



HANDBOOK FOR MENTORS of Self Advocates

Persons with Intellectual & Developmental Disabilities



Published by:

National Institute for Empowerment of Persons with Intellectual Disabilities
(Divyangjan) (NIEPID)

National Institute for Empowerment of Persons with Multiple Disabilities
(Divyangjan) (NIEPMD)

Parivaar – National Confederation of Parent Organizations (NCPO)
Self Advocates' Forum of India (SAFI)

2ND EDITION

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Published in 2018



SECOND MASTERS' TRAINING PROGRAMME IN PROGRESS AT JABALPUR ON 2 TO 4 NOV. 2017



UNDERSTANDING GOOD TOUCH AND BAD TOUCH DURING SELF ADVOCACY TRAINING PROGRAMME AT MANGALMURTHI GROUP HOME, JUNAGAD ON 27 AND 28 JAN 2018

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FOREWORD

We are living in a transformational time where new paradigms of knowledge, technology, networking and human relations are being formed. The big question in the mind of parents of persons with intellectual and developmental disabilities is how this is going to benefit their sons and daughters. Are they going to continue to live in the environment of discrimination and denial or will they be part of inclusive society with an opportunity to lead a life like rest of population. The answer lies in Parents' efforts at transforming their children, by enabling them to rediscover own potential and empowering them for social inclusion and a purposeful life. That's self-advocacy. It is not merely a training or a program but a movement, a way of life inculcated among the people with intellectual and development disabilities and in the society they live in..

The Self advocacy handbook is being published for this purpose. It will benefit all those who believe in Self Advocacy movement; the community, volunteers, mentors, family members. The self-advocates can use it to enhance their proficiency at decision making and even supporting others. The parents and self-advocates have long way to go and this handbook will act as compendium of success stories and a yardstick for self-evaluation. The parents can reinforce their commitment to empower their Self advocate in each step, by not sympathizing but by their patience and encouraging attitude.

Earlier Parivaar took the opportunity to provide support to persons with intellectual and developmental disabilities to recognize own potential and get counted in the society as Self advocates. But nothing comes easy in life and so is the transformation of persons with intellectual disability into Self advocates. Parivaar picked up the nuances of Self Advocacy from Inclusion International and was supported by CBM in this endeavor. To make self advocacy a sustainable movement in India, Parivaar planned and formed team of Master trainers to conduct training of trainers in different states of India. That enabled some states to have their own master trainers who could conduct Mentor training for community volunteers and subsequent Self advocacy programs for persons with intellectual and developmental disabilities. In the process we learned a lot and the experience helped us to bring out this manual. Now Self advocates are here to create their own identity.

Parivaar has initiated many self-advocacy program. But that's not even a fraction of requirement that exists for such initiatives to cover all districts, talukas and circles in the country. Now with the participation of National Institutes (NIEPMD & NIEPID) in Self Advocacy programs the effort is likely to get a flip to spread it in the rural communities. The Self Advocates' Forum of India (Safi) are equal partners in our efforts to bring out this revised hand book.

Self advocacy has to be a movement resulting in the attitudinal change; both in the society and in the mind of Self advocates & their families. And Parivaar is committed to achieve it with small, sure and effective steps. This handbook is a step towards that goal.

Cdr. Shrirang Bijur (Retd.)
President, Parivaar NCPO

FROM THE AUTHORS

Much has been accomplished in the field of self-advocacy in the past 10 years! Various programs for Master Trainers as well as for Mentors have been conducted to set up an institutionalized arrangement for training mentors, who in turn conduct Self Advocacy programs. The Handbook for Mentors published over 8 years back acted as the curricula and a guide during these training workshops. It indeed served a useful purpose.

The idea for revising the handbook was mooted when it was realized that a great deal of learning had taken place during the phase post the publishing of the first handbook. It was important to share these learnings, with practicing mentors, acquired through intense exchange of thoughts and practical innovative ideas with Self advocates during the self-advocacy programs. Considerable brainstorming also took place during Training of Trainer (TOT) programs and also in Strategy workshops conducted prior to TOT programs.

Though all training programs were conducted with the original module as a base, the Mentors as well as Master Trainers had the flexibility to devise new activities based on the needs of their groups. The initial module has been retained in the second edition with few changes. Additional annexures (shared by mentors and Master Trainers from various states) have been added to the original module.

Though the activities may have changed due to a variety of needs identified across various groups of self-advocates, few changes have been made in the introductory part. This is because, despite the numbers of years and training programs after the first edition, it was recognized that the basic philosophy or principles which this handbook still continue to be valid for all groups of self-advocates.

The second edition of this handbook is our sincere effort to add value from the experience gained by our mentors and Master Trainers, ably supported from time to time by their groups of self-advocates.

RATIONALE

In recent times in India, support for persons with intellectual and developmental disabilities has moved dramatically toward self-actualization of the person himself. It is slowly moving away from the conventional practice of parental support. Self-advocates in India are now gradually getting in the forefront of this movement and have partnered with PARIVAAR on a number of initiatives to continue this momentum and expand its impact on individuals and on the service/support system as a whole.

For many persons with intellectual and developmental disabilities choice is still an unfamiliar word. During the past five years, PARIVAAR has made dedicated effort to overcome generic lack of awareness that existed in parents and professionals regarding the decision-making abilities

of adults with IDD. That is indeed a great achievement in the right direction! Now the parents, professionals as well as self-advocates are gradually recognizing that before learning to step out into society, individuals must understand and know how to make choices for themselves.

Through this training, we want to make sure PwIDDs who live in urban as well as in rural areas become aware that they have the right to decide for themselves and express their wishes. Besides they should learn to live their lives on their own terms. We want them to understand that they can choose on their own or with support from family and friends and also can have a say on when, where and by whom they wish to be supported. The revised edition of handbook emphasizes on this necessity and would enable both mentor and PwIDDs to move towards this goal.

We wish all the mentors a very self-satisfying role in empowering the PwIDDs. May the God be on your side, always.

Pranita Madkaikar

Vijay Kant

Charu Shah

P.S Burde

"It takes courage to grow up and become who you really are"

E. E. Cummings

MESSAGE FROM THE DIRECTOR- NIEPMD

The Constitution of India ensures the rights of every individual to live with equality, justice, freedom and dignity. India has signed and ratified the United Nations Convention on the Rights of Person with Disabilities (UNCRPD) to provide a right based dignified life to persons with disabilities. To implement the guidelines of UNCRPD, Indian Parliament has enacted the Rights of Person with Disabilities Act, 2016. To ensure the implementation of different provisions of RPWD Act 2016, Government of India is running several schemes and programmes in coordination with Government and Non-Government agencies.

Towards smooth coordination and implementing of different activities for persons with disabilities, currently 08 National Institutes and 16 Composite Regional Centers (CRCs) are function. These Institutes are mainly involved in Human Resource Development, Research, Development of educational & vocational curriculum, providing different rehabilitation services, ensuring community participation, development and distribution of aids and appliances, participating in planning and implementation of Government schemes and appliances, participating in planning and implementation of Government schemes and collecting appropriate data etc.

All the National Institutes and Composite Regional Centers (CRCs) are providing training to Self-Help Organizations and individuals working in the field of disability rehabilitation to ensure the effective coordination of rehabilitation process.

This “Handbook for the Mentors on Self-Advocacy having Intellectual Disabilities and Developmental Disabilities” will become a milestone for self-advocates and various stakeholders. These collaborative effort of PARIVAR, NIEPMD, Chennai and NIEPID, Secunderabad for mentors of the Self-Advocates would play a pivotal role towards mainstreaming of person with disabilities in order to create a right based inclusive society. This handbook will also provide a positive guidance to the rehabilitation professionals.

I thank to all the publishing committee members and congratulate for the success of this book.

Dr. Himangshu Das
Director, NIEPMD

CHAPTER I

INTRODUCTION

Hello and welcome to the world of Mentoring!

It is really heartening that you have now decided to be my Mentor. Whether you are a Self Advocate yourself, a family member OR a Professional, this Handbook will be your guide on how to be an effective Mentor!

Self-Advocate consultants/mentors bring with them an incredible wealth of life experiences, which prepare them for this role. The purpose of the training is to supplement people's experience with a curriculum covering both practical topics relating to presentation skills as well as system-related topics like person-centered planning. This training will be supplemented by ongoing support and supervision.

Happy Mentoring.....

HANDBOOK

The purpose of this Handbook is to provide formal training to self-advocates, parents and professionals who wish to become mentors. Mentor trainees will learn through the adult education model, which builds on the strength, capacity and experience of the learners.

The design of this Handbook is primarily intended as a self-teaching resource that gives people the flexibility to move through the content at their own pace and adapt their learning to suit their own personal needs.

This Handbook is not a one-time read-and-keep-aside manual. It is something which you will need to read little by little, digest the matter, re-read if required and apply in your day to day activities. This Handbook is also not meant to be restricted to just the few days of the training program, or only for preparation of the training program – rather, it is like any holy text, which will serve as a guide for all of us to live our lives in a more participatory manner; to imbibe participation, shared-decision-making and the resultant self-advocacy as an inevitable life-process similar to breathing.

This Handbook contains the basic information that you will require to start your journey as a Mentor for Self Advocates with Intellectual & Developmental Disabilities. As we all know, learning is life-long; as your experiences increase, you will be able to learn many more things and grow as a Mentor.

This Handbook has a combination of theoretical inputs, exercises and activities which will enable you to get a comprehensive understanding on the subject. Make sure to complete the exercises, activities and self assessments given in a section immediately after you read the section. This will strengthen the knowledge gained in that section and facilitate development of appropriate behaviours and attitudes for its application.

This Handbook can also be used with specific groups such as youth with disabilities, women with disabilities or parent groups.

The learning principles that have been built into the manual involve consistency and repetition to reinforce learning through each step and maximize understanding. This can be accentuated or reduced to suit the particular needs of the participants.

The learning process of mentoring is personal and experiential, targeting issues of immediate relevance to the user(s). Self assessment exercises and worksheets have been included to give the user the opportunity to focus on the sections of the manual most relevant and useful for them.

