

dis **ABILITIES** ities

BEYOND LIMITS



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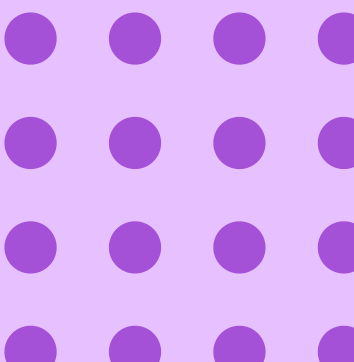
PRODUCT 2- VIRTUAL PORTFOLIO MODULE I - LEADERSHIP

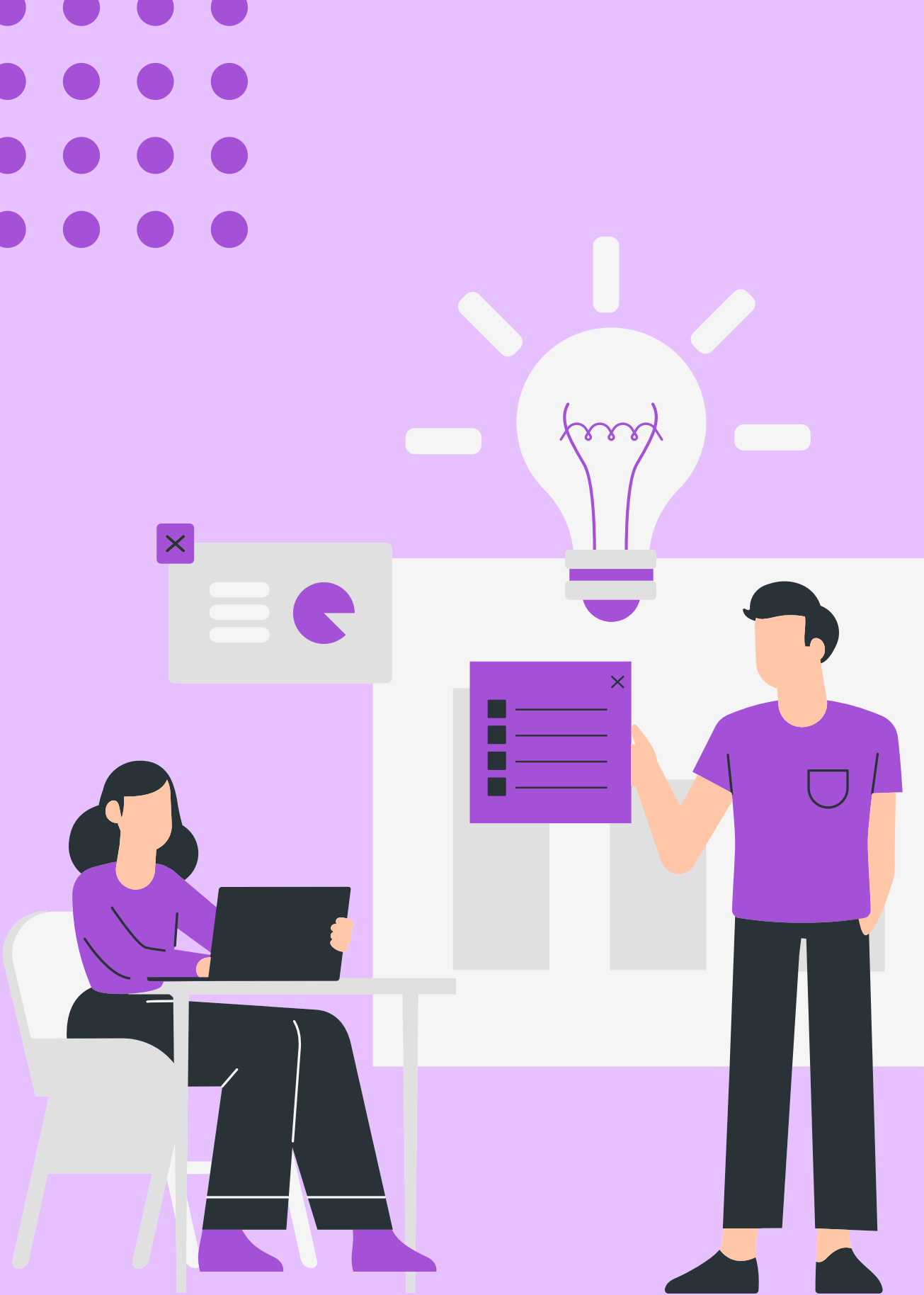


CESUR
Tu Centro Oficial de FP



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CLOSURE/ACTIVITY 3:

