6: What Happens Next/What You’ll Learn/Your Toolkit/Pat & Michael’s Story #6</p> <p>Partners in Education/My Syllabus/Module 7: When Things Aren’t Working/What You’ll Learn/Your Toolkit/Pat & Michael’s Story #7</p> <p>Partners in Education/My Syllabus/Module 8: Course Conclusion/Pat & Michael’s Story #8 1 [Link embedded in content]</p>

<p>7. Each module has its own <i>Your Toolkit</i> which offers useful, self-contained information related to or expanding upon topics covered in the module. Encourage participants to <i>explore Your Toolkit</i> as either homework or pre-session assignments. They should be asked to comment on what they learned at a subsequent Partners session, which tools they found helpful, which they'd recommend to others, etc.</p>	<p>Partners in Education/My Syllabus/Module 2: History & Inclusion/What You'll Learn/Your Toolkit</p> <p>Partners in Education/My Syllabus/Module 3: Know the Laws, Know Your Rights/What You'll Learn/Your Toolkit</p> <p>Partners in Education/My Syllabus/Module 4: Evaluation & Eligibility/What You'll Learn/Your Toolkit</p> <p>Partners in Education/My Syllabus/Module 5: The IEP Process/What You'll Learn/Your Toolkit</p> <p>Partners in Education/My Syllabus/Module 6: What Happens Next/What You'll Learn/Your Toolkit</p> <p>Partners in Education/My Syllabus/Module 7: When Things Aren't Working/What You'll Learn/Your Toolkit</p>
<p>8. Use any of the three exams (typically 10 multiple-choice questions) to start or close a Partners session, review important material, or determine participants' familiarity or comfort with a topic. Remember, the answers have as much to teach as the questions, so keep the process fun and upbeat.</p>	<p>Partners in Education/My Syllabus/Module 3: Know the Laws, Know Your Rights/Exam #1</p> <p>Partners in Education/My Syllabus/Module 6: What Happens Next/Exam #2</p> <p>Partners in Education/My Syllabus/Module 7: When Things Aren't Working/Exam #3</p>

EDUCATION: Opportunities to Integrate Online Coursework for POST-GRADUATE MASTERY

Try this!	Getting There
<p>1. At a Partners Reunion, ask Partners graduates to share their experiences in building support for improving special education services in their local – or larger! – community. Did they build a circle of friends? How? What did that support allow them or their family member to do? Do they belong to any parent groups? Have they collaborated with their local school districts? How? Have they worked with their State Department of Education? Have they run for seats on their school boards?</p>	<p>Partners in Education/My Syllabus/Module 8: Course Conclusion</p>
<p>2. Use the <i>Managing Your Contacts</i> assignment to gather resources that other Partners graduates find particularly valuable in the context of education.</p>	<p>Partners in Education/My Syllabus/Module 8: Course Conclusion/Assignment: Managing Your Contacts</p>
<p>3. A lot of people feel that if they don't have a student in the education system, they don't need to be involved in ensuring that every student benefits from a quality education. However, because education should be lifelong, it's important that inclusive, quality educational opportunities are available to all learners, regardless of age. Using the <i>Inclusion Benefits Everyone</i> section, challenge graduates to expand upon the list and come to the reunion prepared to discuss one or two specific strategies they want to implement to ensure that every student receives an inclusive, quality education.</p>	<p>Partners in Education/My Syllabus/Module 2: History & Inclusion/Inclusion Benefits Everyone</p>
<p>4. Assign the <i>Partners in Education</i> online course for advanced leadership training to support Partners graduates' activities and continued mastery of core competencies.</p>	<p>http://www.partneronlinecourses.com/partners-in-education</p>

Topic: MAKING YOUR CASE **(also available in Spanish and American Sign Language)**

Online Course – *Partners in Making Your Case*: <http://www.partersonlinecourses.com/partners-in-making-your-case>

<i>After Completing the Course, Learners Will Be Able To:</i>	<i>Skill-Building Assignments and Exercises Currently Found in Making Your Case</i>
<ul style="list-style-type: none">• Demonstrate how to meet with a public official and discuss issues clearly and competently.• Identify strategies for initiating and sustaining grassroots-level organizing around specific issues.• Understand the media’s role in promoting issues, and how to effectively use the media.• Describe how a bill becomes a law at the state level.• Demonstrate successful techniques for advocating for services to meet the needs of unserved and underserved individuals and/or families.• Prepare and deliver testimony for legislative hearings.• Prepare for and meet with members of Congress and/or their staff.• Use credible resources and documentation to support their positions on issues.• Identify critical federal issues and the process for presenting one’s concerns.• Tell their personal stories effectively and persuasively.• Develop positive, on-going relationships with key policymakers.	<ul style="list-style-type: none">• Organizing and documenting a compelling personal story that illustrates why a law, regulation, or public service needs to change.• Using a downloaded chart to determine the issue category (living, learning, working or participation) that best fits the personal story.• Organizing and writing a clear, compelling, specific, effective “request for action.”• Reviewing a letter to a member of Congress and determining how it could be improved.• Using questions and guidelines to compose a letter to a policymaker that states a clear, specific “request for action” and the reasons for the request.• Reviewing a request for an appointment with a policymaker and determining which things were done correctly.• Answering a series of questions designed to help learners prepare to offer effective legislative testimony.• Identifying questions that the learner may be asked while giving testimony and preparing an effective response.• Exploring the political and legislative systems.• Three multiple choice exams that cover information presented in the <i>Partners in Making Your Case</i> course.