There are 6 steps followed in this Handbook which will help you to learn about self-advocacy and the processes of Self-advocacy and Mentoring. You can also find some useful support skills that might help you as a Mentor of self-advocacy along the way.

Self-Advocacy Steps	Skills to learn	Support skills to learn
Step 1: Understanding self-advocacy	What is self-advocacy?	
Step 2: Understanding yourself	Where do I need to use self-advocacy? What skills are needed for self-advocacy? What am I already good at in self-advocacy? What skills so I need to improve for self-advocacy?	
Step 3: Understanding your rights and responsibilities	What are the rights as a person with a disability? What are the responsibilities as a person with a disability?	
Step 4: Understanding the problem	What is the problem? Who can help me change the situation or give me information? How would I like to change the situation?	Self-esteem Assertiveness Support networking
Step 5: Understanding how to prepare for self-advocacy	How do I find the information I need? How do I think of solutions for the problem? What order should I do things?	Communication Listening Planning
Step 6: Understanding how to use self-advocacy	When should I use the telephone? When should I write a letter? When should I go to a meeting? When should I do more?	Stress management Conflict resolution Negotiation

Remember - *this Handbook is not exhaustive – in the sense, as mentioned above, it contains basic information and you may have to surf the net, read some books, discuss with seniors and experienced people and most important of all of course, apply it in everyday situations, in order to get a more complete understanding of the subject.*

CHAPTER II

SELF ADVOCACY

OBJECTIVES:

After reading this Chapter, you will be able to:

1. Explain the concepts of “Powerlessness”, “Empowerment” and “Self Advocacy”.
2. Develop a positive attitude towards Self Advocacy.
3. Utilize the basic skills required for Self Advocacy in your day to day activities.

You are now getting trained to mentor Self Advocates with Intellectual & Developmental Disabilities. Therefore, let us understand the concept of “Self Advocacy”. But yes! Before you get to know what is Self Advocacy, it is essential to understand two other concepts – that of ‘Powerlessness’ and ‘Empowerment’.

POWERLESSNESS: Generally people with disabilities have so internalized the general negative attitudes towards them, because of their disabilities, that they cannot believe that collective action can improve their lives. They have seen the problems as inherent in their medical conditions and have not been urged to join others to demand structural changes that would render the environment useful for them.

At an individual level, powerlessness can be seen as the expectation of the person that his/her own actions will be ineffective in influencing the outcome of life events.

On a larger scale, over the years, people with Intellectual & Developmental Disabilities often have had little or no political and economic power and therefore, have lacked the means to gain greater control and resources in their lives . Their powerlessness may be a direct result of social isolation, unresponsive services & systems, poverty and abuse.

EMPOWERMENT: can be understood as:

“An interactive process through which people experience personal and social change, enabling them to take action to achieve influence over the organizations and institutions which affect their lives and the communities in which they live.”

For empowering a person, there are some common underlying assumptions:

- a) Individuals are assumed to understand their own needs better than anyone else and therefore should have the power both to define and act upon them.
- b) All people possess strengths upon which they can build.
- c) Empowerment is a lifelong endeavor.
- d) Personal knowledge and experience are valid and useful in coping effectively.

Increasingly, empowerment is being understood as a process of change. In order for people with Intellectual & Developmental Disabilities to take power, they need to gain information about themselves and their environment and be willing to identify and work with others for change.

SELF ADVOCACY: In the Indian Context, the term Self Advocacy is little known. Many people give it a negative connotation feeling it is “fighting” for one’s rights. Often the word ‘Advocacy’ may give it an abstract legal aura.

The explanation given in this section applies to you as much as for everyone of us dear mentor, because until and unless we imbibe the skills of self advocacy in our everyday behaviors and attitudes, it will be a difficult task to impart those skills to our mentee self advocates!

What then is Self-Advocacy?

Self-advocacy is the ability to speak-up for yourself and the things that are important to you. Self-Advocacy means you are able to ask for what you need and want and tell people about your thoughts and feelings. Self-advocacy means you know your rights and responsibilities, you speak-up for your rights, and you are able to make choices and decisions that affect your life.

The goal of self-advocacy is for YOU to decide what you want, then develop and carry out a plan to help you get it. It does not mean you can't get help if you need or want it, it just means that you are making the choices and you have to be responsible for the choices you make.

Self Advocacy can therefore also be understood as the outcome of the process of empowerment *whereby individuals achieve increasing control of various aspects of their lives and participate in the community with dignity.*

Why is Self-Advocacy important?

It is important to learn self-advocacy skills because it helps you decide what you want and what is possible for you to expect. When you have good self-advocacy skills you can have more control and make the life decisions that are best for you. Self-advocacy helps to empower you, to speak-up for yourself and make decisions about your life.

People with Intellectual & Developmental Disabilities in India as elsewhere often have decisions made for them and are not given the chance to speak-up about the things that are important to them or any problems they may be having. There are a number of reasons for this:

- They do not know they have the right to speak-up
- They do not know the correct way to speak-up
- They do not know the correct person to speak to about the problem
- They are not confident enough to speak-up
- They do not know there is help available

This Handbook has been designed to enable you to help people with Intellectual & Developmental Disabilities to self-advocate;

- When a group speaks they have better chance to be heard
- Learn about other Self Advocates as everybody has different needs
- Work together for new opportunities
- Help non verbal members to put forth his/her ideas
- Break barriers of discrimination stigmas and work on equal platform with non disabled
- Develop Leadership
- To make decisions about one's own life,
- Speak-up about the things that are important to them,
- Make changes if there are problems and
- Find help when they need it.

When is Self-Advocacy useful?

- When you want to be listened to
- When you are being assessed
- When you are making a complaint
- When you are developing or reviewing a care plan

Where can you Self-Advocate?

There are many places that you might want to speak-up for yourself or ask for what you want such as:

- At home
- At work
- At school
- At the hospital
- At the doctor
- At the shops
- On the bus

And many more places. If you are not happy with the way something is done then it is up to you to help change it. Nobody else knows how you feel or what you think- YOU need to tell people if you are not happy or you want something to change. (Refer annexure for more details)

How do you Self-Advocate?

- You need to decide what you want to speak-up about
- You need to plan how you are going to speak-up
- You need to speak-up for yourself
- You need the freedom to be able to make basic choices about your life.
- You need to be given the authority to be the expert on your life; you are the one who has to live your life so you should be able to make decisions which affect you.
- You need to have support to make and achieve your goals, the final decision should be yours but it is good to have other people to help you.
- You need to be responsible for your decisions. You need to try to make the best choices and fix those that did not work.
- You need to believe you are able to do the things in your life that are not working and work towards the things that are important to you.



Who is a Self-Advocate?

- Someone who says what they think and feel
- Someone who speaks-up for things they believe in
- Someone who knows and understands their rights and responsibilities
- Someone who takes responsibility for their own life
- Someone who makes decisions that affect their life
- Someone who helps to improve their life
- Someone who tries to change the way things are done

**WE
ARE
PEOPLE
FIRST**

ACTIVITY 2.1:

Interview a few adults with Intellectual & Developmental Disabilities in your area. Find out from them what they feel about themselves, help they receive from their families and Society, what they desire to feel good about themselves, what are their problems, are they able to address/speak about their problems, if yes – to whom, if no then what are their barriers in expressing their problems. Discuss these findings in your group of Mentors.

ACTIVITY 2.2:

Identify success stories of empowerment among different populations (eg. Women, Senior Citizens etc.) to get an overall understanding of the concept of Self Advocacy.

Let us also see what **Self Advocacy IS NOT**:

- Self Advocacy is **NOT** just self help!
- Self Advocacy is **NOT** just self esteem!
- Self Advocacy is **NOT** just self concept!
- Self Advocacy is **NOT** just self image!
- Self Advocacy is **NOT** just self determination!

Self Advocacy is **ALL** of this and **MUCH MORE**..... (refer table 2.1)

EXERCISE 2.1:

From the table 2.1, make a personal self assessment of skills you possess. Remember, before we can help someone develop these skills, it is important to develop them in ourselves. No human being is perfect. Start practicing these skills on your own selves in your own day to day environment for better mentoring results. 😊

Table 2.1

<i>Self concept</i>	<i>Self esteem</i>
<ul style="list-style-type: none"> ↳ “Refers to an individual's perception of "self" in relation to any number of characteristics”. ↳ “Not as easy as knowing the person we see in the mirror, because self concept is much more an internal factor in our lives, separate from how we look to others”. ↳ “Is the mental and conceptual awareness and a persistent regard that hold about our own being”. 	<ul style="list-style-type: none"> ↳ “The evaluative part of self concept”. ↳ “Self esteem is how good you feel about yourself”. ↳ “It affects how you think, act and even how you relate to other people. It allows you to live life to your potential”. ↳ “Low self esteem comes from a poor self image”. ↳ “With a high level of self esteem you will be confident, happy, highly motivated and have the right