Reflection activity to help participants identify personal strengths and areas for growth in disability leadership

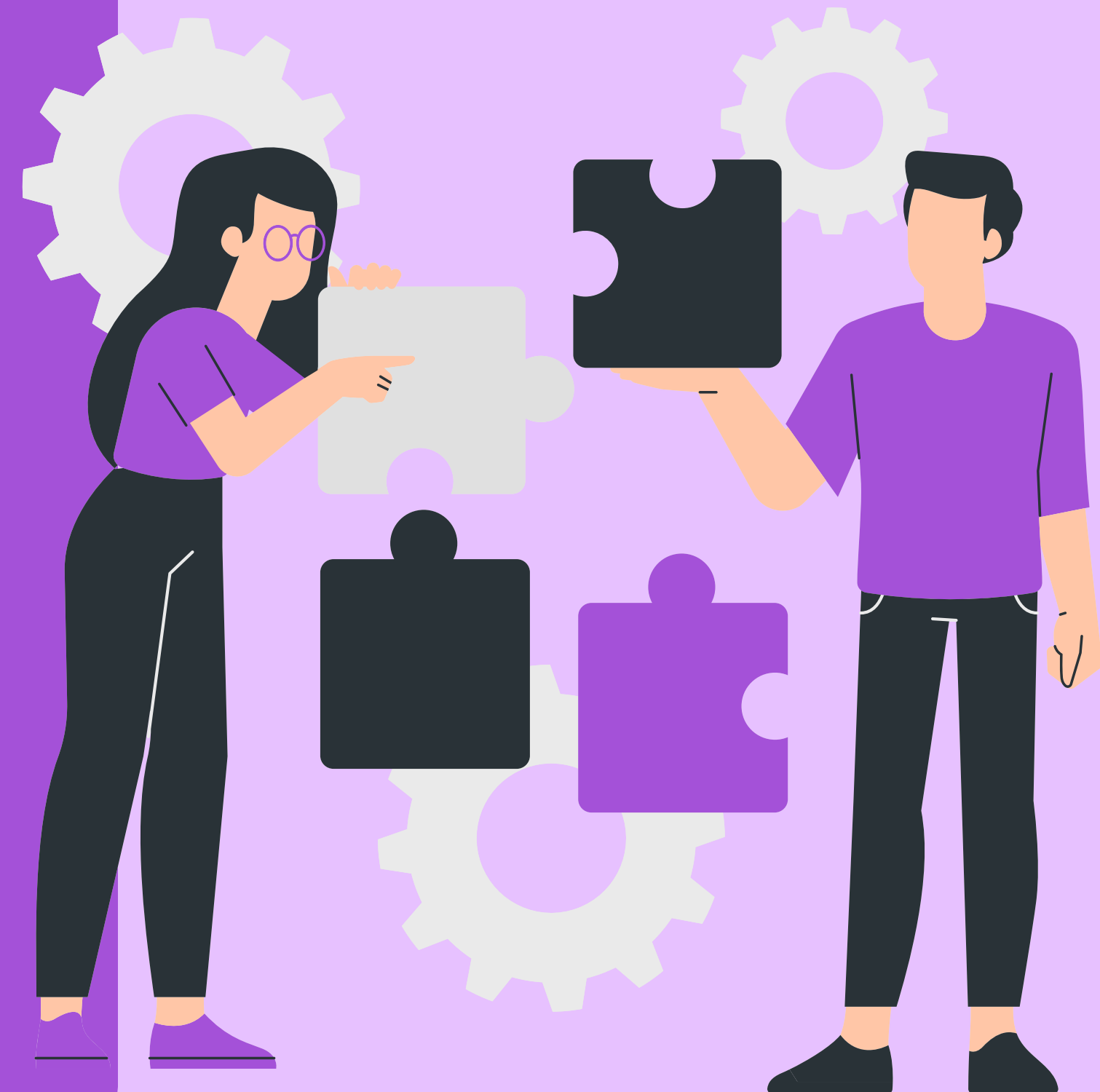
Strengths and Growth Wheel:

Provide each participant with a blank wheel diagram divided into sections or create one on a whiteboard or flip chart.

Instruct participants to take a few minutes to reflect on their experiences and qualities as disability leaders.