MAKING YOUR CASE: Opportunities to Integrate Online Coursework into a CLASSROOM SETTING

Try this!	Getting There
<p>1. Compelling personal stories get attention from lawmakers. Why? Because real-life stories, delivered with passion are often just what’s needed to motivate policymakers to support critical changes. But, writing a personal story can be intimidating.</p> <p>To help Partners participants document their personal stories and link their challenges to specific issues, consider the following pre-session assignment. Send out a link to <i>Partners in Making Your Case, Module 1: Getting Ready</i>. Have participants read the entire module, including the <i>Tips and Tools</i>, and complete the <i>Documenting Your Story</i> worksheet. Instruct participants to bring the completed worksheet to the next session and be prepared to share their stories with others (either in pairs or in small groups) and discuss any insights or thoughts others in the group have for improving the personal stories.</p>	<p>All references in this section are to modules in Partners in Making Your Case. This online course can be accessed at http://partersonlinecourses.com/partners-in-making-your-case Use the Syllabus to take you directly to each module.</p> <p>Partners in Making Your Case/My Syllabus/Module 1: Getting Ready</p> <p>Partners in Making Your Case/My Syllabus/Module 1: Getting Ready/What You’ll Learn/Your Toolkit/Tips and Tools</p> <p>Partners in Making Your Case/My Syllabus/Getting Ready/Exercise: Documenting Your Story</p>
<p>2. Play <i>Olivia’s Story</i> in class as an icebreaker or introduction to the topic. Or, use it as part of an exercise in which participants draw parallels with their own experiences, identify milestones they’ve achieved and obstacles they are likely to encounter. The story follows one woman’s journey to improve her life and the lives of others by successfully using advocacy to change a public policy. <i>Olivia’s Story</i> is introduced in <i>Module 1</i> and later installments can be accessed through the link on the right sidebar in each module.</p>	<p>Partners in Making Your Case/My Syllabus/Module #1: Getting Ready/What You’ll Learn/Your Toolkit/Olivia’s Story #1</p> <p>Partners in Making Your Case/My Syllabus/Module #2: Getting Your Message Across/What You’ll Learn/Your Toolkit/Olivia’s Story #2 and #3</p> <p>Partners in Making Your Case/My Syllabus/Module #3: Keeping It Going/What You’ll Learn//Your Toolkit/Olivia’s Story #4</p>

<p>3. Letters, faxes, and e-mails are the most widely used ways of communicating with legislators and other policymakers. And, they do get noticed. As a class, review the six critical elements of a great letter. Then, read the letter included in the exercise, <i>How Can This Letter Be Improved?</i> Ask the class to try to identify how the letter could be improved or what is incorrect. Refer to the two sample letters found in the <i>Tips and Tools</i> for examples of letters written by other Partners graduates.</p>	<p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/Writing Great Letters and E-Mails</p> <p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/What You'll Learn/Your Toolkit/Tips and Tools</p> <p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/Exercise: How Can This Letter Be Improved?</p>
<p>4. Personally meeting with public officials gives participants the opportunity to discuss their personal experiences, and the challenges and obstacles they want changed. To ensure that participants are fully prepared and predisposed to success, consider the following pre- or post-session assignment. Send participants the link to <i>Meeting with Public Officials</i>. Ask participants to read the module, including the <i>Tips and Tools</i>, and be prepared to discuss the six steps for preparing, meeting and following up with a policymaker.</p>	<p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/Meeting with Public Officials</p> <p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/What You'll Learn/Your Toolkit/Tips and Tools</p>
<p>5. A key Partners competency is learning to prepare and deliver legislative testimony. To help participants master this skill, ask them to review the section on <i>Giving Testimony</i> prior to the session. This section outlines the things one should know about giving effective testimony. In class, divide participants into small groups and pass out one or both of the sample testimonies presented by advocates for people with disabilities. Ask the group to discuss their effectiveness. Does the person delivering the testimony understand and follow committee protocol? Does he or she clearly state the case and support it with a personal story? Does he or she make a specific request?</p>	<p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/Exercise: Giving Tremendous Testimony</p>
<p>6. After presenting testimony, Partners participants must be prepared to respond to relevant questions and comments that committee members might raise. To help Partners become more confident in responding to questions, divide the class into small groups. Ask them to review <i>How Would You Respond?</i> This assignment identifies common policymaker responses culled from the real-life experiences of Partners graduates. Assign each group several of the typical comments, then ask them to prepare appropriate responses.</p>	<p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/Assignment: How Would You Respond?</p>

<p>7. There's nothing more daunting to legislators than advocates who have banded together to create change. However, community organizing for real systems change takes thoughtful planning, good organization and creativity. Successful organizers use a variety of tactics. To help participants understand how to start organizing for change, ask them to read the module on <i>Community Organizing</i>. Review the tactics used by the most effective advocacy groups. If you've assigned a systems change project, suggest that participants discuss what tactics might be used to help accomplish their project's goals.</p>	<p>Partners in Making Your Case/My Syllabus/Module 3: Keeping It Going/Community Organizing</p>
<p>8. As one Partners graduate wisely said, "To change the system you have to understand the system." Participants who have a basic understanding of <i>how</i> public policies are made and <i>who</i> makes them will work more efficiently and save countless hours trying to find the "gatekeepers." To supplement classroom work about how bills become laws at the state and federal levels, ask participants to read <i>Module 4: Knowing the System</i>. Make sure they check out the <i>Related Topics</i> which cover the branches of government, how laws are made, levels of government, and how to track a bill's progress.</p>	<p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System</p> <p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/How Public Policy is Made/Related Topics/Branches of Government</p> <p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/How Public Policy is Made/Related Topics/How Laws are Made</p> <p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/How Public Policy is Made/Related Topics/Levels of Government</p> <p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/How Public Policy is Made/Related Topics/Tracking A Bill's Progress</p> <p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/How Public Policy is Made/Related Topics/Know Your Legislators</p> <p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/Know the Players/Related Topics/Know Your Legislators</p> <p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/Know the Players/Related Topics/How Legislators Make Policy</p>