<p>└ ┘ “An individual's sense of self, including self definition in the various social roles one enacts, including assessment of one's own status using societal or personal norms as criteria”.</p>	<p>attitude to succeed. └ ┘ “Self-esteem is one of the basic human motivations”. └ ┘ “A change in your attitude or your thinking you can improve your self esteem as well”.</p>
<p style="text-align: center;">Self efficacy</p> <p>└ ┘ “Best explained as self-confidence”. └ ┘ “Person's belief in their own competence”. └ ┘ “A strong sense of efficacy enhances human accomplishment and personal well-being”. └ ┘ “People who doubt their capabilities (low self efficacy) shy away from difficult tasks which they view as personal threats”. └ ┘ “A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort”.</p>	<p style="text-align: center;">Self help</p> <p>└ ┘ “Is a self-guided improvement” └ └ “We listen to each other” └ └ “Help each other with our problems” └ ┘ “Reach out to people who are not members” └ ┘ “Often utilizes publicly available information” └ ┘ “Members of self help groups share their knowledge and expertise in coping and find common solutions through the collective wisdom of the group.” └ ┘ “People go to groups to meet their own needs; they may stay on to maintain their gains and to meet the needs of others.”</p>
<p style="text-align: center;">Self determination</p> <p>└ ┘ “The power or ability to make a decision for oneself without influence from outside”. └ ┘ “Concerned with supporting our natural or intrinsic └ ┘ “Tendencies to behave in effective and healthy ways. └ ┘ “Determination of one's own fate or course of action without compulsion”. └ ┘ “Believing you can control your own destiny”. └ ┘ “A combination of attitudes and abilities that lead people to set goals for themselves, and to take the initiative to reach these goals. └ ┘ “It is about being in charge”. └ ┘ “It means making your own choices, learning to effectively solve problems, and taking control and responsibility for one's life. └ ┘ “One experiences the consequences of making choices. └ ┘ “Involves many attitudes and abilities including: self- awareness, assertiveness, creativity, and pride, and problem solving and self-advocacy skills. └ ┘ “Ability to set goals, evaluate options, make choices and then work to achieve your goals.”</p>	<p style="text-align: center;">Self advocacy</p> <p>└ └ “Taking charge and learning how to speak out on your own behalf” └ └ “Feeling strong” └ └ “Feeling good about myself” └ └ “Respecting others rights, but speaking out for my own” └ └ “Teaching the people who would be mean to you” └ └ “Making my own decision about where to live and work” └ └ “Taking chances when you know you are right”. └ ┘ “Learning from your mistakes” └ └ “Getting all of the information” └ └ “Deciding what you want to do” └ └ “Finding out <i>what</i> and <i>who</i> will support you in doing what you want to do”. └ └ “Asking for help” └ └ “Knowing your rights and responsibilities” └ └ “Problem solving when things go wrong” └ ┘ “Making our own decisions about what we want to do with our lives” └ ┘ “Learning to carry out our own plans”</p>

SELF ASSESSMENT 2.1

In your own words answer these questions. Your answers do not need to be perfect; this is just to help you to understand what self-advocacy is.

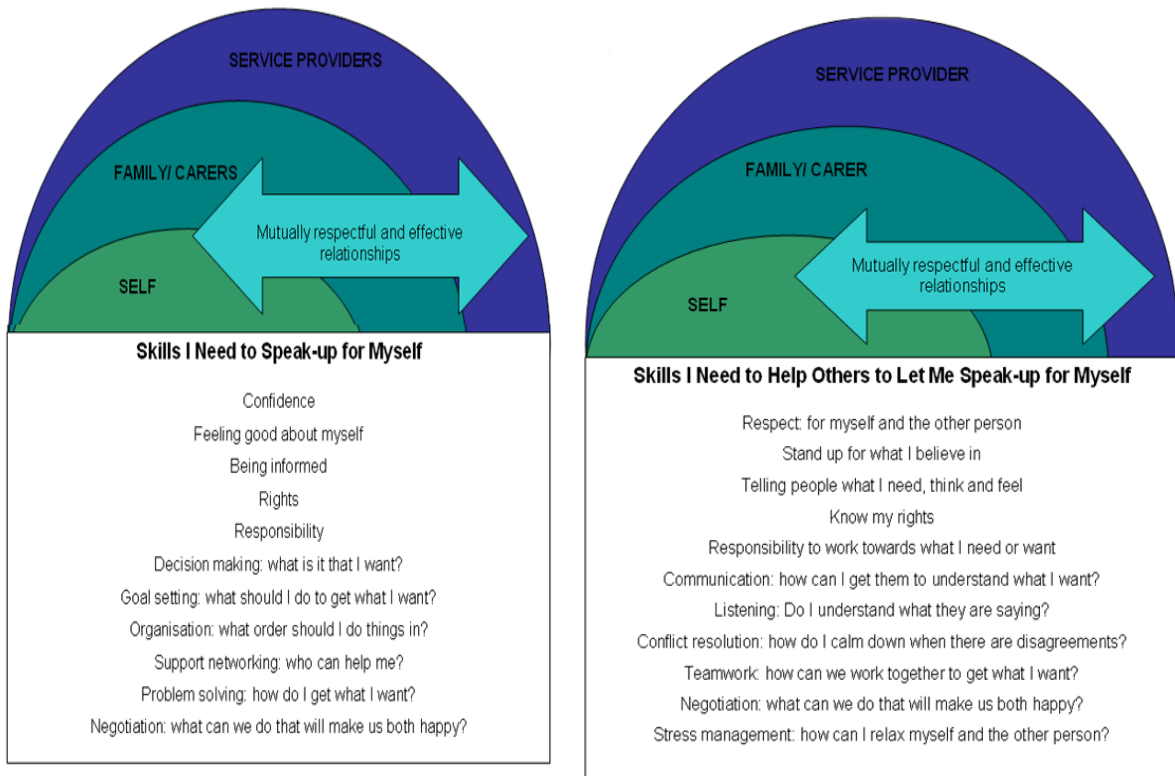
What is self-advocacy?

Why is self-advocacy important?

Where are some places where YOU could self-advocate? List 3 places.

When would YOU self-advocate? List 3 situations.

WORKSHEET 2.1



<p>A: FROM THE ABOVE LIST OF SKILLS, LIST DOWN 5 SKILLS WHICH YOU THINK SELF ADVOCATES FROM YOUR REGION WOULD NEED (THEY MAY OR MAY NOT BE INCLUDED IN THE ABOVE LIST):</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 	<p>B: GET INTO GROUPS OF 3/4. DISCUSS YOUR LIST IN THE GROUP. LIST DOWN 5 SKILLS THAT ARE IMPORTANT ACCORDING TO YOUR GROUP.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
<p>C: ALL MENTOR TRAINEES GET TOGETHER, DISCUSS THE SKILLS PRIORITISED BY THEIR GROUP AND ARRIVE AT 10 MOST IMPORTANT SKILLS USEFUL FOR SELF ADVOCATES FROM YOUR REGION.</p>	

Table 2.2

<p style="text-align: center;"><i>Self awareness</i></p> <p>↳ is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals.</p> <p>↳ is the first step in creating what you want and mastering your life.</p> <p>↳ Having self awareness allows you to see where your thoughts and emotions are taking you and take</p>	<p style="text-align: center;"><i>Critical thinking</i></p> <p>↳ “is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it”.</p> <p>↳ “is self-directed, self-disciplined, self-monitored, and self-corrective thinking”.</p> <p>↳ “It assumes that the capacity of humans for good</p>
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<p>control over them.</p> <p>└┘ Until you are aware in the moment of your thoughts, emotions, words, and behavior, you will have difficulty making changes in the direction of your life.</p>	<p>reasoning can be nurtured and developed by an educational process aimed directly at that end”.</p> <p>└┘ “it is the art of taking charge of your own mind”.</p> <p>└┘ “if we can take charge of our own minds, we can take charge of our lives.</p>
<p style="text-align: center;"><i>Creative thinking</i></p> <p>└┘ “Creative thinking means looking at something in a new way”.</p> <p>└┘ “creativity in a sense involves what is called lateral thinking or the ability to perceive patterns that are not obvious”.</p> <p>└┘ “creative thinking can be strengthened with practice”.</p> <p>└┘ “We have to be able to break the patterns and traditional way of thinking to be able to start thinking in a creative way”.</p>	<p style="text-align: center;"><i>Problem solving</i></p> <p>└┘ “Is the process of working through details of a problem to reach a solution”.</p> <p>└└ “Problems are the barriers or obstacles that prevent the immediate achievement of our goals.</p> <p>└┘ “Problem solving involves overcoming the barriers or obstacles that prevent the immediate achievement of goals”</p> <p>└└ “Effective problem solving usually involves working through a number of steps or stages</p> <p>└┘ “one must explore possible avenues to a solution one by one until one comes across a right path to a solution”.</p>
<p style="text-align: center;"><i>Effective communication</i></p> <p>└┘ “Communication is a two way process, so improving communication involves both how we send and receive messages”.</p> <p>└┘ “Effective communication is more learnt by seeing and imitating rather than by teaching.</p> <p>└┘ “The trainer needs to have good communication skills</p> <p>└┘ “Listening to others, empathizing and encouraging are few components of effective communication”.</p>	<p style="text-align: center;"><i>Interpersonal relationships</i></p> <p>└└ “A close association between individuals who share common interests and goals is called interpersonal relationship”</p> <p>└└ “the ability to build rapport with individuals having similar interests and goals as we do”</p> <p>└└ “Interpersonal relationships can be improved through effective communication”</p>
<p style="text-align: center;"><i>Empathy</i></p> <p>└┘ “is the experience of understanding another person's condition from their perspective”.</p> <p>└┘ “Empathizing with another person is the first step in the act of helping.</p> <p>└┘ “Though empathy is best acquired while growing up, it has been proved that adults also can learn to be empathetic.</p> <p>└┘ “Like all other social skills, empathy too can be taught by the trainer being a good role-model, demonstrating empathy at every opportune moment to their mentees..</p>	<p style="text-align: center;"><i>Decision making</i></p> <p>└└ “The thought process of selecting a logical choice from the available options</p> <p>└┘ “is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions”</p> <p>└└ “This approach increases the chances that you will choose the most satisfying alternative possible”</p> <p>└└ “Using a step-by-step approach is an efficient way to make thoughtful, informed decisions”</p> <p>└└ “Decision making process is continuous and indispensable component of managing any person’s life”</p> <p>└└ “Decision making enables self advocacy”.</p>

SELF ASSESSMENT 2.2

Divide yourselves into small sub-groups of two/three members. Discuss the following questions amongst yourselves.

1. Discuss and explain to each other your understanding of the concepts mentioned in table 2.2
2. Arrive at a shared understanding of the concepts mentioned in table 2.2 with relevance to your own lives
3. Discuss the benefits of these concepts in your own lives.
4. Arrive at a shared understanding of the concepts mentioned in table 2.2 with relevance to persons with I&DD
5. Do you think these concepts stated in tables 2.1 and 2.2 are encouraged by adults in persons with I&DD?
6. Do you think these concepts stated in tables 2.1 and 2.2 **should be** encouraged by parents and care-givers in persons with I&DD?
7. If yes, discuss why?
8. Discuss the challenges you as a trainer would face in the process of training adults with I&DD in the skills stated in table 2.2
9. Do you think it is important to first develop and practice these skills in our selves before we can train persons with I&DD in the same? Explain why do you think so?

