

Diversity and Inclusion Training Facilitation Notes:

Social Role Valorization

Exercise: 15 minutes

In psychology, education and social work practice, social role valorization (SRV) is the name given to an analysis of human relationships and human services; the theory is based on the idea that society tends to identify groups of people as fundamentally 'different', and of less value than everyone else. SRV is a description of how societally differentiated people are devalued, assigned low-value roles, and treated poorly. This poor treatment is given to members of any group that is given low value by powerful forces in society.

We are going to explore what this means for marginalized populations, specifically for people with disabilities, and in turn, what this means for the work that all of us are here to learn today and take with us in our work as advocates and activists.

Let's begin by identifying what our society values:

On white board, write:

- Intelligence
- Good partner/friend
- Wealth
- Health
- Beauty
- Independence

Discussion: do we agree this what our society values? We like to believe that our communities are above this, but we must agree on the whole, the majority of our society places a higher worth on these values

Ask the room: what are the opposites of these values?

On white board, write what the room shares:

- No education/stupid
- Poor
- Sick
- Ugly
- Needy/Dependent
- Unemployable

This is how marginalized societies are viewed, as the values they have to offer. The majority of society sees people with disabilities as lacking the first five important values, thus this last list is how society on the whole views people with disabilities.

Today we are here to recognize why these intrinsic devalues are placed on people with disabilities and what we can do to combat these prejudices.

The Work to be Done

Discussion: 10 minutes

We need to recognize why these societal prejudices exist and understand the tools we have to combat this in order to educate and empower our participants to engage in this movement.

It is our responsibility as advocates and activists to show that these values should not be placed on people with disabilities; we know that people with disabilities are smart, excel in the workplace, make great friends, live independently, etc.

How do these societal prejudices play out; what do we recognize to be true?

- No education/stupid = can't get a job
- Poor = cycle of poverty
- Sick = can't take care of themselves, need supports
- Ugly = unkempt, unpolished
- Needy = group homes, can't live on their own

Lead a discussion with the group on how the Advanced Leaders can make an impact and serve as agents of change in influencing society's perception of people with differences. Discuss: How can we bring these goals

back to our communities? How can hold each other accountable to making these changes? What is our responsibility as leaders?

People with disabilities:

- Advocate for speaking opportunities
- Showcase self-advocacy skills as leader, board member, chapter officer, employee, etc.
- Present oneself in a professional, polished manner (clean dress, appropriate attire)
- Participate in independent activities
- Speak about your job, participate in employment social activities
- Develop partnerships & build relationships to showcase the abilities of those with IDD

People without disabilities:

- Be an ally, but let people with disabilities speak for themselves
- Help find opportunities for friends with IDD to showcase their skills
- Employ people with disabilities; let their work ethic speak for itself
- Use people first language
- Be intentional and mindful of your impact
- Don't just tell; *show* the equality of people with IDD
- Keep status to spare in mind

This vs. That (Small group exercise, 30 minutes)

Intro: 10 minutes

Explain to the group how our actions, language, and intentions can inform how our chapters are perceived in three different ways:

INTENT vs. IMPACT

EQUITY vs. EQUALITY

PASSIVE INCLUSION vs. ACTIVE INCLUSION

Using the slides provided in the accompanying PPT, review what these areas mean and how they impact our leadership.

INTENT vs. IMPACT	EQUITY vs. EQUALITY	PASSIVE INCLUSION vs. ACTIVE INCLUSION
<p>Intent: what we wanted to happen Impact: what actually happened</p> <p><i>Intent vs. Impact: your intentions do not determine or excuse your impact</i></p> <p>Example: Your chapter has a movie activity in a public space on campus. You watch <i>Frozen</i>.</p> <p>Intent: everyone will have fun watching this movie because they had fun watching it last time. We will avoid potentially uncomfortable situations by keeping our movie choices G rated.</p> <p>Impact: participants watch a movie they've seen for the 5th time. Participants miss an opportunity to decide for themselves what they want to watch. Students passing by in the hall see people with disabilities watching children's movies and it reinforces stereotypes about people with IDD.</p>	<p>Equality: Everyone is treated the same Equity: Everyone is treated in a way that meets their individual needs</p> <p><i>Both are important factors in your leadership style</i></p> <p>Examples: <u>Examples of equality</u> - Everyone uses the stairs - Everyone pays their own way; event costs are either optional for everyone or mandatory for everyone</p> <p>Equality only works if everyone is starting from the same place and needs the same supports</p> <p><u>Examples of equity</u> - Some people can use a ramp - Events are planned in such a way that allows all club members to access them. This is especially important to keep in mind when planning officers meetings that will accommodate your Buddy Director - Responsibilities are given to everyone, not just those without disabilities. Whether it's working the bake sale table or cleaning up after a club activity, everyone should be expected to pitch in.</p>	<p>Having a seat at the table vs being part of the conversation</p> <p>Example: - Your buddy director attends officer meetings, but you don't include him/her in making decisions - You host events in a large auditorium where peer buddies only talk to themselves and vice versa - You invite your buddy to sit at a table with you, but you do not engage him/her in conversation with the rest of your friends</p> <p>Active inclusion ensures that you aren't just in the same space as people with disabilities, but you are engaging, talking, and learning from each other.</p>

Best Buddies Leadership Academy



Exercise: 15 minutes

Break the class into three separate groups and assign each group a topic.

Group one: Intent vs. Impact

Group two: Equality vs. Equity

Group three: Passive Inclusion vs. Active Inclusion

Have the groups work together to define three goals they will work towards this year in their area to ensure they are making active change and showcasing ways to highlight the abilities of people with and without IDD. Provide 15 minutes to define goals for their area and how these goals will help them be more inclusive.

Sharing: 10 minutes

Have the each group share their goals. Discuss with the group how this will ensure we are furthering our mission.

Remind them: be mindful of the messages you're sending people at your school who are not in Best Buddies. You have the power to shape others' perceptions of people with disabilities.