Ask participants to write down their perceived strengths in disability leadership in the outer sections of the wheel, one strength per section. These strengths can include qualities, skills, knowledge, or experiences that they feel they excel in as leaders.

In the inner sections of the wheel, participants should write down areas for growth or improvement in disability leadership. These can be skills or knowledge they feel they need to develop further or areas where they face challenges.





Development of a personal leadership plan, including goals, objectives, and action steps for working in the field of disabilities

Identify Your Vision and Purpose:

Reflect on your personal vision for leadership in the field of disabilities. What impact do you want to make? What drives your passion for this work?

Define your purpose as a leader in this field, considering the specific population or issue you are most passionate about.

Set SMART Goals:

Specific: Clearly define your goals related to disability leadership. Be specific about what you want to achieve.

Measurable: Determine how you will measure your progress and success in achieving your goals.

Achievable: Set goals that are challenging but attainable based on your current resources and abilities.

Relevant: Ensure your goals align with your vision, purpose, and the needs of the disability community.

Time-bound: Set a timeline for each goal, establishing deadlines to keep yourself accountable.



Define Objectives:

Break down each goal into smaller objectives. Objectives are the specific steps or milestones that will lead you to achieve your goals.

Make your objectives actionable, measurable, and time-bound. Each objective should represent a clear and achievable step towards your goals.

Identify Action Steps:

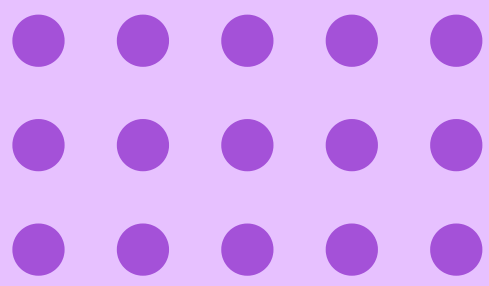
Determine the specific actions you need to take to accomplish each objective. These are the practical steps that will move you closer to your goals.

Be specific and realistic in defining your action steps. Consider the resources, skills, and support you will need to complete each step.

Develop a Timeline:

Create a timeline that outlines the sequence of action steps and their corresponding deadlines. This will help you stay organized and focused on your goals.





Seek Resources and Support:

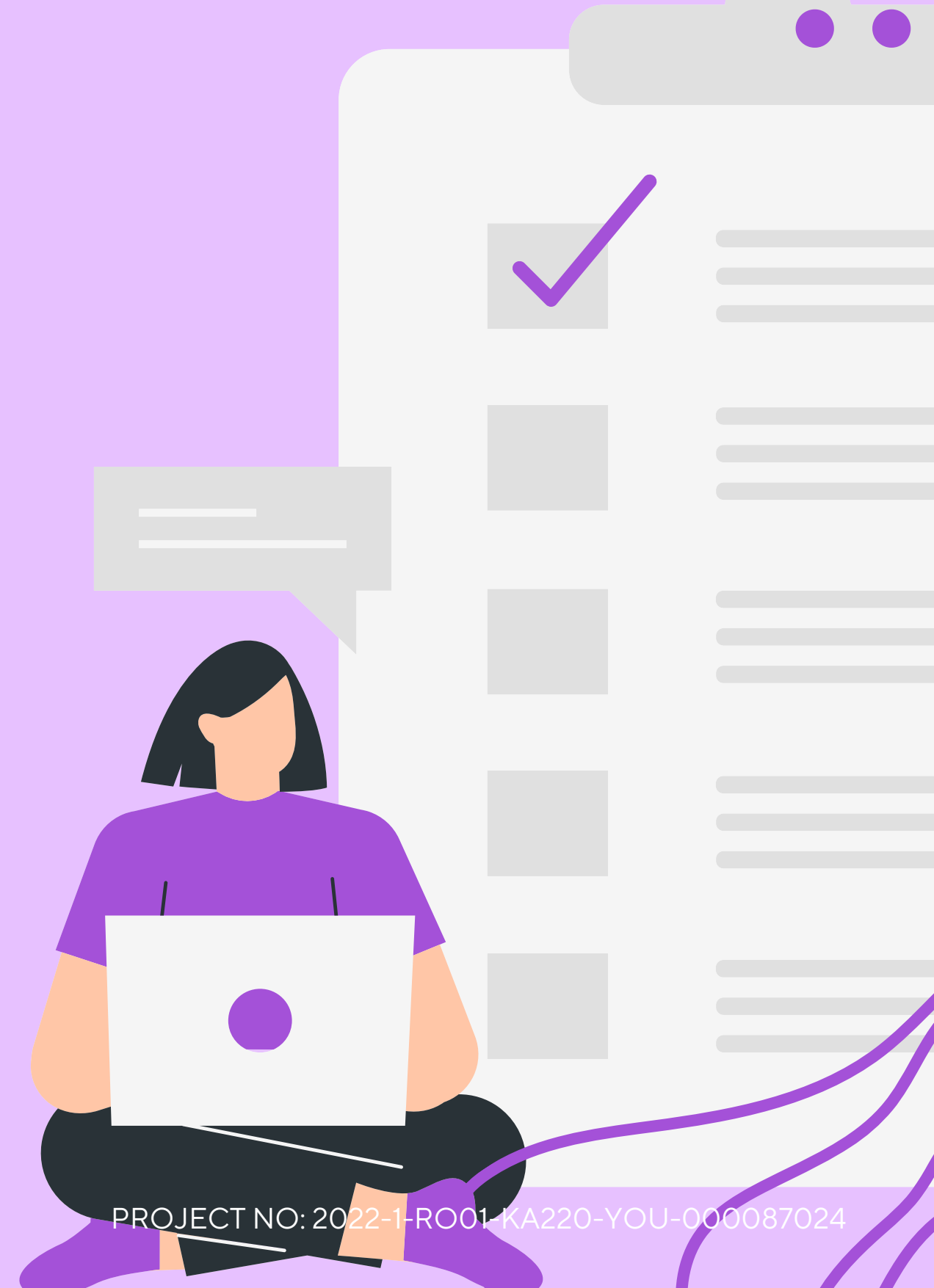
Identify the resources, training, mentorship, or support you may need to enhance your leadership skills in the disability field. Consider organizations, networks, or individuals who can provide guidance and assistance.