After your small group discussions are over, share the main highlights of these discussions with all others through presentations.

This exercise should enable all participants of the group to come to a common platform about all concepts stated in Tables 2.1 and 2.2. It is the clear understanding of these concepts that will enable the mentor to take up the training of self advocacy in its true sense.

Hence, please ensure each one of you have got clarity on all concepts stated in tables 2.1 and 2.2. I am sure you will help each other understand the concepts.

The next step after understanding these concepts is to **PRACTICE** them on ourselves in our day-to-day lives. Let us, as a mentor, be a living example of self-awareness, empathy, effective communication, decision-making, critical thinking, creative thinking, problem solving and interpersonal relationships!

CHAPTER III

MENTORING

OBJECTIVES:

After reading this Chapter, you will be able to:

1. Explain the concept of “Mentoring”.
2. Develop a positive attitude towards Mentoring.
3. Utilize the basic skills required for Mentoring in your day to day activities.



A Mentor is a supportive individual who voluntarily accepts the personal and professional responsibilities to guide the self-advocate, using own knowledge, patience and communication skills to enable the SA's to move on to higher levels of functioning in their lives on day to day basis.

Please remember, any individual, before being a mentor, needs to thoroughly practice and imbibe all skills stated in Chapter 2 and start working towards being a self-advocate ourselves, in our own lives!

Once we have started practicing all the skills required to be developed in self-advocates, ONLY THEN are we ready to take up any training for self-advocates! A mentor, who starts training self-advocates without first practicing the skills of self-advocacy himself/herself, will only end up taking mere activities with the I&DD adults!

In order that the persons with IDD develop these skills from the training program, the mentor must be a living example of all self-advocacy skills first!

LET US GET THIS VERY CLEAR.....



- MENTORING IS **NOT** TEACHING!
- MENTORING IS **NOT** TELLING THEM **WHAT** TO DO!
- MENTORING IS **NOT** TELLING THEM **HOW** TO DO!
- MENTORING IS **NOT DOING** THINGS FOR THEM!
- MENTORING IS **NOT** ABOUT PROVIDING FOR THEM!
- MENTORING IS **NOT** ABOUT SYMPATHY!

MENTORING is more of an *attitudinal change*

It is believing that the Self Advocate has an inherent desire AND ability to progress

It is trusting that the Self Advocate knows what to do and how to do whatever he wishes to do ...

It is providing unconditional support in failures and unending opportunities to succeed

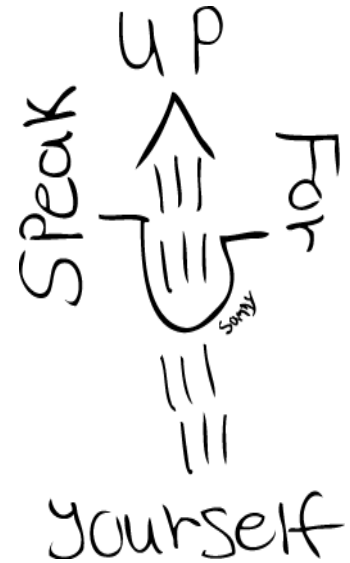
It is unearthing the latent potentials within the Self Advocate

What then will be your role as Mentor?

1. To aid the Self Advocate in making life decisions or assists in trouble shooting personal, social, or institutional barriers.
2. To introduce the Self Advocate to new opportunities and relationships that provide them extended support.
3. To provide guidance by guarding the Self Advocate from damaging experiences, and intervening in situations that the mentee may have difficulty handling.
4. To provide advice and wisdom to the Self Advocate in a continual relationship, that can last a lifetime.
5. To enhance the Self Advocates' knowledge and understanding of the opportunities made available to them through the community.
6. To guide in appropriate handling of specific situations, problems, or settings.
7. To offer suggestions for problem solving, decision-making and reaching short-and long-term goals and letting the Self Advocate take the final decision.
8. To provide counseling and explain how personal concerns can hinder education, self esteem and postpone a promising future.
9. Due to the trust and emotional attachment that often develops between mentor and the Self Advocate, anxieties, fears and conflicts can be openly discussed and ultimately overcome with the mentor's guidance.
10. To support and to inspire Self Advocates to realize the infinite possibilities life holds, and to know their own potential in fulfilling such aspirations

WHAT THE SELF ADVOCATES EXPECT FROM YOU AS THEIR MENTOR:

- √ **“Help ONLY when needed”.**
- √ **“Understand our feelings”.**
- √ **“Support our self esteem”.**
- √ **“Believe in our movement”.**
- √ **“Work with us to get our right”.**
- √ **“Do not boss around”.**
- √ **“Help us overcome the fear of speaking in public”.**
- √ **“Be someone who will take ideas through with us”.**
- √ **“Let us try things first and then intervene ONLY if required”.**
- √ **“Listen to us and respect our opinions”.**
- √ **“Guide us effectively to cope with inevitable frustrations & problems”.**
- √ **“Give us space to grow”**



ACTIVITY 3.1: Meet a few Adults with Intellectual & Developmental Disabilities. Speak to them about the people who help them. Ask them which people they trust to get help? Why do they go to them only and not to others? Discuss in your group.

EXERCISE 3.1: Remember and list down people who have been your mentors. How did they help you? What was it in them and what they did that made you feel empowered? Discuss the findings in your group.



SELF ASSESSMENT 3.1

In your own words answer these questions. Your answers do not need to be perfect; this is just to help you to understand what mentoring is.

What is mentoring?

Why is mentoring important?

How is mentoring different from teaching? Write any three differences.

List any three roles of a mentor:

List 3 things which you need to bear in mind before mentoring:

2 Understanding

the many ways people communicate
Not everyone can speak but everyone can communicate. What are some ways people communicate?
• Sign Language
• Hearing Aid
• Body Language
• Eye Movement
• Alphabet Board
Be sensitive to the many ways people express “no”.



- How is friendship important to our lives?
- What do we like to do with friends?
- How do we stay in touch with friends?
- How do we get the support needed to maintain friendships?



4 Community

Inclusion
• Why is it important to be in a community
• How do you choose a community in which to live?
• What is important for you to have in your community
• What is the best way to choose a community in which to live?



WHAT DOES IT TAKE TO BE A GOOD MENTOR?

1 Listening skills

- Why is listening important? Talk about why listening is important.
- How do we listen? Ask the mentors about different ways to listen. Write them down on newsprint.
- Practice by making sure no one interrupts the person speaking, and encourage people in the group to think of questions to ask afterwards.

6 Establishing

- boundaries
- What kind of boundaries do we need to establish?
 - Staying within the responsibilities of the mentor role
 - Confidentiality
 - Respect
 - Be aware that what the person wants and what you want for the person may not be the same
 - Encourage the person to speak for him or herself, but don't speak on their behalf unless they ask you to.

ACCEPTANCE
Be a fan of
RESPECT
INCLUSION

5 Gaining trust

- What are some ways to gain a person's trust?
- Why is trust so important?
- Is it necessary for trust to go both ways?
- List down some ways to gain a person's trust?
- Practice it in your behavior.
- Discuss the difficulties and sort them out

TOGETHER EACH OF US ACHIEVE MORE (TEAM)

Teamwork is very important in your work as a mentor.

1. You are teamed with the individual/s you are mentoring. Together you talk about what the individual wants to do. You listen closely to what they say. You offer guidance and support in helping the individual make choices.
2. You are teamed with the other mentors in your group. You meet regularly with the other mentors to discuss your progress, issues that have come up, and your concerns if you have any.
3. You are teamed with your Team Leaders. They are your support and your supervisor. Whatever issues you come across in your mentoring, you should discuss with your Team Leader.

Remember: You are all bound by the requirement for confidentiality. You cannot discuss with anyone else information about the person you are mentoring.

Utilize your team to maximum advantage for the cause. Get to know what the strengths of your team members are and connect through them to all possible resources that will be helpful to your team of self advocates.

Expectations of team members:

- ' Listen to each mentor as they speak at team meetings.
- ' Understand the value and importance of listening.
- ' Respect everyone's opinions (even if you don't agree).

WORKSHEET 3.2

Make a list of your team members (including professionals, parents and self advocates). Identify their backgrounds and strengths. Illustrate how their background and strength can be helpful to your group of self advocates.

TEAM MEMBER	STRENGTHS	HOW THIS STRENGTH CAN BE UTILIZED FOR THE BENEFIT OF THE GROUP

WORKSHEET 3.3

In addition to the skills mentioned in Worksheet 3.1, make a list of skills with explanations wherever required on the skills which you feel are essential as a mentor.

Discuss your list in a small group and make a compiled list.

Discuss this compiled list with your supervisor and the entire group of mentor trainees. Put up a final list of skills required by the mentors on a chart paper and display it for reference at all times.

WORKSHEET 3.4

Referring to Worksheet no 3.1, 3.2 and 3.3, assess yourself and list down the mentoring skills present in yourself in the columns given. In the last column, state what kind of help you would require and from whom in order to develop that particular skill in yourself.

SKILLS		HOW CAN I DEVELOP THESE SKILLS?
SKILLS IN WHICH I NEED HELP		
SKILLS IN WHICH I AM SATISFACTORY		
SKILLS IN WHICH I AM GOOD		

ACTIVITY 3.2:

Survey your local region. Identify the Government, Semi-Government, Private, NGO agencies that can be of help to the Self Advocates' group. Type out a detailed list of addresses, contact persons with phone numbers, procedure for taking help from that agency and any other relevant details. Photocopy and distribute copies to all mentor trainees for ready reference in future.

CHAPTER IV

THE MENTORING PROGRAM

OBJECTIVES:

After reading this Chapter, you will be able to:

1. State the basic requirements for formulating a training program for mentee Self Advocates.
2. Develop a positive attitude towards training of Self Advocates.
3. Utilize the basic skills required for training self advocates in your day to day activities.