<p>9. Between sessions is a great time for participants to explore the legislative system and how it impacts their families and communities. You can help guide their exploration by assigning “<i>How You Can Learn More.</i>” The four-part assignment works well as either a pre- or post-session activity.</p>	<p>Partners in Making Your Case/My Syllabus/Module 4: Knowing the System/Assignment: How You Can Learn More</p>
<p>10. <i>Modules 1, 2 and 3</i> have their own <i>Your Toolkit</i> which offers useful, self-contained information related to or expanding upon topics covered in the module. Encourage participants to explore <i>Your Toolkit</i> as either homework or pre-session assignments. They should be asked to comment on what they learned at a subsequent Partners session, which tools they found helpful, which they’d recommend to others, etc.</p>	<p>Partners in Making Your Case/My Syllabus/Module 1: Getting Ready/Your Toolkit</p> <p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/Your Toolkit</p> <p>Partners in Making Your Case/My Syllabus/Module 3: Keeping It Going/Your Toolkit</p>
<p>11. Use any of the three exams (typically 10 multiple-choice questions) to start or close a Partners session, review important material or determine participants’ familiarity or comfort with a topic. Remember, the answers have as much to teach as the questions, so keep the process fun and upbeat.</p>	<p>Partners in Making Your Case/My Syllabus/Module 1: Getting Ready/Exam #1</p> <p>Partners in Making Your Case/My Syllabus/Module 2: Getting Your Message Across/Exam #2</p> <p>Partners in Making Your Case/My Syllabus/Module 3: Keeping It Going/Exam #3</p>

MAKING YOUR CASE: Opportunities to Integrate Online Coursework for Post-Graduate Mastery

Try this!	Getting There
<p>1. At a Partners Reunion, send out a link to <i>Module 3</i> and ask Partners graduates to be prepared to share what they've done to advocate change in their local – or larger! – communities. What disability issues have their activities focused on? How have they built relationships with policymakers? What successes have they been part of? What community organizing tactics have they used? Have they collaborated with other advocacy groups? What did they learn in the process of their advocacy work that might benefit other Partners? Have they run for office? Do they vote?</p>	<p>Partners in Making Your Case/My Syllabus/Module 3: Keeping It Going</p>
<p>2. Assign the <i>Partners in Making Your Case</i> online course for advanced leadership training to support Partners graduates' activities and continued mastery of key competencies.</p>	<p>http://www.partnersonlinecourses.com/partners-in-making-your-case</p>
<p>3. Every new advocate can benefit from the lessons gleaned from more seasoned advocates. Send out a link to <i>Last Gentle Reminders</i>, a list of proven advocacy tips found in the <i>Conclusion</i>. Ask Partners graduates to reflect and self-assess their advocacy techniques against the list. Would they add any to the list? If so, what?</p>	<p>Partners in Policymaking/My Syllabus/Module 5: Conclusion/Last Gentle Reminders</p>
<p>4. One of the most common mistakes new advocates and community organizers make is to start with a rally that shouts "We're here and we're going to change the world!" without a solid plan that outlines the group's goals, mission, supporters, opponents and strategies. If Partners graduates need help creating a sound plan, direct them to the downloadable <i>Community Organizing</i> worksheet.</p>	<p>Partners in Making Your Case/My Syllabus/Module 3: Keeping It Going/Community Organizing/Where to Begin</p>

Topic: EMPLOYMENT (also available in an EZ Read version)

Online Course – *Partners in Employment*: <http://www.partnersinpolicymaking.com/partners-in-employment>

<i>After Completing the Course, Learners Will Be Able to:</i>	<i>Skill-Building Assignments and Exercises Currently Found in Partners in Employment</i>
<ul style="list-style-type: none"> • Describe the importance of supported, competitive employment opportunities. • Understand the hiring process and how it might differ for people with developmental disabilities. • Create a “circle of support” that can help them achieve their career goals. • Identify their strengths, skills, and interests, and how these can lead to a satisfying career. • Understand the concepts of natural supports, and how they can positively impact employment success. • Create impressive resumes and/or portfolios that showcase their skills and abilities, and present them in the best light. • Network and identify potential employers. • Prepare for a successful job interview. • Evaluate a job offer to determine if it’s a good match for their personal strengths, interests, and career goals. • Understand how technology skills can help people with developmental disabilities find meaningful employment. 	<ul style="list-style-type: none"> • Completing a matching game to reveal today’s “hot jobs” and professions. • Identifying ordinary natural supports and understanding how they differ from traditional service system supports. • Playing a game to “catch” possible members of a circle of support. • Creating a circle of support and adding contact information for circle of support members. • Matching the appropriate skills to the correct job description. • Identifying three people in the community with interesting jobs and learning more about their professions. • Identifying the skills and abilities that an individual has to offer a potential employer. • Determining personal career and employment wants, needs, and preferences. • Determining an appropriate employment environment. • Identifying physical functions that might pose challenges. • Researching three industries of interest. • Consolidating work completed so far in the course (careers of greatest interest; skills and abilities; most important wants, needs, and preferences; best work environment).

- Selecting and building résumés that reflect personal situations, interests, and skills.
- Reviewing a cover letter to a potential employer and identifying what the job applicant did correctly.
- Creating an action plan to set goals for a job search.
- Completing a quiz about what a potential employer can and cannot ask during a job interview or screening process.
- Evaluating potential employers based on responses to a series of questions.
- Three multiple choice exams that cover information presented in the *Partners in Employment* course.