Monitor and Evaluate Progress:

Regularly review and assess your progress toward your goals and objectives. Adjust your plan as needed, celebrate milestones, and learn from challenges and setbacks.

Reflect and Adapt:

Continuously reflect on your experiences, learn from them, and adapt your plan accordingly. Stay open to new opportunities, insights, and changes in the field.



Presentation of resources and supports for ongoing professional development in disability leadership, including networking opportunities, conferences, and training programs

Professional development is crucial to growth and success in disability leadership.

Networking Opportunities:

Join professional organizations, associations, and networks focused on disability leadership, such as the Association of University Centers for Disabilities (AUCD), EDF, etc.

Attend local and national conferences, seminars, and workshops related to disability rights, inclusive practices, and disability leadership.

Get involved in online communities and forums where disability professionals connect, share resources, and discuss emerging trends and best practices.



Conferences and events:

Attend disability-focused conferences and events that provide opportunities to learn, network, and stay up-to-date on the latest research, policy, and practice. Some notable conferences include:

World Congress of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD).

EDF Conferences, General Assemblies

National Council on Independent Living (NCIL) Conference.



Training programs and certifications:

Explore training programs and certifications designed specifically for driving with disabilities, such as:

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs.

Certified Disability Management Professional (CDMP) certification.

Leadership programs offered by disability-focused organizations or universities, such as the Leadership Education in Neurodevelopmental Disabilities (LEND) program or the Emerging Leaders in Disability Services program.

Online learning platforms and webinars:

Use online learning platforms to access courses and webinars related to disability leadership, inclusive practices and advocacy.