So, friends, now that we have got a fair understanding of what self advocacy skills are required by adults with Intellectual & Developmental Disabilities from your region as also skills required by mentors for enabling these self advocates, let us now move on to get a specific in-depth understanding of mentoring in a SAFI program.

PREPARATION FOR TRAINING

Before you begin any training program for Self Advocates,

- Ensure that you have thoroughly understood all the concepts regarding self advocacy and mentoring.
- Spend some time on your own self development.
- Ensure that you practice all the skills required for self advocacy yourself before you can impart them to your mentees.
- Practice the skills – for self advocates as well as those required by mentors - as stated by your group in the various worksheets from this Handbook (including confidentiality).
- Get your Supervisor and other mentor trainees to help you in this process.
- Involve all stakeholders including the self advocates in your preparation (“nothing for us – without us”).
- Involve all organizations working in the field of Intellectual & Developmental Disabilities from your region.
- Ensure that you are prepared with necessary information and have a plan ready before you conduct a meeting of the stakeholders.

PROGRAM PLANNING:

As you are aware, in India, needs and requirements of all people vary after every few kilometers. Hence, a standard program for training our Self Advocates is not recommended.

At the beginning, prioritize and select skills compiled from worksheet 2.1 by your mentor trainee group for training purposes. These are the skills that you will base your training program on.

General guidelines for planning an effective training module:

Training can be conducted in large group, small groups or on a one-to-one basis. Remember, learning and development is always on-going. Our training programs for self advocates also

therefore need to be drawn over a period of time, giving enough time to the self advocates for practice of skills and to the mentor to evaluate his/her progress. Use resources from the community in your training. Plan a gradual transition of skills from the training sessions onto community set-ups. Discuss the plan with your Supervisor before finalization. The training module should have a good proportion of structure as well as an in-built flexibility to modify and adapt as per requirement. Too much structure becomes boring. Alternate quiet sessions with active ones to keep up the momentum. Include an activity based format with interactive sessions for real-time development of self advocacy skills.

Remember to specify the following for an effective program plan:

1. **Your program objectives:** Talk to your mentee self advocates. Take their help in planning objectives for them. Objectives can be planned for individuals, and groups. The program schedule and activities can then be arranged accordingly.
2. **Number of mentee self advocates to be included in a project:** As mentioned earlier, ensure that you contact and invite ALL Organizations working in the field of Intellectual & Developmental Disabilities from your region to participate in the self advocacy group.. Depending on the strength of the Organizations that are willing to participate, decide a certain number of self advocates from each organization, so as to provide equal opportunity to all participating organizations. Some adults may be working independently and may not be associated with any organization. It would be a good idea to spread the word and include as many adults from diverse groups even if they are not associated with any organization.
3. **Eligibility criteria:** Any adult with Intellectual & Developmental Disabilities – this will be the ONLY criteria for participation in the Self Advocacy group - there will be no restrictions on participation based on any other criteria
4. **Time required:** Decide a time in consultation with the various participating members for smooth conduct.
5. **Materials required:** Will be based on your objectives; preferably from the environment that the mentees come from.
6. **Activity/ies to achieve your objectives:** Plan a mix of indoor as well as outdoor activities in and around the local communities to facilitate transfer of learning.
7. **Location for training:** may be decided in consultation with the participating organizations.
8. **Resources required:** financial, human, community persons required.
9. **Parameters (criteria) and Strategies for evaluation:** Should be in tune with your training objectives.

ACTUAL CONDUCT OF TRAINING:

Since the mentee self advocates will be from various organizations, the initial sessions should include a lot of group activities where they get a chance to interact with each other.

The following procedure can be followed:

1. Organize a meeting of parent, professional as well as SA representatives from all Organizations in your region.
2. Inform them about the entire program.
3. In consultation with all the participating Organizations, decide a time plan, duration, days & dates and venue for conduct of the Self Advocates' training.
4. Depending on the total number of participating organizations/members, and in order to include a maximum of 30 self advocates per group, decide on a number of mentee self advocates to be deputed from each organization.
5. Make it clear that the same mentees should compulsorily attend ALL sessions from the first to the last one.
6. Draw out a list of responsibilities each participating organization is ready to undertake during the entire project.
7. The first day of training can be more for rapport building and assessment.
8. Based on this assessment and the list of skills drawn in Worksheet 2.1, formulate an activity based training module (preferably full day sessions once a week for a duration of minimum 10 weeks).
9. Coordinate with other mentors for preparation and conduct of sessions.
10. Coordinate with the participating Organizations for follow-up of skills covered in day to day activities during the week.
11. Prepare formats/parameters for feedback and take feedback from the mentee self advocates regarding actual practice of the skills during the week.
12. On the day of the program, come prepared at the venue at least an hour before the start of training.
13. Ensure that ALL mentee self advocates are given an equal opportunity to participate irrespective of their abilities or limitations.
14. Remember to be aware at all times and include opportunities for incidental learning (opportunities which have not been planned and that arise at the time of training).
15. Plan and conduct your training module in such a way that the role of the mentor will gradually be reduced towards the end of the entire program. This will empower the mentee self advocates to take decisions by themselves relying on members within their group, thereby preparing them for post-training activities.
16. Also ensure that during the training the mentee self advocates develop the skills in public speaking/addressing public since awareness creation would be one of the major activities of the self advocates' group.

ELECTION AND STARTING OF A SELF ADVOCATES' GROUP:

By the last two training sessions all the trainees would have got to know each other well. Some time in these two sessions may be reserved for nomination of candidates for posts of Office bearers, the voting for which will take place through secret ballot.

Explain to all mentees the roles and responsibilities of each of the office bearers and get them to nominate themselves or others based on their strengths and eligibility for the respective post. Help them to prepare their campaign speech to be delivered on the day of the election.

Give them a pre-experience of casting their vote through secret ballot focusing on the basic skills (selecting/stamping on just ONE option & maintaining confidentiality) before the actual elections.

Count the ballot papers immediately after the elections and declare the Office bearers at the Valedictory.

POST TRAINING

Your role in their decision making would have already reduced to a great extent by now. Remember mentors, once the training is over, the entire mantle of responsibilities shifts to the now "Self Advocates". Recognize that having undergone the intensive 10 weeks' training, their innate abilities to know what they want and to decide for themselves have definitely undergone a sea of change.

Believe in their potentials and give them that final "push" to be on their own; You only playing the role of a supporting actor in the entire dram that will unfold and be with them in case of any crises.

As mentors, the three main responsibilities you will continue to undertake even after establishment of the group are:

1. Maintaining confidentiality regarding all matters discussed by the self advocates in their group.
2. Maintaining regular contacts with parents for follow-up.
3. Maintaining liaison with various employment agencies for establishment of future self-help groups formulated from these self advocates' groups.

On the last day of the training program, organize a meeting of all participating organizations to review the training and plan for the future.

The Self Advocates will conduct the following activities assisted by the mentors and in collaboration with the participating Organizations:

1. Decide days, dates, time and venues for monthly meetings.
2. Assign responsibilities amongst Office bearers and members of the Self Advocates' group for various tasks in conduct of the monthly meetings.
3. Decide the agenda for the first meeting.
4. Ensure that every meeting has one capsule of agenda items decided by the self advocates themselves and one capsule conducted by the mentors for advancement of their self advocacy skills.
5. The theme for the advanced training in self advocacy should also essentially be decided by the self advocates themselves depending on the problems they face and their felt needs in their day to day lives.
6. Need based Workshops, visits of the self advocates to local organizations and visits to the group by local activists can also be planned during these monthly meetings.

7. The self advocates' group members also start working on addressing public at various social gatherings in educational institutions, mahila mandals and other such organizations to create awareness about their abilities and rights.
8. Arrange for meeting of Self Advocates from other regions to facilitate sharing of information.
9. Refresher courses may be organized for yourselves as well as for the Self Advocates after some ground experience for structured training in knowledge and skills which would be required.

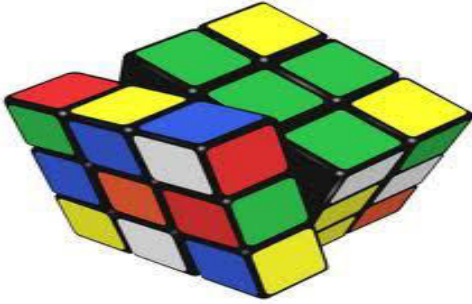
You see things that are and you say, "why?"

I dream of things that never were and I say, "why not?"

George Bernard Shaw

CHAPTER V

CONCLUDING REMARKS



The Mentors manual contains four chapters with resources for the modules and Self directed assessment tasks. The module must be taught in sequence, as participants will acquire knowledge on which to build the assessment tasks. We have attached sample training schedule for your reference and adaptation.. We have also included in the annexure the format for planning monthly (*weekly- whatever suits the group*) meetings.

Trainers are encouraged to use their own as well as their participants' experiences to support learning points. We have also recommended that the trainers use other reading and teaching materials and internet for accessing training resources.

This module focuses on how to be an effective mentor and the use of resources can support learning. Key aspects of life skills needed for advocacy are considered, included in the manual and mentors are at liberty to review the material and to develop new skills or approaches in playing their role as Mentors..

St. Thomas Aquinas has very rightly put it “ **A thing which is always subjected to the direction of another is somewhat of a dead thing.**” We can not have a better direction for the role that we are expected to play as a **MENTOR!**

LET US CELEBRATE !

ANNEXURES



ANNEXURES

A - Protocol for the Conduct of Monthly Meeting

B - Sample of Week/monthly Follow-up Program

C- Format for Recommendation from SAFI Chapter to Parents Organization

D – SAFI Membership Form

E – Parivaar Child Safeguard Policy

F - Parivaar Child Safeguard code of conduct

ANNEXURE A

Protocol for the Conduct of Monthly Meeting:

Steps of the business meeting:

MEMBERS SIGN ATTENDANCE REGISTER

I. Call to order.

The President of the chapter calls the meeting to order.

Many chapters use a wooden gavel (a ceremonial hammer) to tap on the table and get everyone's attention.