EMPLOYMENT: Opportunities to Integrate Online Coursework into a CLASSROOM SETTING

Try this!	Getting There
<p>1. For a quick icebreaker or warm-up, play the matching game, <i>Do You Know Today's Hot Jobs?</i> First, review the material found in <i>Module 1: Getting Started</i>, including the definition of a job, employment trends and history of employment for people with disabilities. Then, play the interactive exercise as a group.</p>	<p>All references in this section are to modules in Partners in Employment. This online course can be accessed at http://partersonlinecourses.com/partners-in-employment/. Use the Syllabus to take you directly to each module.</p> <p>Partners in Employment/My Syllabus/Module 1: Getting Started/World of Work/Exercise: Do You Know Today's Hot Jobs?</p>
<p>2. One ingredient to a successful career search for people with disabilities is building a circle of support, a group that includes people who know the person best and can help him or her plan a career, provide contacts and investigate employment options. As a pre-session assignment and to help participants identify a circle of support and the value each member brings to the career search, ask participants to review the <i>Circle of Support</i> section. Then, ask them to complete the assignment, <i>What's Your Circle?</i>, and bring the completed assignment to the next session.</p>	<p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You/Your Circle of Support/Assignment: What's Your Circle?</p>
<p>3. Having a clear idea of one's skills and abilities is important to any successful career search; it is crucial for people with disabilities. This may sound easy but it can be surprisingly difficult since most people tend to focus on what they cannot do, rather than what they can do.</p> <p>To help participants identify their own skills and abilities, or those of a family member or friend, assign the section, <i>Finding the Perfect Fit</i>, then require participants to complete the assignment, <i>What are Your Skills and Abilities?</i> Participants should bring the completed worksheet to the next session. Remind participants to access all of the information in this section, including the fun exercises and assignments, tips and tools, and real-life stories from people who have found satisfying employment in their communities and more.</p>	<p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You/Finding the Perfect Fit/Working the Puzzle – Assignment: Pushing the Limits</p> <p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You/Finding the Perfect Fit/Assignment: What are Your Skills and Abilities?</p>

<p>4. An important step in the career planning process is determining what one wants in a job and what one needs. These are often two different things. The things you “want” from a job are your preferences; the things you “need” are the things you can’t live without. As a pre-session assignment, ask participants to review <i>Finding a Career Meant for You</i>, then complete the assignment, <i>What Are Your Wants and Needs?</i> Have participants bring the completed worksheet to the next session.</p>	<p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You</p> <p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You/Finding the Perfect Fit/Assignment: What are Your Wants and Needs?</p>
<p>5. Defining one’s ideal work environment helps participants know what to look for when deciding whether a job is a good fit and supports one’s career goals. Send participants the link to <i>Module 2: Finding a Career Meant for You</i>. Ask them to review the information and complete the assignment, <i>What’s Right for You?</i> Request that they bring the completed assignment to the next session.</p>	<p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You</p> <p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You/Finding the Perfect Fit/Assignment: What’s Right for You?</p>
<p>6. One of the most important tools used in the career hunt is the résumé, a written document that outlines the reasons a potential employer should interview and hire a job applicant. To help participants build résumés that suit their unique situations or that of a family member or friend, send participants the link to <i>Putting Your Story On Paper</i>. Ask them to review the information, then complete the <i>Building Your Résumé</i> assignment. Participants should bring their completed résumés to the next session. Divide the class into pairs or small groups and have participants exchange résumés and offer constructive suggestions for improvement.</p>	<p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Putting Your Story on Paper</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Putting Your Story on Paper/Assignment: Building Your Résumé</p>
<p>7. A good cover letter should always accompany a résumé. An effective cover letter communicates a job seeker’s interest in working for a company and highlights one or two important things that a candidate wants the potential employer to know. In class, review the elements of a good cover letter found in <i>Module 3: Marketing Yourself, Putting Your Story on Paper</i>. Then, as a group, complete the exercise, <i>What’s Right About this Cover Letter?</i></p>	<p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Putting Your Story on Paper/Cover Letters</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Putting Your Story on Paper/Exercise: What’s Right About This Cover Letter?</p>

<p>8. Creating a career action plan helps a job seeker move forward. This action plan doesn't need to be complicated – just realistic and specific. Send participants the link to the career action planning section and request that they complete the <i>Planning Your Search</i> assignment to create a personal <i>Action Plan</i>. They should bring the completed action plan to the next session and be prepared to discuss it.</p>	<p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Take Action!/Assignment: Planning Your Search</p>
<p>9. Preparation is key to a successful job interview and goes a long way toward making things more comfortable and easier for new job seekers. Ask participants to read the section on interviewing as a pre- or post-session assignment, or as an in-class review. As a group, complete the exercise <i>What an Employer Can and Cannot Ask</i>. This is a great way to initiate a discussion on the rights of people with disabilities in an interview situation. As facilitator, you should play the role of a potential employer and ask the class to provide the answers.</p>	<p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Before the Interview/Be Prepared - Exercise: What An Employer Can and Cannot Ask</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Before the Interview/Telling Your Story In-Person/I'm OK, You're OK – Ending the Interview</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Before the Interview/Exercise: What An Employer Can and Cannot Ask</p>
<p>10. Play <i>Tom and Nick's Story</i> in class as an icebreaker or introduction to the topic of employment. Or, use it as part of an exercise in which participants draw parallels with their own experiences, identify milestones they've achieved, and obstacles they might encounter. The story follows one high schooler's journey to find a satisfying, productive career and the supportive role his father plays. <i>Tom and Nick's Story</i> is introduced in <i>Module 1: Getting Started</i> and later installments can be accessed through the link on the right sidebar in each module.</p>	<p>Partners in Employment/My Syllabus/Module 1: Getting Started/What You'll Learn/Your Toolkit/Tom and Nick's Story #1</p> <p>Partners in Employment/My Syllabus/Module 2: Finding a Career Meant for You/What You'll Learn/Your Toolkit/Tom and Nick's Story #2</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/What You'll Learn/Your Toolkit/Tom and Nick's Story #3</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/What You'll Learn/Your Toolkit/Tom and Nick's Story #4</p>
<p>11. Every job seeker can benefit from learning more about what other people do all day. As a pre-session assignment, ask participants to complete the assignment, <i>What Do Other People Do?</i> Participants should come to the next session prepared to discuss their reactions and observations.</p>	<p>Partners in Employment/My Syllabus/Module 2: Finding a Career Meant for You/Finding the Perfect Fit/Assignment: What Do Other People Do?</p>

