




# USING MODERN LANGUAGE

## SESSION 1



# Change your **language** and you change your **thoughts.**

## --Karl Albrecht

Please record minutes of your discussion, and submit your ideas to the Real Change Steering Committee at [realchange@communitylivingessex.org](mailto:realchange@communitylivingessex.org)

- 1) Watch this video: [https://www.youtube.com/watch?v=stT\\_y77EWGw](https://www.youtube.com/watch?v=stT_y77EWGw)
- 2) Bill is a handicapped man who lives in a group home with an autistic man named Steve and a wheelchair bound woman named Sue. **What is wrong with this sentence?**

3)	<b>Instead Of:</b>	<b>Use:</b>
	She's autistic.	<b>She has</b> autism (or a diagnosis of).
	The handicapped or disabled.	<b>People with</b> disabilities.
	She's confined to a wheelchair.	<b>She uses</b> a wheelchair.
	Normal or healthy adults	<b>Adults without</b> disabilities.
	Handicapped parking or hotel room	<b>Accessible</b> parking or hotel room
	Group Home	<b>Home</b>

- 4) What other words or phrases do we use that should be **modernized**?

People First Language respectfully puts the **person before the disability.**  
**Always Use People First Language!**

**You may wish to display this card in the commons area to keep the concept fresh in your minds!**



# VISION

## SESSION 1



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# STICK TO YOUR VISION,

# BUT ADAPT YOUR



# PLAN

**Vision** in any agency is extremely important. It acts as the “north star”, guiding it to the place it wants to be. Vision is also seeing the things that will occur, or would hopefully occur in the future. Coupled with the mission and core values of the agency, goals are set in place in order to achieve the vision and carry out the agency’s focus.

A story once was told about Walt Disney and the building of Walt Disney World. Mr. Disney had died before the completion of his second amusement park he’d **envisioned**. On October 1, 1971, five years after the great Walt Disney passed away; Disney World had its grand opening. During the dedication ceremony, someone turned to Mrs. Walt Disney and said, “Isn’t it a shame that Walt didn’t live to see this?” Mrs. Disney replied, *“He did see it, that’s why it’s here.”*

**Vision is being able to look into the future and see what needs to be done.** Most visionaries look at the product rather than the problems of the vision. This allows them to meet the needs of the vision.

1. What is the **vision** of our agency?
2. What are some of the **initiatives** you see we are exploring as a whole to reach our vision?
3. What are some of the **steps you are taking** with the people you support to implement our vision?

**You may wish to display this card to keep the concept fresh in your minds!**



# MODERNIZATION OF SUPPORTS

## SESSION 2

# THE MOST DANGEROUS PHRASE IN THE ENGLISH LANGUAGE:

WE'VE ALWAYS  
DONE IT THIS WAY.



Please record minutes of your discussion, and submit your ideas to  
the Real Change Steering Committee at  
[realchange@communitylivingsex.org](mailto:realchange@communitylivingsex.org)

- 1) What does **modernization of supports** mean to you?
- 2) What new **technology** or apps can we introduce that can have a  
**positive impact** on the lives of people we support?
- 3) How do we **transform** developmental supports and services?

You may wish to display this card in the common area to keep the  
concept fresh in your minds!



[illegible]

P-P-P-P

Blank Page

# SESSION 2

# OLD WAYS WON'T OPEN NEW DOORS.



This "blank sheet" exercise is an approach for connecting the project with the people who have to do their jobs differently. The foundation of change is that projects and initiatives **ultimately require individuals to do their jobs differently**. Whether the scope is a single workgroup, a department or the entire agency, in the end the change will only occur when individuals **embrace, adopt and utilize** the solution that is being introduced.

The goal of this exercise is to show the connection between the project, the intended outcomes and the groups who will be impacted by the effort by slowly and purposefully identifying four key elements of the change.