II. Roll call or Introductions.

In this portion of the meeting, each member says his or her own name, or it is read aloud.

III. The Minutes

The secretary reads the minutes of the last meeting. The president asks for a motion to accept the minutes as read. The president leads the vote to accept the minutes. The members vote.

IV. The Treasurer's Report

The Treasurer reads the financial report.

V. Old Business

The President discussed the old business. These are things that have been talked about in the last Meeting , but they are not completed. Sometimes he/she will ask for committee reports at this time.

VI. New Business

The President leads a discussion of new business. These are ideas that have not been talked about before. When Decisions need to be made, the members of SAFI vote.

1. The President calls for a motion.
2. Someone makes a motion.
3. Someone else seconds the motion.
4. There is discussion.
5. The president asks for everyone in favor to say "yea" or to raise his or her hand.
6. The president asks everyone opposed to say "no" or raise his or her hand.
7. The president announces the results.

VII. Announcements

This is the portion of the meeting when people can make announcements about their own news, birthdays or news of interest to all of the members. The president will remind members of upcoming events.

VIII. The Program: This is the portion of the meeting in which it is time to learn new things or do an activity together. There may be a guest speaker, or a video, or a project; Or just a discussion on a topic of interest to the members of SAFI.

IX. Adjourn Meeting: The President taps the gavel (rings the bell), and adjourns the meeting.

X. Refreshments

Many SAFI groups bring snacks to share after the meeting. This is a social time during which members just talk and relax together.

NOTE: The members of SAFI should decide upon the agenda for the meeting.

RESOURCES REQUIRED FOR MONTHLY MEETING

1. Attendance register
2. Minutes Book
3. Name cards
4. A bell
5. Protocol for the meeting:

ANNEXURE B

SAMPLE OF WEEKLY/MONTHLY FOLLOW-UP PROGRAM

NOTE: ALL DECISIONS RELATED TO THE WEEKLY FOLLOWUP PROGRAMS ARE TO BE TAKEN BY THE SELF ADVOCATES FACILITATED BY THEIR MENTORS.

The following skills were covered during the 1st training program for Self Advocates:

1. Listening
2. Decision making
3. Problem solving
4. Knowing what I want
5. Communication in small group situation
6. Communication in large group situation.
7. Any other you would like to state:

- a. _____
- b. _____
- c. _____
- d. _____

Discuss with the self advocates and list down opportunities which can be utilized in your Organization to develop these skills:

SELFADVOCATE:

MENTOR:

The above-mentioned skills need to be practiced during the week. Write down three activities / situations which can be utilized/created in your Organization for practicing these skills:

1. Listening:

2. Decision making

3. Problem solving

4. Knowing what I want

5. Communication in small group situation

6. Communication in large group situation.

7. _____

8. _____

Date

Name & Signature
of Self Advocate

Name & Signature
of Mentor

ANNEXURE C

Format for Recommendation from SAFI Chapter to Parents Organization

Name of Self Advocacy Chapter:	Date of Meeting:
<p>Recommendations by SAFI Chapter</p> <p>For Example:</p> <ol style="list-style-type: none"> 1. All parents’ organizations should have two self advocates in its Executive Council. 2. Self Advocates must be provided remunerative employment. This should be taken with the government authorities. 3. Fund self advocates directly to provide training and membership to other self advocates. Suggest to National Trust, National Institute of Empowerment of Persons with Intellectual Disabilities and governments. 4. Support National Conventions of SAFI to build leadership of people with intellectual and developmental disabilities. Suggest to National Trust, National Institute of Empowerment of Persons with Intellectual Disabilities and governments. 5. Fund to development of national self advocate resource center. Suggest to National Trust. 6. Fund State self advocacy summit meetings 7. Fund participation of self advocates in International Conferences. Suggest to National Trust and governments <p><i>(Similarly points discussed at meeting of SAFI Chapter should be communicated to Parents Organizations, State Federations of Parivaar and Parivaar, National Confederation of Parents Organizations)</i></p>	

ANNEXURE D

MEMBERSHIP FORM

SELF ADVOCATES FORUM OF INDIA

CHAPTER:.....

MEMBERSHIP FORM



Name of Self Advocate:.....

Date of Birth:.....Male/Female:.....

Home Address:.....

.....

Tel. No.....Mob. No.....Email:.....

Name of Father and Mother:.....

Tel. No.....Mob. No.....Email:.....

Area of interest of self advocate:.....

Others:.....

I / We hereby give my/our consent for To be part of the Self Advocacy Forum of India. I / We grant permission to SAFI to use the likeness, voice and words of the participant in TV, Radio, newspaper, magazines and other media for the purpose of education, publicizing or communicating for the purpose of self advocacy and in appealing for funds to support such activities.

.....
Signature of self advocate

.....
Date

.....
Signature of Parent

ANNEXURE E

PARIVAAR CHILD SAFEGUARDING POLICY

Parivaar is committed to the safety and well being of all children being served by Parivaar and its member organizations, and those personnel who may come into contact with children with intellectual and developmental disabilities. Parivaar believes that every child has the right to protection, regardless of gender, ethnicity, religion, sexual orientation and whether or not they have a disability.

As an organization working in the best interests of children from highly marginalized and vulnerable sections of society PARIVAAR commits to:

1. Safeguarding the dignity of children
2. The well-being of all girls and boys it serves will be fundamental commitments in Parivaar's functioning.
3. This policy will establish responsibilities of everyone who works for/with Parivaar with regards to safeguarding children when working with or when brought in contact with others.
4. All members of staff of Parivaar and the consultants engaged by Parivaar in giving direct services to children must strictly adhere to the child safeguarding policy so that children are not exposed to exploitation or maltreatment at any level at any time. Visitors, volunteers, interns, resource persons or sponsors must agree to this policy as well to the extent it pertains to them.
5. Parivaar reminds its member organizations (partners) to be committed to safeguarding children.
6. Parivaar will however take pro-active steps to ensure that vulnerable adults are also protected from abuse. Associated guidelines will be developed as an addendum to this policy.

To safeguard children with IDD Parivaar will,

1. Eliminate harm to children with intellectual and Developmental disabilities (PwIDDs) arising from its infrastructure, superstructure, personnel, procedures, work-environments

as well as insensitivities, or lack of knowledge and skills on the part of all those who are responsible to directly or indirectly for the safety of PwIDDs.

2. Create a physically, mentally, psychologically and technologically safe environment for PwIDDs who are the beneficiaries of Parivaar's and member organization services.
3. Making it adequately and repeatedly known to the concerned staff the need to protect PwIDDs from different forms of media including virtual media and the Internet, which includes primarily the harm caused by publicising the facial and other identity of the child.
4. Facilitate and Institute procedures that prevent, identify/detect, report, facilitate early and fearless reporting, investigate into and take corrective action against incidences of child assault/ maltreatment/ exploitation be it physical, sexual or in any other form.
5. Interface with external agencies and service providers: Take adequate care to ensure that the background of the PwIDD is not used to discriminate against them or to deny justice and lawful protection to them when they come in contact with external agencies such as the police stations, public and private hospitals, other medical facilities, etc.
6. Encourage PwIDDs participation wherever possible and appropriately.
7. Encourage, support, assist and train all member organizations to adopt Child Safe Policy and actively participate in building and maintaining a child safe environment.

ANNEXURE F

PARIVAAR CHILD SAFEGUARDING CODE OF CONDUCT

All Parivaar Representatives are required to understand their responsibility to keep children safe and abide by the following Code of Conduct.

- All Parivaar staff is responsible for encouraging and promoting the dissemination of this Code of Conduct. Parivaar staffs that are closely working with representatives of member organizations (partners) are also urged to encourage these partners to adhere to the standards set in the Code of Conduct and to join Parivaar staff in upholding them.
- In line with the Parivaar Child Safeguarding Policy, the adherence to this Code of Conduct is mandatory for all Parivaar representatives. Any violation of the Code of Conduct will result in disciplinary procedures which may include legal action where the severity warrants it.

Acceptable behaviour and conduct:

Parivaar representatives should:

- Be committed to creating a culture of openness and mutual accountability at work places. This culture will enable all child protection concerns to be raised and discussed and abusive behaviour must be challenged;
- Contribute to an environment where children are listened to and respected as individuals and which is safe, positive and encouraging to them;
- Ensure the use of the 'Two Adult Rule'. This means, when interacting with children, ensure that another adult is present or within reach;
- Ensure physical contact is at all times appropriate and not an invasion of the child's privacy;
- Use positive, non-violent methods to manage children's behaviour;
- Respond to all concerns, allegations or disclosures according to the reporting protocol;
- Comply with any investigation (including interviews) and make available any information necessary for completion of the investigation.

Unacceptable behaviour

Within their work, Parivaar representatives must not specifically:

- Hold, fondle, kiss, cuddle or touch children in an inappropriate and/ or culturally insensitive way;
- Engage in activities involving close body contact with children beyond the professional requirements;
- Act in ways that may be abusive or may place a child at risk of abuse;
- Make sexually suggestive comments or actions to a child, even as a joke;

- Engage in sexual activity or have a sexual relationship with a child, regardless of consent or local custom. Mistaken belief in the age of a child is not a defence.
- Marry a person below the age of 18, regardless of consent and local custom.
- Assist a child in tasks that he or she can do unaided (such as taking them to the toilet, bathing or changing clothes), unless help is requested, in which case the 'Two Adult Rule' applies;
- Hit or otherwise physically assault or physically abuse children. All disciplinary measures should not be violent or degrading;
- Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse;
- Discriminate against or favor particular children to the exclusion of others;
- Develop relationships with children that could in any way be deemed exploitative or abusive;
- Spend time alone with a child, away from others, behind closed doors or in a secluded area;
- Take a child to their home or visit a child at their home where they may be alone with that child, or sleep in the same room, without another adult present;
- Sleep in the same bed as a child or allow a child to stay overnight at their home unsupervised, when not related to that child;
- Condone, or participate in behaviour with children, which is illegal, unsafe or abusive, including being part of harmful traditional practices, spiritual or ritualistic abuse or substance abuse;
- Exploit children for their labour (e.g. domestic servants) or for sexual purposes (e.g. prostitution) or trafficking of children; The definition of child domestic work (house help) does not include occasional babysitting, gardening, help during school holidays or out of school time, however the 'Two Adult Rule' should be applied;
- Take a child alone in a vehicle unless it's absolutely necessary and with parental and managerial consent.
- Uploading of pictures especially self with a single child on social media.
- Addressing Children by their nick name especially in the programmes and meetings.
- Serving left over or rotten food.