<p>12. <i>Modules 1, 2, 3 and 4</i> have their own <i>Your Toolkit</i> which offers useful, self-contained information related to or expanding upon topics covered in the module. Encourage participants to explore <i>Your Toolkit</i> as either homework or pre-session assignments. They should be asked to comment on what they learned at a subsequent Partners session, which tools they found helpful, which they'd recommend to others, etc.</p>	<p>Partners in Employment/My Syllabus/Module 1: Getting Started/Your Toolkit</p> <p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You/Your Toolkit</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Your Toolkit</p> <p>Partners in Employment/My Syllabus/Module 4: Conclusion/Your Toolkit</p>
<p>13. Use any of the three exams (typically 10 multiple-choice questions) to start or close a Partners session, review important material or determine participants' familiarity or comfort with a topic. Remember, the answers have as much to teach as the questions, so keep the process fun and upbeat.</p>	<p>Partners in Employment/My Syllabus/Module 1: Getting Started/Exam #1</p> <p>Partners in Employment/My Syllabus/Module 2: Finding A Career Meant for You/Exam #2</p> <p>Partners in Employment/My Syllabus/Module 3: Marketing Yourself/Exam #3</p>

EMPLOYMENT: Opportunities to Integrate Online Coursework for POST-GRADUATE MASTERY

Try this!	Getting There
<p>1. At a Partners Reunion, ask Partners graduates to share what they've accomplished in the world of employment. What types of careers do they or their family members or friends with disabilities have today? How did they get to where they are? What was their career search like? What did they learn in the process that might benefit other Partners?</p>	<p>NA</p>
<p>2. Encourage family members of people with disabilities to share their experiences assisting their family members to find employment. What was their role? How did it feel when their family members were applying and interviewing for jobs? What would they do differently next time? What surprised them about the process?</p>	<p>NA</p>
<p>3. Assign the <i>Partners in Employment</i> online course for advanced leadership training to support Partners graduates' activities and continued mastery of core competencies.</p>	<p>http://www.partnersonlinecourses.com/partners-in-employment</p>

Topic: LIVING

Online Course – *Partners in Living*: <http://www.partersonlinecourses.com/partners-in-living>

After Completing the Course, Learners Will Be Able to:

- Identify what types of supports may be needed to create a positive home environment.
- Understand service coordination and be aware of the services that may be available to them.
- Comprehend the concepts of self-direction, family support, community living, and assistive technology, and how these can improve the lives of people with developmental disabilities and/or families.
- Determine if the unique support needs of individuals with disabilities and/or families are being met.
- Understand how assistive technology may increase self-direction, self-reliance, productivity, safety, and inclusion.
- Describe the state-of-the-art technologies available for persons with significant disabilities, and apply some of these technologies to their own lives.
- Recognize how person-centered planning can impact all areas of one's life.
- Identify funding options in support of a person living self-directed, meaningful lives.
- Recognize key legislation that may impact self-direction, family support, community living, and access to assistive technology.

Skill-Building Assignments and Exercises Currently Found in Partners in Living

- Defining a “meaningful life,” rating their “level of satisfaction” in key areas and identifying ways satisfaction can be increased in each area.
- Reviewing real-life stories and answering questions to learn more about self-direction.
- Identifying personal wants and needs to provide context for creating meaningful, self-directed lives.
- Using a worksheet and web site link, reviewing three people's stories and answering questions related to their levels of independence or interdependence.
- Researching Medicaid, Medicare and Social Security to better understand the benefits that may be available to them.
- Listening to a parent describe how families of people with disabilities view “family support.”
- Listening to four families describe how they use family support and answering related questions.
- Evaluating a list of supports to determine which are examples of “family support.”
- Evaluating the type, level and effectiveness of the family support services families currently receive.
- Exploring important federal and state laws that pertain to adults with disabilities and their families.
- Completing a multiple-choice quiz about common laws that impact independent living.

- Listening to the personal experiences of four families and answering a series of reflective questions.
- Completing a self-assessment of their “cultural competency.”
- Reviewing a sample “Supported Living Plan” and answering related multiple-choice questions.
- Assessing their independent living skills.
- Describing important aspects of their ideal homes.
- Learning about the basics of the home-buying process.
- Listening to an award-winning video clip and answering a series of multiple-choice questions.
- Reading about how several families use assistive technology and answering a series of reflective questions.
- Researching web sites dedicated to assistive technology.
- Designing an ideal, accessible home.
- Identifying specific goals, tasks and activities that will help them lead more self- directed lives.
- Creating personal affirmations to support each goal.
- Three multiple choice exams that cover information presented in *the Partners in Living* course.