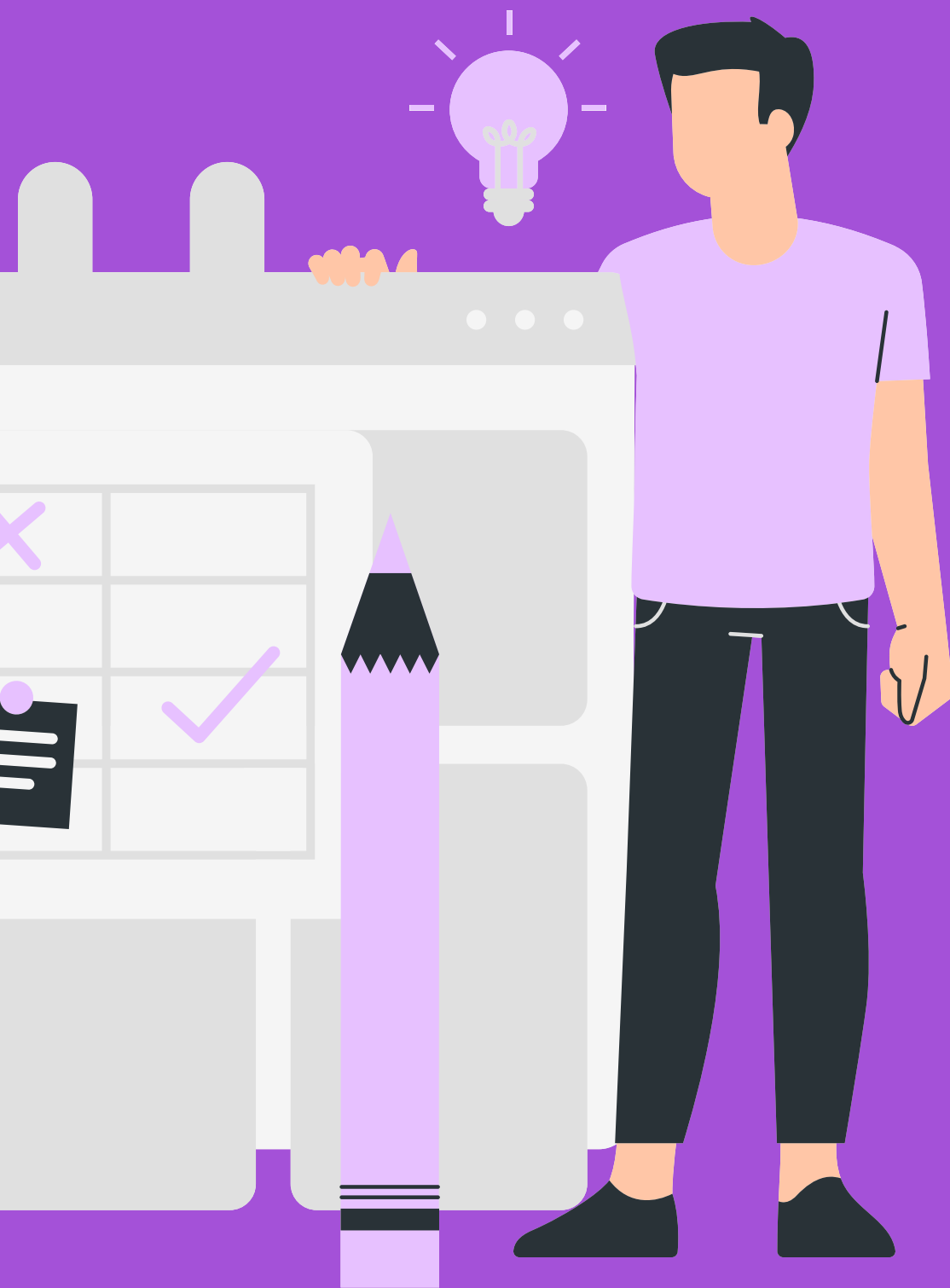
Explore webinars and online training offered by disability-focused organizations and government agencies.

Mentoring and Coaching:

Seek out mentoring relationships with experienced disability leaders who can provide guidance, support and professional development opportunities.

Consider engaging in formal coaching programs tailored for leadership development for people with disabilities.





Decision-Making Activity: Ethical Dilemma Analysis

Research and publications:

Stay up to date with the latest research, publications and journals focused on disability studies, disability policy and disability leadership.

Funding opportunities:

Explore funding opportunities that support professional development in disability leadership, such as fellowships, grants, or fellowships from disability-focused organizations or government agencies.

Evaluation and feedback session to assess the effectiveness of the lesson and identify areas for improvement.

Prepare Evaluation Tools:

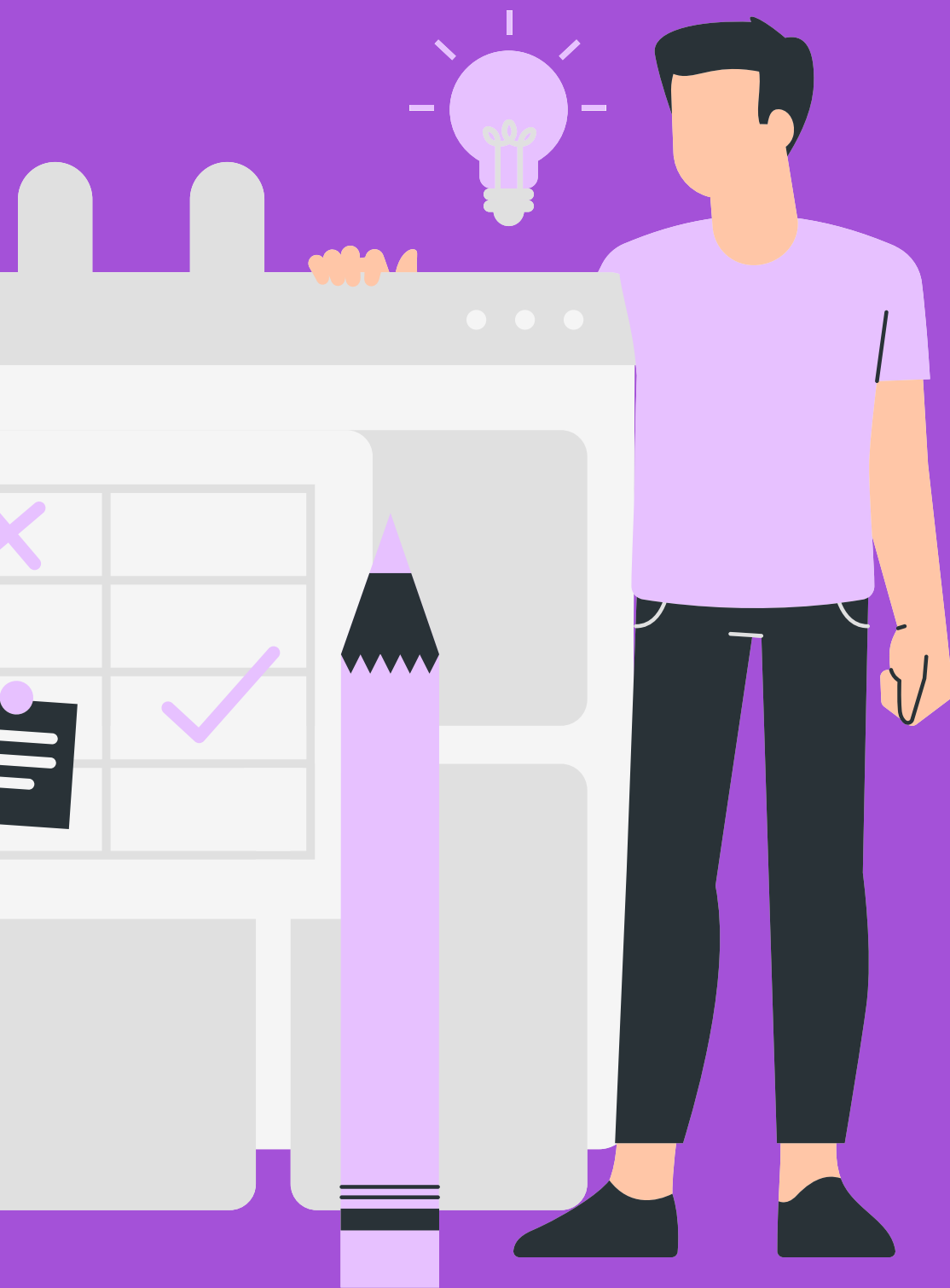
Develop evaluation tools such as feedback forms, surveys, or questionnaires to gather feedback from participants. Include questions that assess the overall effectiveness of the lesson, clarity of content, engagement, and relevance to their learning needs.

Conduct a Group Discussion:

Start the session by facilitating a group discussion to allow participants to share their thoughts, impressions, and overall feedback on the lesson.

Encourage participants to provide specific examples of what they found valuable, areas they felt could be improved, and any suggestions for future lessons or topics.





Distribute Evaluation Forms:

Distribute the prepared evaluation forms to participants and allow them time to complete them individually.

Ensure the evaluation forms cover various aspects of the lesson, such as content, delivery, activities, and materials used.

Review Feedback and Identify Themes:

Collect and review the feedback forms and compile the responses.

Identify common themes and patterns in the feedback to get a holistic understanding of the participants' perspectives on the lesson.