PROGRAMME SCHEDULE

This is an important section that pertains to actual planning of the schedule for weekly or monthly meetings. The activities suggested in this section may be followed or add appropriate new activities. However the instruction methodology adopted here may kindly be followed for any activity that may be included for effective learning experience!

PROGRAM SCHEDULE I

SELF ADVOCATES TRAINING			
Sl.	Time	Duration	Activity
1.	10.00 – 10.05	5 minutes	Prayer
2.	10.05 – 10.20	15 minutes	Ice Breaker
3.	10.20 – 10.45	25 minutes	My Favourites
4.	10.45 – 11.00	15 minutes	Tea Break
5.	11.00 – 12.00	60 minutes	Drumming
6.	12.00 – 12.30	30 minutes	Treasure Hunt
7.	12.30 – 1.15	45 minutes	Who am I???
8.	1.15 – 2.00	45 minutes	Lunch Break
9.	2.00 – 3.30	90 minutes	I like..... I hate.....
10.	3.30 – 3.45	15 minutes	Summary
11.	3.45 – 3.50	3+2 minutes	Meditation + Prayer
12.	3.50 – 4.00	10 minutes	Tea Break
13.	4.00		Dispersal
14.	4.00 – 5.00	60 minutes	Practice for Cultural program

NOTE: All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

MENTORS TRAINING			
Sl.	Time	Duration	Activity
1.	4.00 – 4.20	20 minutes	Debriefing & self evaluation on days' program
2.	4.20 – 4.30	10 minutes	Brainstorming
3.	4.30 – 5.00	30 minutes	Weekly follow-up programs

TRAINING PLAN 1

Sl	Objective/s	Activity	Time	Material
1.	<ul style="list-style-type: none"> - To set a routine - To express spontaneously in an unstructured, informal situation 	<p>Prayer</p> <ul style="list-style-type: none"> - Trainer will say a small prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would like to say a prayer. - Any member can say a prayer in any form they wish. 	5 minutes	No material
2.	<ul style="list-style-type: none"> - To encounter all other members of the team - To create familiarity between all members - To attain a certain level of comfort being in the presence of team members who are unknown to us. 	<p>Ice Breaker</p> <ul style="list-style-type: none"> - Trainer explains the game - Music starts playing - Members move/dance/walk around the room as music plays. - When music stops, members stop in their places. - Each member shakes hand with the person in front/next to him/her and says "Hello, me ____ (first name)". Saying name is not compulsory. It is acceptable if some members just shake hands / smile / nod or just stand. - When music starts again, all members start dancing / moving / walking around the room. - Game continues till all members encounter every other member in the team. - Members have to consciously ensure they encounter all other members and not miss out any. 	15 minutes	Tape Recorder CD with dance number (recent Bollywood hits) One person to monitor the tape recorder
3.	<ul style="list-style-type: none"> - To identify things of interest - To disregard things we don't like 	<p>Debriefing: Did we meet everyone in the team? If anyone is left, we can go to him/her & shake hands now. How did it feel looking at new faces?</p> <p>My Favourites</p> <ul style="list-style-type: none"> - Trainer explains the activity - Materials (specified in the last column) are kept in the centre of the room. - Members are divided into groups (a bowl of coloured beads is passed around; members pick up a bead each; when all members are done picking up one bead each, members having the same 	25 minutes	Coloured beads same in number as total number of participants (equally divided into various colours)

	<p>coloured bead will form one group).</p> <ul style="list-style-type: none"> - Members have to decorate any wall of their choice. - Instructions are given NOT to stick anything on the walls – material can be stuck ONLY on doors, windows, cupboards, <p><u>Debriefing:</u> What items did each of us select? Why did we select that particular item/picture? Why did we not select other items/pictures?</p>		Photographs of actors & actresses, cello-tape, thread, balloons, scissors, colourful strips of crepe paper, decorations
4.	Tea Break	15 mins	
5.	<ul style="list-style-type: none"> - To carry out activities by listening - To develop self control 	60 minutes	Steel Plates, spoons, katoris, djembes, khanjiris, wooden instruments, shakers
	<p><u>Drumming:</u></p> <ul style="list-style-type: none"> - Trainer explains the activity. - All instruments (as mentioned in last column) are laid out in one corner of the room. - Members pick up any instrument of their choice. - Trainer plays a beat - Members emulate. - Trainer makes the beats more complex. - Members continue to emulate. - Trainer asks if any member would like to lead the team. - Members who wish to are permitted to lead the team. Members may be given an opportunity to exchange materials. - Activity may be made more complex – all playing together; groups playing one after another; groups playing different beats in unison. <p><u>Debriefing:</u> How did it feel? Anyone who did not like the activity? What did we do? What was important in this activity? How did the leaders feel?</p>		
6.	<ul style="list-style-type: none"> - To define the problem - To identify the options available - To select the most 	30 minutes	Hungry: Actual fruits, vegetables, bags with vegetables, pictures of vegetables &
	<p><u>Treasure Hunt:</u></p> <ul style="list-style-type: none"> - Trainer explains the activity. - Members are divided into groups using the coloured bead method (as mentioned in 'My Favourites' game). - Trainer poses a problem eg.: "I am feeling very hungry"; "I am 		

viable option to solve the problem	<p>feeling thirsty"; "I am feeling bored"; "I am sleepy"; "I am lost"; "I am feeling hot".</p> <ul style="list-style-type: none"> - Group members have to discuss what the problem is and what needs to be done. - They search the room for appropriate things that will help solve the problem. - The group collects the material and presents it to the trainer. - The group that presents the first set of correct material for every problem wins a prize. <p><u>Debriefing:</u> When I posed the problem, what did you do in the group? How did you decide which things are required? When you went around and saw so many things you manage to get the right thing required to solve my problem? How did it feel when you solved my problems?</p> <p>Material (contd.): Coloured beads same in number as total number of participants (equally divided into various colours)</p>	fruits, cakes, ice cream etc. Thirsty: Water bottles, advts of cold drinks, Bored: sports equipment, CD, tape recorder, magazine Sleepy: bedsheet, satranji, picts/advts of pillows, beds, mattresses. Lost: Phone, mobile, picture of policemen, bus, train Hot: Advts of ice-creams & soft drinks, fans & AC's, paper fans
7. - To listen without interruptions when others talk - To know oneself / ones qualities - To acquaint oneself with the names & demographic information about other team members - To speak about oneself in a small group situation	<p>Who am I?</p> <ul style="list-style-type: none"> - Trainer explains the activity - Groups are formed by the coloured bead method. - Members of each group introduce to other members basic information about themselves. - Members may ask questions to others to get more information. <p><u>Extension:</u> If the activity gets over fast, many pictures can be spread in the centre of the room. Members will be asked to pick any picture of their choice and return to their places in the group. Each member will then relate the pictures to themselves. This relation may vary from "I am a lion" to "I am the sun because...." Or "I have" to "I have because...."</p>	45 minutes
8. Lunch Break		
9. - To listen without	I like..... I hate.....	45 mins
		90

	interruptions when others talk	minutes	
	<ul style="list-style-type: none"> - To know oneself / ones likes & dislikes - To acquaint oneself with the likes and dislikes of other team members - To speak about oneself in a large group situation 	<ul style="list-style-type: none"> - Trainer explains the activity - Trainer invites members to come in front of the group /stand/sit in ones own place say something that they like and something that they hate. - Mentors may be instructed beforehand to volunteer information about themselves till self advocates are motivated to do so. - Voluntary self nominations will be encouraged. - Members coming and just standing in front of the group without saying anything, members just coming and saying their names, all levels of participation will be accepted. 	May require the materials used during the day as clues to recollect.
10.	<ul style="list-style-type: none"> - To recollect the days' activities. - To relate the days' learnings 	<p>Summary</p> <ul style="list-style-type: none"> - Members will be encouraged to recollect activities held during the day. - Members will be encouraged to relate the learnings from these activities 	15 minutes
11.	<ul style="list-style-type: none"> - To unwind and relax after a day full of learnings - To reflect on the days' learnings 	<p>Meditation + Prayer</p> <ul style="list-style-type: none"> - All candidates will sit in comfortable positions. - Soft music with chanting of "OM" will be played in the background. - Members will be instructed to close their eyes and reflect on the days learnings. - Bell is rung. - Trainer says a prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would like to say a prayer. - Any member can say a prayer in any form they wish. 	3+2 minutes CD Player CD with "OM" chanting
12.		Tea Break	10 mins
13.		Dispersal	
14.		Practice for Cultural program (to be presented on the 22 nd October, 2011). Being the first day, self advocates will be encouraged to present anything of their interest to the group.	60 minutes

PROGRAM SCHEDULE 2

SELF ADVOCATES TRAINING			
Sl.	Time	Duration	Activity
1.	10.00 – 10.05	05 minutes	Prayer
2.	10.05 – 10.35	30 minutes	I like.... I hate....
3.	10.35 – 11.15	40 minutes	The Emperor's New Clothes
4.	11.15 – 11.30	15 minutes	Tea Break
5.	11.30 – 12.30	60 minutes	Reporting Abuse
6.	12.30 – 1.00	30 minutes	Group Work (My Family)
7.	1.00 – 1.45	45 minutes	Lunch Break
8.	1.45 – 2.15	30 minutes	Group work (Various activities)
9.	2.15 – 2.55	40 minutes	Drumming
10.	2.55 – 3.00	2 + 3 minutes	Meditation + Prayer
11.	3.00 – 3.10	10 minutes	Tea Break
12.	3.10		Dispersal
13.	3.10 - 4.00	60 minutes	Practice for Cultural program