LIVING: Opportunities to Integrate Online Coursework into a CLASSROOM SETTING

Try this!	Getting There
<p>1. Set the tone of a classroom session dedicated to the concepts of independent living and self-direction by playing <i>Living a Full Life</i> while participants are settling in or during a break. This video collage, which is set to music, shows people with developmental disabilities who control their lives and futures.</p>	<p>All references in this section are to modules in Partners in Living. This online course can be accessed at http://www.partneronlinecourses.com/partners-in-living/. Use the Syllabus to take you directly to each module.</p> <p>Partners in Living/My Syllabus/Module 1: Introduction & Overview/Living a Full Life</p>
<p>2. Play <i>Aaron’s Story</i> in class as an icebreaker or introduction to the topic of independent living and self-direction. Or, use it as part of an exercise in which participants draw parallels with their own experiences, identify milestones they’ve achieved, and obstacles they’re likely to encounter. The story follows one young man’s journey to self-direction and an adult life with appropriate supports, assistive technology and independence. <i>Aaron’s Story</i> is introduced in <i>Module 1: Introduction</i> and later installments can be accessed through the link on the right sidebar in each module.</p>	<p>Partners in Living/My Syllabus/Module 1: Introduction & Overview/What You’ll Learn [Link embedded in content]</p> <p>Partners in Living/My Syllabus/Module 2: The Freedom to Choose/What You’ll Learn/Your Toolkit/Aaron’s Story #2</p> <p>Partners in Living/My Syllabus/Module 3: Family Supports/What You’ll Learn/Your Toolkit/Aaron’s Story #3</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/What You’ll Learn/Your Toolkit/Aaron’s Story #4</p> <p>Partners in Living/My Syllabus/Module 5: Assistive Technology/What You’ll Learn/Your Toolkit/Aaron’s Story #5</p> <p>Partners in Living/My Syllabus/Module 6: Course Conclusion/Congratulations! [Link embedded in content]</p>
<p>3. Every person has the right to a full, meaningful life but the definition of a meaningful life differs from person to person. Without a clear idea of what is meaningful to them on a personal level, people with disabilities risk having their freedom and control taken away by well-intentioned family members, friends and professionals who think they know what is best. As either a pre/post-session assignment or in-class exercise, ask participants to review the section on <i>Creating a Meaningful Life</i>, then complete the two-part assignment. This assignment helps participants examine the lives they have today, then rate their level of satisfaction in various areas.</p>	<p>Partners in Living/My Syllabus/Module 1: Introduction & Overview/Creating a Meaningful Life</p> <p>Partners in Living/My Syllabus/Module 1: Introduction & Overview/Assignment: What’s A Meaningful life?</p>

<p>4. Finding the financial resources needed to live a more interdependent life is a common challenge for people with disabilities. Yet, thousands of people with developmental disabilities have found public funds available through federal and state programs to help support their life goals. As either a pre- or post-session assignment, ask participants to read the section on funding a self-determined life. Ask them to complete the assignment, <i>Research 101</i>, which guides their research into Medicaid, Medicare and Social Security services. Ask them to bring their completed worksheets to class and be prepared to share their findings.</p>	<p>Partners in Living/My Syllabus/Module 2: Freedom to Choose/Funding a Self-Determined Life/Federal Funding Sources – Social Security Programs</p> <p>Partners in Living/My Syllabus/Module 2: Freedom to Choose/Assignment: Research 101</p>
<p>5. People with developmental disabilities face some unique challenges when it comes to finding and managing their public and private financial resources. To help participants become familiar with some of the unique tools, techniques and resources available to them, send participants links to <i>The Tools of Self-Determination</i> and the <i>Individual Budgeting Template</i> found in the <i>Tips & Tools</i> found in <i>Module 2</i>. Ask them to complete the <i>Show Me the Money</i> assignment and bring their completed worksheets to class. They should be prepared to share their reactions and observations and any tools they might have discovered.</p>	<p>Partners in Living/My Syllabus/Module 2: The Freedom to Choose/The Tools of Self-Determination/Individual Budgets – Fiscal Management Agent</p> <p>Partners in Living/My Syllabus/Module 2: The Freedom to Choose/Your Toolkit/Tips and Tools/Individual Budgeting Template</p> <p>Partners in Living/My Syllabus/Module 2: The Freedom to Choose/Assignment: Show Me the Money</p>
<p>6. Family support is based on the assumption that people with developmental disabilities and their families have the right to the services and support they need to lead quality lives. No one understands the importance of family support better than the family members who are caring for a child or other family member with a disability. Use the <i>Personal Experiences</i> assignment to introduce a group discussion on family support. The assignment consists of short audio clips featuring four families explaining how they have used family support. Guide the discussion using the questions from the accompanying worksheet.</p>	<p>Partners in Living/My Syllabus/Module 3: Family Supports/Assignment: Personal Experiences</p>

<p>7. The actions of earlier generations have helped to shape the world we live in, learn in and work in. It is critical to understand how the decisions of others have impacted our society and our lives today so that participants can recognize what contributed to today's reality and what still needs to change. The online course, <i>Parallels in Time II</i>, covers the history of people with developmental disabilities from World War II to the present. Have participants review segments of the course as a pre- or post-session assignment.</p>	<p>http://www.mn.gov/mnddc/parallels2/index.htm</p>
<p>8. Supported living recognizes that every individual can, with the necessary supports to meet individual needs, live independently in his/her own home, apartment or family home. To stimulate participants' thinking, review the definition and five principles of supported living found in <i>Module 4: Community Living</i>. Complete the exercise, <i>Sara Alewife's Supported Living Plan</i>. This can be used as either a pre-, post- or in-session assignment.</p>	<p>Partners in Living/My Syllabus/Module 4: Community Living/Supported Living – Help Along the Way</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/Five Principles of Supported Living</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/Exercise: Sara Alewife's Supported Living Plan</p>
<p>9. People with developmental disabilities can choose from a variety of housing options. Ask participants to <i>review Module 4: Community Living</i>, paying particular attention to the topics <i>Choosing the Right Option</i> through <i>Things to Consider</i>. In these sections, participants will learn about:</p> <ul style="list-style-type: none"> • Types and benefits of housing options. • Laws that protect the home seeker and owner. • Financial assistance available to a homebuyer. • Basic knowledge any homebuyer should have before venturing into the home buying process. <p>Assign this module as either a pre- or post-session assignment to ensure that all participants have a consistent understanding of housing options. Be sure that participants complete all of the exercises and assignments and check out the <i>Tips & Tools</i>, <i>FAQs and Partners Spotlight</i>.</p>	<p>Partners in Living/My Syllabus/Module 4: Community Living</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/Choosing the Right Option – Things to Consider</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/What You'll Learn/Your Toolkit/Tips & Tools</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/What You'll Learn/Your Toolkit/Frequently Asked Questions</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/What You'll Learn/Partners Spotlight</p>