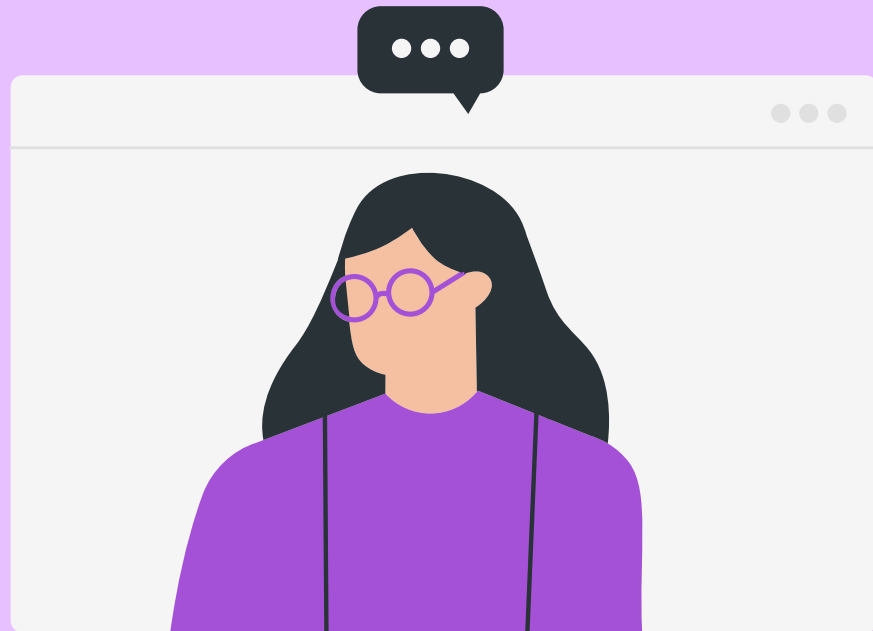
Analyze Strengths and Areas for Improvement:

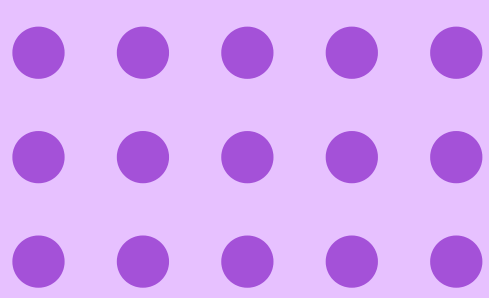
Analyze the feedback to identify the strengths of the lesson, such as aspects that participants found valuable, engaging, or well-delivered. Identify areas for improvement, including suggestions for clarifying certain topics, enhancing activities, or addressing any gaps in content.

Reflect on Participant Outcomes:

Consider the impact of the lesson on participants' knowledge, skills, and attitudes related to disability leadership.

Reflect on whether the lesson effectively met the intended learning objectives and outcomes.





Identify Actionable Steps for Improvement:

Based on the feedback and analysis, identify actionable steps for improvement. This may include revising content, adjusting activities, incorporating additional resources, or modifying the delivery approach.