Steps for completing the **P-P-P-P Blank Page** exercise:

1. Start with the blank table on the back of this sheet.
2. The first column is "**Project Name**". Answer the question: *What is the project?* (Choose a **REAL** Change pilot group)
3. The second column is "**Purpose**". Answer the question: *Why are we changing?*
4. The third column is "**Particulars**". Answer the question: *What are we changing?*
5. The fourth column is "**People**". Answer the question: *Who will be changing?*
6. Finally, pose the question: *How much of the "Purpose" can be achieved if the "People" do not adopt the change to their day-to-day work? Or, said another way, what percentage of the "Purpose" of this project is dependent upon the "People" doing their jobs differently?*

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keep the concept fresh in your minds!



# **ORGANIZATIONAL CULTURE**

## **SESSION 3**

**IF YOU GET THE CULTURE  
RIGHT, MOST OF THE OTHER  
STUFF WILL JUST TAKE CARE  
OF ITSELF.**

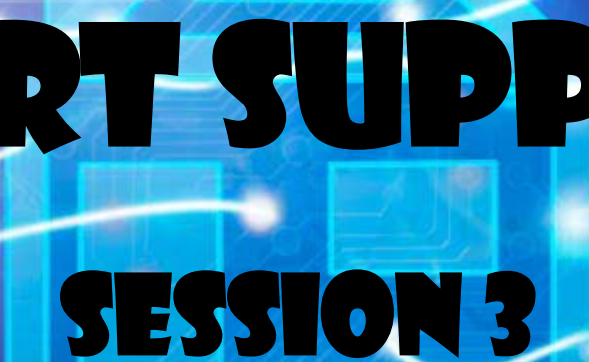
**--TONY HSIEH**

Please record minutes of your discussion, and submit your ideas to the Real Change Steering Committee at [realchange@communitylivingessex.org](mailto:realchange@communitylivingessex.org)

*Many management and organization development books and articles exhort their readers to "embrace change." But what, exactly, does it mean to embrace change? I believe it means to build a culture and associated organizational structures and processes that make innovation a daily way of life. Innovation, by its nature, embraces change because it is the stuff and process of change. The innovator uses change as fuel for action and food for thought. Whenever something new happens in the external or internal environment, the innovator sees in it the potential for uncovering new ideas, much like a landslide might reveal a new source of gold on a hillside. Regardless of how catastrophic the change, or how adverse it may seem to the organization, it holds the potential for a renewed capability to thrive.*

- 1) What do you believe is our organizational culture? How can we improve it?
- 2) Each employee is a vital component in helping achieve the common goals of the organization. We are each gears that drive our agency forward. How do we keep the "cogs greased" (energized about our work, positive and engaged) to continue ensuring seamless supports and services?

You may wish to display this card in the commons area to keep the concept fresh in your minds!



# **SMART SUPPORT**

## **SESSION 3**

# TECHNOLOGY CONNECTS US. Technology UNITES US. TECHNOLOGY Amplifies OUR POWER.

Please record minutes of your discussion, and submit your ideas to the Real Change Steering Committee at [realchange@communitylivingessex.org](mailto:realchange@communitylivingessex.org)

1. Thinking about technology, how can we implement **innovative approaches** to improve quality of life of the people we support?
2. What smartphone apps, if any, do you use to assist you with your daily activities?
3. What smartphone apps, if any, would you recommend to assist the people you support with their activities of daily life?
4. Watch this video: <https://www.youtube.com/watch?v=2jJ4QPwNSOk>
5. What fears, concerns, or hesitations do you have about technology complementing supports?
6. What did you think? What other **forms of technology** would help improve the quality of life for the people you support?