<p>10. In 2006, Benjamin Snow was one of five winners in a national 2006 “Film Your Issue” contest. His winning video clip, “Thumbs Down to Pity,” offers a direct commentary on Hollywood’s pervasive portrayal of people with disabilities as less able. This video clip can be used as an icebreaker to a session on inclusion or assistive technology. In the video clip, Benjamin demonstrates several technology supports he uses in his daily life. Consider reading aloud (or asking a class member to do so) Benjamin’s accompanying essay that captures his daily life, personal dreams, and career goals in more detail.</p>	<p>Partners in Living/My Syllabus/Module 5: Assistive Technology/Exercise: Taking Charge of Your Life with AT</p>
<p>11. For people with disabilities, assistive technology (AT) can be the key that opens a world where they are included and able to participate in activities that interest them. As part of a large group discussion, review <i>The Bridge to Inclusion</i>, which identifies some ways in which AT can be used to support people with disabilities. While reviewing the list as a group, stop periodically to ask participants what they would add based on their own needs and experiences.</p>	<p>Partners in Living/My Syllabus/Module 5: Assistive Technology/The Bridge to Inclusion</p>
<p>12. The concept of universal design continues to grow in popularity. Universally-designed homes are fully accessible to the homeowner throughout his or her lifetime. Ask participants to review the sections on <i>Universal Design</i> and <i>Smart Homes</i> in <i>Module 5</i>, and then complete the assignment, <i>Design Your Ideal Home</i>. This can be either a pre- or post-session assignment.</p>	<p>Partners in Living/My Syllabus/Module 5: Assistive Technology/Universal Design: The Wave of the Future</p> <p>Partners in Living/My Syllabus/Module 5: Assistive Technology/Universal Design and Housing</p> <p>Partners in Living/My Syllabus/Module 5: Assistive Technology/Smart Homes: The Next Horizon</p> <p>Partners in Living/My Syllabus/Module 5: Assistive Technology/What Can A Smart Home Do?</p> <p>Partners in Living/My Syllabus/Module 5: Assistive Technology/Exercise: Design Your Ideal Home</p>

<p>13. <i>Module 2, 3, 4 and 5</i> have their own <i>Your Toolkit</i> which offers useful, self-contained information related to or expanding upon topics covered in the module. Encourage participants to explore <i>Your Toolkit</i> as either homework or pre-session assignments. They should be asked to comment on what they learned at a subsequent Partners session, which tools they found helpful, which they'd recommend to others, etc.</p>	<p>Partners in Living/My Syllabus/Module 2: The Freedom to Choose/Your Toolkit</p> <p>Partners in Living/My Syllabus/Module 3: Family Supports/Your Toolkit</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/Your Toolkit</p> <p>Partners in Living/My Syllabus/Module 5: Assistive Technology/Your Toolkit</p>
<p>14. Use any of the three exams (typically 10 multiple-choice questions) to start or close a Partners session, review important material or determine participants' familiarity or comfort with a topic. Remember, the answers have as much to teach as the questions, so keep the process fun and upbeat.</p>	<p>Partners in Living/My Syllabus/Module 2: The Freedom to Choose/Exam #1</p> <p>Partners in Living/My Syllabus/Module 3: Family Supports/Exam #2</p> <p>Partners in Living/My Syllabus/Module 4: Community Living/Exam #3</p> <p>Partners in Living/My Syllabus/Module 5: Assistive Technology/Exam #4</p>

LIVING: Opportunities to Integrate Online Coursework for POST-GRADUATE MASTERY

Try this!	Getting There
1. At a Partners Reunion, have Partners graduates share what they've accomplished in the world of housing and independent living. What types of living situations do they have today? Are they satisfied? What would they like to change? How did they get to where they are? What were their housing searches like? Are they receiving the supports they need to be independent? Who is providing these supports? Family members? Agencies? Are they using natural community supports? What lessons have they learned that might benefit other Partners?	NA
2. At a Partners Reunion, ask Partners graduates to share what they've accomplished in the world of financial control and self-determination. <i>Note: Partners graduates do not and should not be asked to share specific dollar amounts.</i> How do they currently manage their finances? What challenges do they have regarding their current financial planning? How did they get to where they are? What lessons have they learned that might benefit other Partners?	NA
3. Assign the <i>Partners in Living</i> online course for advanced leadership training to support Partners graduates' activities and continued mastery of core competencies.	http://www.partneronlinecourses.com/partners-in-living
4. People with developmental disabilities face some unique challenges when it comes to finding and managing their public and private financial resources. To help graduates become familiar with some of the unique tools, techniques and resources available to them, send graduates the links to <i>The Tools of Self-Determination</i> and the <i>Individual Budgeting Template</i> found in the <i>Tips & Tools</i> found in <i>Module 2</i> . Ask them to complete the assignment, <i>Show Me the Money</i> , and send back their worksheets along with their reactions, observations, and any tools they might have that would be helpful to others.	Partners in Living/My Syllabus/Module 2: The Freedom to Choose/The Tools of Self-Determination Partners in Living/My Syllabus/Module 2: The Freedom to Choose/The Tools of Self-Determination/Individual Budgets – Fiscal Management Agent Partners in Living/My Syllabus/Module 2: The Freedom to Choose/What You'll Learn/Your Toolkit/Tips and Tools/Individual Budgeting Template