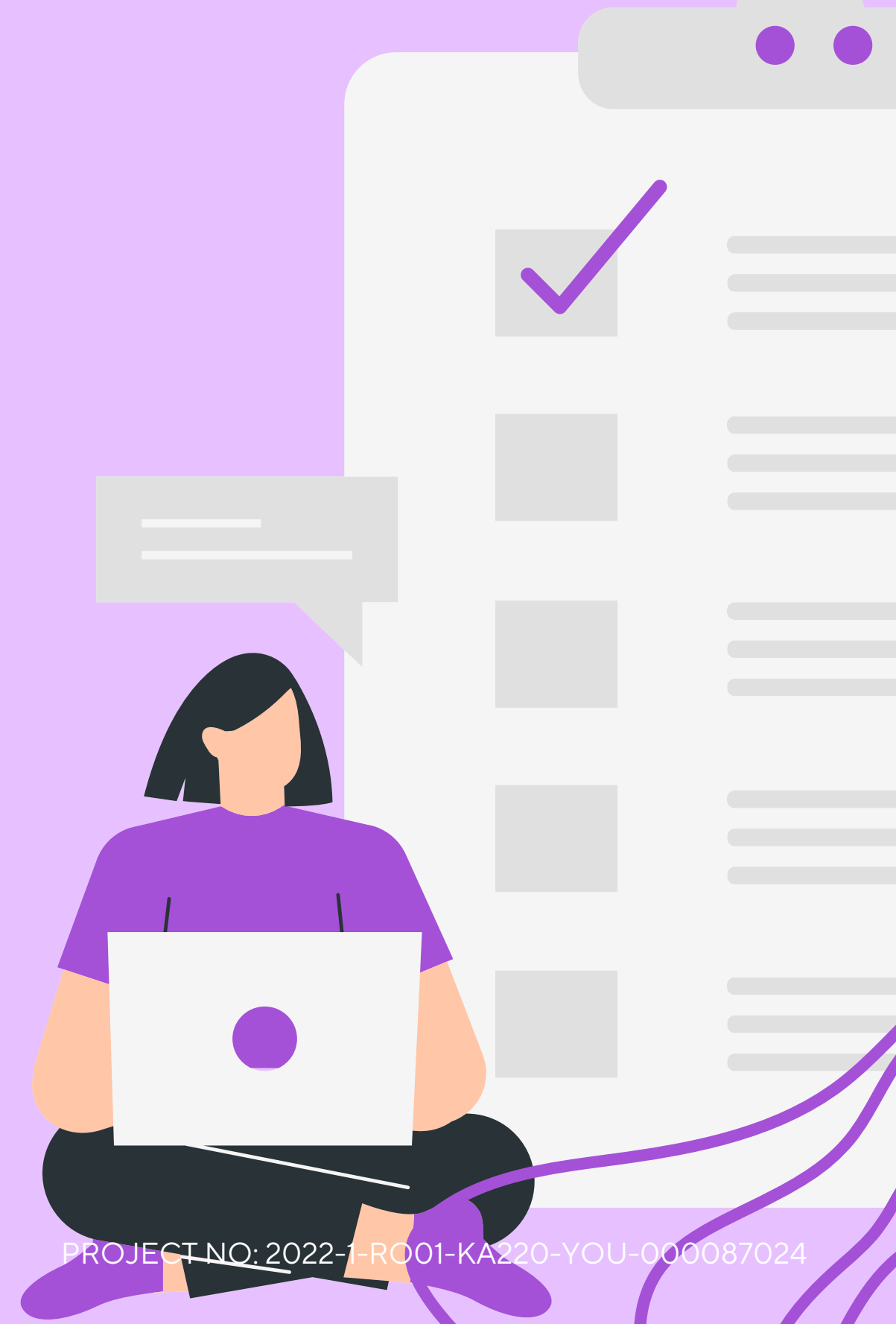
Share and Discuss Findings:

Share the overall findings and key takeaways with participants during a follow-up session or through written communication.

Engage in a discussion with participants to further explore their feedback and suggestions and discuss how the lesson can be enhanced for future sessions.

Implement Changes and Iterate:

Incorporate the feedback and suggestions received into future iterations of the lesson or similar learning opportunities. Continuously evaluate and improve the lesson based on ongoing feedback and assessment.





Assessment

The assessment and evaluation should focus on the participant's ability to apply knowledge and skills learned in the lesson to real-world situations and their level of preparedness for leadership roles in the field of disabilities.

Assessment

1. **Participation and engagement:** Participants can be evaluated based on their level of participation and engagement in the lesson activities, including group discussions, skill-building exercises, and reflection activities.
2. **Knowledge and understanding:** Participants can be assessed on their knowledge and understanding of key leadership principles and values in the field of disabilities, as well as best practices and effective strategies for working with individuals with disabilities.
3. **Skill development:** Participants can be evaluated on their development of leadership skills, including communication, conflict resolution, and decision-making, through skill-building exercises and role-playing activities.
4. **Personal leadership plan:** Participants can be assessed on the development and implementation of their personal leadership plan, including the identification of goals, objectives, and action steps for working in the field of disabilities.
5. **Feedback and evaluation:** Participants can be given a feedback and evaluation form at the end of the lesson to provide input on the effectiveness of the lesson, including strengths and areas for improvement.



Evaluation worksheet



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Name: _____ Date: _____

Please rate the following aspects of the leadership lesson:

Participation and engagement:

- Actively participated in group discussions and activities: Yes No
- Asked and answered questions: Yes No
- Demonstrated interest and enthusiasm: Yes No

Knowledge and understanding:

- Understand key leadership principles and values in the field of disabilities: Yes No
- Understands best practices and effective strategies for working with individuals with disabilities: Yes No
- Demonstrated knowledge and understanding in discussions and activities: Yes No

Skill development:

- Developed effective communication skills: Yes No
- Developed effective conflict resolution skills: Yes No
- Developed effective decision-making skills: Yes No

Personal leadership plan:

- Identified goals, objectives, and action steps for working in the field of disabilities: Yes No
- The plan is realistic and achievable: Yes No
- The plan is relevant to personal interests and strengths: Yes No

Feedback and evaluation:

- Overall, the lesson was effective in preparing me for leadership roles in the field of disabilities: Agree Disagree
- Strengths of the lesson: _____
- Areas for improvement: _____