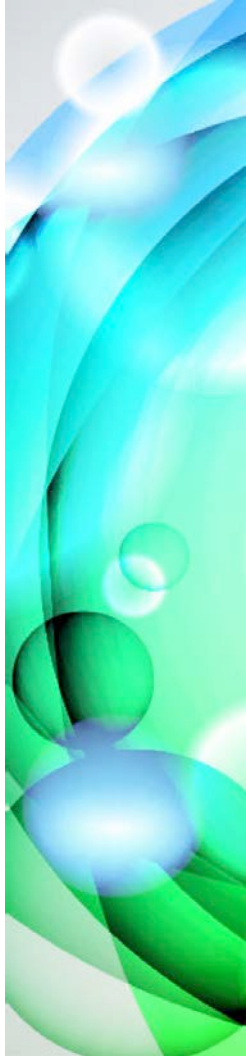
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# OPTIONS FOR FAMILIES

## SESSION 4




**People are the priority.**  
**Change is the reality.**  
**Collaboration is the**  
**strategy.**

Please record minutes of your discussion, and submit your ideas to the Real Change Steering Committee at [realchange@communitylivingessex.org](mailto:realchange@communitylivingessex.org)

Through the Real Change information gathering process, results of the focus groups with families of people receiving support indicated that they are seeking **flexible, affordable** options. Families want more **access to information** regarding services. Some families are looking to **connect** with other families, for potentially **sharing resources** and for **help** navigating the Developmental Services system.

- 1) What do you think families want that we currently don't offer?
- 2) How do we provide more choice and flexibility to individuals and families in choosing the services that best meet their needs?
- 3) What is the best way to approach families asking them for their input? What would be successful? What wouldn't?

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# TORNADO WARNING

## SESSION 4

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## **TORNADO WARNING!**

**Note: This activity will take approximately 20 minutes. Please allocate enough time during your staff meeting to complete it.**

**This activity will demonstrate the different roles of change, and how as a team, we can collaborate to embrace change positively.**





## Tornado Warning

*Four Roles in Social Change*

*Here's a tool to learn about the four roles of social change activists: Citizens, Change Agents, Rebels, and Reformers. It's goal is to build appreciation of the different roles, gaining empathy for all roles and different approaches to change.*

### Running the Exercise



I'm going to read a scenario. While you're hearing this scenario, think about the kind of response you'd make. Where are you immediately drawn in this situation?

*The Scenario* • In a Midwestern city in the US, a major tornado hits and knocks down a big manufactured home park. Almost forty people are still unaccounted for, and might be trapped in the rubble. The city's response is terribly inadequate – both in terms of preparation for a disaster like this, and in terms of execution of its flawed plan. State and federal offices have the resources to respond, but are not adequately mobilized. The bungled relief effort highlights a number of broader issues about how the government at all levels responds, especially to working poor Midwesterners.

How do you change this dreadful situation? Take a quick moment to think what you would do if you lived in that city.

Now, I'm going to read four possible actions, and point to places in the room. If you are immediately drawn to this particular action, move over to that spot. First listen to them all, then think about which reaction you are most likely to take.

#### Possible actions:

1. People could be dying under the rubble and need help immediately. We should go to the park right now and try to help the rescue efforts. Even if we can't help them, there are probably children who need care and could use our help.
2. We need to get on city hall's case right away, and see what is keeping the authorities from doing their jobs. We know they could get the state and the feds in here right away. There are systems in the city and we need to make sure everyone has tried all the options.
3. We need to get people together to plan an action about all the needs that aren't getting met. What can the churches do? What can the Rotarians and the Chamber of Commerce do? We should bring together the people who are suffering and allies together to put pressure on government to change the situation.
4. We can't let the government abuse people like this! Where's the governor and mayor? We need to raise our voices so they and the public can hear our outrage! Let's go camp on the state capitol grounds until he asks for a disaster declaration and gets the disaster relief funds flowing. We'll dramatize the loss of homes by setting up tents right where he has to look at them every day!



Assign each of the four roles to a corner in the room. Have people move there based on their immediate response to *this* situation. It may not always be an exact match, but tell people to pick which role best describes their impulse. If there are not enough people to fill a role, ask if a few people at least have an inkling in that direction, and could move over to that corner.