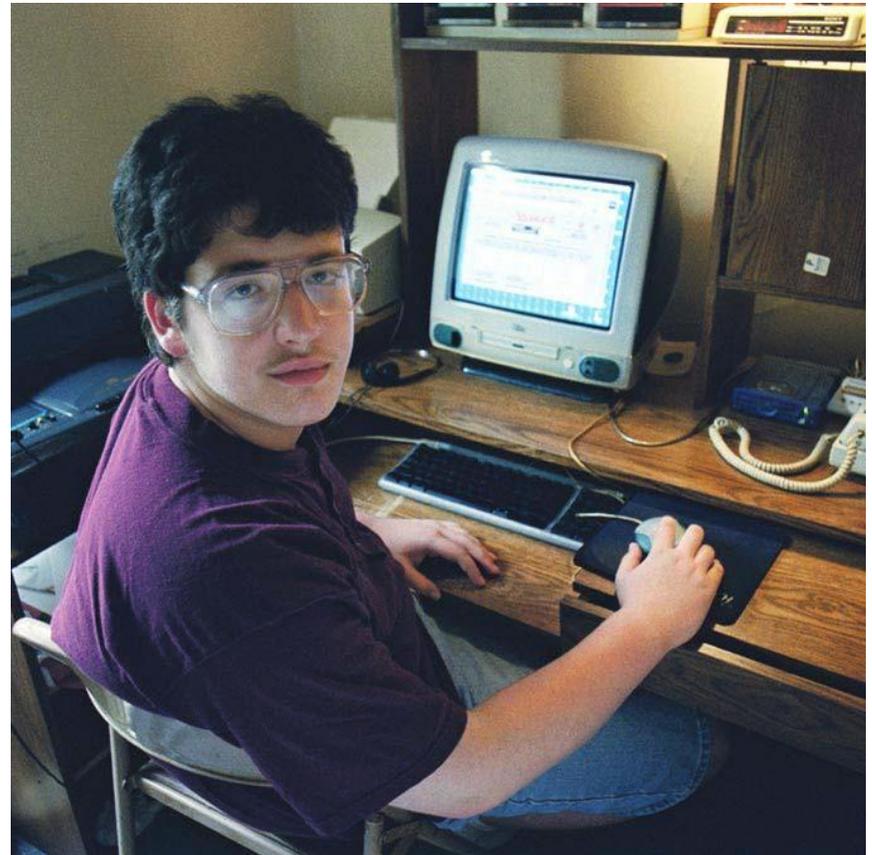
Online in the Classroom

You can always request an Internet connection and hook-up a computer to access the *Partners in Policymaking* online courses during your sessions. That way, the group can work together to complete quizzes, exercises or exams, and view stories. This can take some practice. Pairing up with someone with computer experience allows you to focus on facilitating while your helper can focus on using the computer.

Appendix A: How to Create an Effective Online Learning Experience

As a Partners Coordinator, your goal is to help participants learn key competencies and create a positive educational experience. That includes helping participants create an online learning environment that maximizes learning and minimizes disruptions. The following checklist offers some suggestions for making the most of an online learning experience. Feel free to pass this checklist out to participants at your first Partners session!

- Try to schedule your online learning at the same time and for a set duration, just as you would if you were attending a traditional class. Be sure to pick a time when you're at your best.
- Don't spend more than three hours at a time on an online learning course and take regular breaks to clear your mind and refocus. Research shows that your capacity to retain what you've learned diminishes after 3-4 hours. Each *Partners in Policymaking* online course is designed in distinct modules to allow natural breaks in the learning process.
- Minimize distractions. Close your e-mail and any computer programs that might pull you away from the online learning.
- If possible, set up your learning space in an area away from other people and distractions like the telephone, television, etc.
- Make sure you have all of the software you need before you get started. This includes audio or visual enhancement software, word processing, Adobe® Reader®, etc. These courses are fully accessible.



- Don't forget to turn off the pop-up blocker on your computer. This will allow you to take full advantage of materials presented in the course.
- Make sure your computer system is able to handle the online learning environment. Here are the minimum requirements for the *Partners in Policymaking Online Curriculum*:
 - The newest versions of Internet Explorer or Netscape Navigator are recommended. At a minimum, you should have Internet Explorer® 7.0 or Netscape® 7.0 for PC or Firefox 3.0 or Safari® 4.0 for Mac.
 - The ability to send and receive e-mails.
 - A **FREE downloadable Adobe® Flash® Player 6 or above plug-in** that supports assistive technologies is available at <http://get.adobe.com/flashplayer>.
 - A **FREE downloadable Adobe® Acrobat Reader® plug-in** that will allow you to view and print Acrobat pdf files is available at <http://get.adobe.com/reader>.
 - A word processing program (i.e., Word for Windows®, Word for Mac®) to create and view downloadable word processing documents.
 - Access to a printer.
 - If you don't have a computer or if the one you have doesn't meet the minimum requirements, research some alternatives by calling your local public library.
- Prepare your workspace before you start. For example, keep a folder with multiple pockets for each course. Use it to store your completed assignments and notes. Have a notebook for taking notes and reminders; several colored pens or markers; and perhaps an address book to keep track of the people or organizations you contact, along with their web site addresses, phone numbers, and other contact information.
- Save your work! Create a file on your desktop to store assignments and exercises that you are working on or have completed. And be sure to "save as you go"—you don't want to lose your valuable thinking and hard work!

- Explore how each course is laid out before diving in so that you can navigate it more easily and take full advantage of everything the course has to offer. All five of the Partners in Policymaking courses use the same, simple navigational system. Once you're comfortable with the navigation in one course, you'll quickly find yourself at ease when working in the others.
- Be patient. If you encounter an obstacle, it's easy to leap to the conclusion that the course is "broken" or there is a technical problem. Reread the instructions again slowly to make sure you understand what's expected.
- Regularly stretch out your neck, shoulder and hand muscles. It's natural to stay in one position when you work on a computer for a long period of time, but you'll tire more quickly!