Why are you in this spot? What do you think about the others? How is this particular role critical in making social change happen?



After letting people discuss for a while, let them share in the large group. Then write up the four roles, sharing the names of the roles to each of them: 1. Citizens, 2. Reformers, 3. Change Agents, and 4. Rebels.



From your position, what annoys you or concerns you when working with someone from one of the other positions? What would you say to the other roles about working with you?



Stay expansive, light and energetic.

After discussing the questions in small groups and reporting back after each discussion, bring everyone back together. Then pass out the handout “Four Roles Relating to Change” and talk about it in the large group. Include questions like: what is the value of the different roles?

*Written by Daniel Hunter with Betsy Raasch-Gilman, Training for Change  
Edited from Before you Enlist And After You Say No by Hannah Strange and Daniel Hunter  
Four roles of social change from Bill Moyer’s Doing Democracy, part of Movement Action Plan*

# TRAINING FOR CHANGE *HANDOUT*

WWW.TRAININGFORCHANGE.ORG

## Four Roles in Social Change

### Helper

#### EFFECTIVE

- ▶ Assists people in ways that affirm their dignity and respect
- ▶ Shares skills and brings clients into decision-making roles
- ▶ Educates about the larger social system
- ▶ Encourages experiments in service delivery which support liberation

#### INEFFECTIVE

- ▶ Believes charity can handle social problems, or that helping individuals can change social structures
- ▶ Focuses on casualties and refuses to see who benefits from victimization
- ▶ Provides services like job training which simply give some people a competitive edge over other people, without challenging the scarcity which gives rise to competition

### Advocate

#### EFFECTIVE

- ▶ Uses mainstream institutions like courts, city hall, legislatures to get new goals and values adopted
- ▶ Uses lobbying, lawsuits, elite networking/coalition-building for clearly-stated demands, often backed by research
- ▶ Monitors successes to make sure they are implemented

#### INEFFECTIVE

- ▶ “Realistic politics”: promotes minor reforms acceptable to power-holders
- ▶ Promotes domination by top-down professional advocacy groups
- ▶ More concerned with organization’s status than the goal of their social movement
- ▶ Identifies more with powerholders than with grassroots
- ▶ Does not like paradigm shifts

### Rebel

#### EFFECTIVE

- ▶ Protests: says “no!” to violations of positive American values
- ▶ Employs nonviolent direct action and attitude, including civil disobedience
- ▶ Targets power-holders and institutions
- ▶ Puts problems & policies in public spotlight
- ▶ Uses strategy as well as tactics
- ▶ Does work that is courageous, exciting, risky
- ▶ Shows in behavior the moral superiority of movement values

#### INEFFECTIVE

- ▶ Promotes anti-leadership, anti-organization rules and structure
- ▶ Attached to an identity as lonely voice on society’s fringe
- ▶ Uses tactics without realistic strategy
- ▶ Has victim attitude, behavior: angry, judgmental, dogmatic
- ▶ Uses rhetoric of self-righteousness, absolute truth, moral superiority
- ▶ Can be strident: personal upset more important than movement’s needs

### Organizer

#### EFFECTIVE

- ▶ Believes in people power: builds mass-based grassroots groups, networks
- ▶ Nurtures growth of natural leaders
- ▶ Chooses strategies for long-term movement development rather than focusing only on immediate demands
- ▶ Uses training to build skills, democratize decisions, diversify and broaden organization and coalitions
- ▶ Promotes alternatives and paradigm shifts

#### INEFFECTIVE

- ▶ Has tunnel vision: advocates single approach while opposing those doing all others
- ▶ Promotes patriarchal leadership styles
- ▶ Promotes only minor reform
- ▶ Stifles emergence of diversity and ignores needs of activists
- ▶ Promotes visions of perfection cut off from practical political and social struggle

*From Bill Moyer’s Doing Democracy*