NOTE: All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

MENTORS TRAINING			
Sl.	Time	Duration	Activity
1.	3.10 – 3.30	20 minutes	Debriefing & self evaluation on days' program
2.	3.30 – 3.40	10 minutes	Brainstorming
3.	3.40 – 4.10	30 minutes	Weekly follow-up programs

TRAINING PLAN 2

SI	Objective/s	Prayer	Activity	Time	Material
1.	<ul style="list-style-type: none"> - To set a routine - To express spontaneously in an unstructured, informal situation 	<p>Prayer</p> <ul style="list-style-type: none"> - Trainer will say a small prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 		5 minutes	No material
2.	<ul style="list-style-type: none"> - To express one's likes - To express ones dislikes 	<p>I like.... I hate....</p> <ul style="list-style-type: none"> - Red & Green coloured square papers will be passed around with instructions to keep one of each colour and pass on the rest. - Once all members have one paper of each colour, trainer will demonstrate how to play the game. - The trainer says certain statements. - If the member wishes to answer in a "Yes", then he/she has to raise the green paper. - If the member wishes to answer in a "No", then he/she has to raise the red paper. - The trainer will initially start with simple concrete statements, with which all members will relate easily eg "I am a girl" – all girls raise the green paper & boys raise the red paper. - Similar statements will be taken for all members to understand when to raise the respective papers (I am wearing a saree, I am wearing a Tshirt, I have specs, I am wearing pants, I live in Panvel, I have a bindi etc). - Once members understand use of coloured papers, the trainer will move on to more complex statements with "I like... and I hate...." elements related to their day to day lives. - The red and green papers will be passed on and collected at the end of the game. 		30 minutes	3"x3" Crepe papers red and green in colour (one of each colour to be given to each participant)
3.	<ul style="list-style-type: none"> - To plan and implement an activity within the available resources 	<p>The Emperor's New Clothes</p> <ul style="list-style-type: none"> - Members are divided into groups (a bowl of coloured beads is passed around; members pick up a bead each; when all members are done picking up one bead each, members having the same 		40 minutes	Coloured beads same in number as total number of participants (equally

	<p>coloured bead will form one group).</p> <p>The method for grouping which was initiated last week is made a little more complex: Trainers and Volunteers stand in five places holding a bead of one colour each. Members are required to look at the bead in their own hands, and collect by themselves around the Volunteer/Trainer who is holding the same coloured bead.</p> <ul style="list-style-type: none"> - After the groups are formed, each group will be given three news papers, a pair of scissors, one cello-tape and few pins. - Each group has to identify one "KING" amongst their team members and prepare a set of clothes for their KING using the material provided. - After 30 minutes, each king will walk the ramp to a lot of cheer from all the groups. 		divided into five colours) News papers, Cello Tape, Scissors, Pins
4.	Tea Break	15 mins	
5.	<p>Reporting Abuse</p> <ul style="list-style-type: none"> - The red and green paper squares will again be distributed to all members. - Members will be shown each of the material and asked whether they would accept them. If the answer is "YES", then raise the green paper. If the answer is "NO", then raise the red paper. <p>Members will then be divided into 3 groups according to their functional levels. Two mentors will take the activity with the material with each group with specific instructions as follows:</p> <ul style="list-style-type: none"> - Group 1 will be taught to say "NO" to inappropriate material. - Group 2 will be taught to say "I don't want this I want...." - Group 3 will be taught to say "Don't give me torn clothes. Just as you wear good clothes, I too need /like to wear good clothes" <p>NOTE:</p> <ul style="list-style-type: none"> - The same mentors will attend to the same groups throughout the next three programs, so they are able to follow up and facilitate appropriate learning. - All members will again re-assemble in one large group. - Trainers and Volunteers will perform role plays portraying a guardian giving inappropriate material to a self advocate and the 	60 minutes	<p>3"x3" Crepe papers red and green in colour (one of each colour to be given to each participant)</p> <p>Broken pair of footwear, pair of footwear with both of the same foot, pair of dissimilar footwear, torn shirt, muddy / dirty dress.</p> <p>shirt without buttons / with buttons of varied colours, pant with buckle broken.</p> <p>Good pair of footwear, good Shirt,</p>
	<p>To reject inappropriate materials</p>		

	<p>self advocate saying no and asking for appropriate material.</p> <p>After every role play, self advocates will be invited to come and play the role of the self-advocate and display the behaviors taught to them in groups above when someone gives them an inappropriate material.</p> <p>The concept will again be reinforced using the red and green paper activity. Red/Green Papers will be collected after the activity.</p>		pant, dress.
6.	<p>- To express ones feelings about one's family</p> <p>My Family</p> <ul style="list-style-type: none"> - Members will again be divided into groups according to their functional levels. - NOTE: The same mentors will attend to the same groups throughout the next three programs, so they are able to follow up and facilitate appropriate learning. - Members will express facts and feelings about family members whose photographs have been brought by them. - Members will be encouraged to ask questions to other members to gain more information about their family members. 	30 minutes	Members will be instructed during the week to bring photographs of family members
7.	<p>Lunch Break</p> <ul style="list-style-type: none"> - Members will be encouraged to indulge in activities which they like after lunch (stroll, nap, chat etc). 	45 minutes	
8.	<p>- To develop confidence</p> <p>Group work (Various activities)</p> <ul style="list-style-type: none"> - Members will again be divided into groups according to their functional levels. - NOTE: The same mentors will attend to the same groups throughout the next three programs, so they are able to follow up and facilitate appropriate learning. - Group 1 will be sent down with their mentors for working in the garden. - Group 2 will speak in front of their group about their family members. - Group 3 will be taught public speaking skills – primarily talking about topics related to family. 		
9.	<p>- To carry out activities by</p> <p>Drumming:</p> <ul style="list-style-type: none"> - Trainer explains the activity. 	60 minutes	Steel Plates, spoons, katoris, djembes,

<p>listening - To develop self control</p>	<ul style="list-style-type: none"> - All instruments (as mentioned in last column) are laid out in one corner of the room. - Members pick up any instrument of their choice. - Trainer plays a beat - Members emulate. - Trainer makes the beats more complex. - Members continue to emulate. - Trainer asks if any member would like to lead the team. Members whose photographs have been brought by them. - who wish to are permitted to lead the team. - Members may be given an opportunity to exchange materials. - Activity may be made more complex – all playing together; groups playing one after another; groups playing different beat in unison. - The level of drumming activity will be one step ahead in complexity than the activity carried out in the earlier program. 	<p>khanjiris, wooden instruments, shakers</p>
<p>10. - To unwind and relax after a day full of learnings - To reflect on the days' learnings</p>	<p><u>Meditation + Prayer</u></p> <ul style="list-style-type: none"> - All candidates will sit in comfortable positions. - Soft music with chanting of "OM" will be played in the background. - Members will be instructed to close their eyes and reflect on the days learnings. - Bell is rung. - Trainer says a prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 	<p>2 + 3 minutes CD Player CD with "OM" chanting</p>
<p>11.</p>	<p>Tea Break</p>	<p>10 minutes</p>
<p>12.</p>	<p>Dispersal</p>	
<p>13.</p>	<p>Practice for Cultural program (to be presented on the 22nd October, 2011). Being the first day, self advocates will be encouraged to present anything of their interest to the group.</p>	<p>60 minutes</p>

The theme for the first program was 'SELF' and for developing familiarity amongst all. Mentors were instructed to consciously facilitate development of the following skills in the routine activities of the Self-Advocate:

- Listening,
- Decision-making,
- Problem solving,
- Knowing and expressing wants.

The theme for the second program was centred around the 'FAMILY'. As a follow-up of this program, self advocates have been instructed to stick photographs as follows in their files:

- Of self (as many as available – from childhood till date)
- Of family members with their names and relation (may be single or group photographs)
- Write the addresses of their Organization and their place of residence

The theme for the third program will be 'COMMUNITY'. In the week prior to his program advocates have been instructed to obtain information about all public places (hospital, dispensary, bus stop/stand, railway station, hotels, shops, beauty parlours/saloons, police stations etc) around their place of residence.

Mentors have been advised to

- To consciously facilitate development of the following skills in the routine activities of the Self-Advocate: Listening, Decision-making, Problem solving, Knowing and expressing wants.
- Follow-up and get the scrap work (photographs) done from the advocates.
- Encourage parents to actually take the advocate to the public places around their homes, show them the place and make a list of places visited – which will be included in the 3rd training program.

PROGRAM SCHEDULE 3

SELF ADVOCATES TRAINING				
Sl.	Time	Duration	Activity	Resource person
1.	10.00 – 10.05	05 minutes	Prayer	Shirish
2.	10.05 – 10.45	40 minutes	Main Hoon Na.....	
3.	10.45 – 11.15	30 minutes	You are my Angel.....	
4.	11.15 – 11.30	15 minutes	Tea Break	
5.	11.30 – 12.00	30 minutes	I – speak	
6.	12.00 – 1.00	60 minutes	“No Thank You”	
7.	1.00 – 1.45	45 minutes	Lunch Break	
8.	1.45 – 2.15	30 minutes	“No Thank You” (contd)	
9.	2.15 – 2.55	40 minutes	Drumming	
10.	2.55 – 3.00	2 + 3 minutes	Meditation + Prayer	
11.	3.00 – 3.10	10 minutes	Tea Break	Shirish & team
12.	3.10		Dispersal	
13.	3.10 – 4.10	60 minutes	Practice for Cultural program	Shirish & team

NOTE: All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

MENTORS TRAINING				
Sl.	Time	Duration	Activity	Resource person
1.	3.10 – 3.30	20 minutes	Debriefing & self evaluation on days' program	
2.	3.30 – 3.40	10 minutes	Brainstorming	
3.	3.40 – 4.10	30 minutes	Weekly follow-up programs	

TRAINING PLAN 3

Sl	Objective/s	Activity	Time	Material
1.	<ul style="list-style-type: none"> - To set a routine - To express spontaneously in an unstructured, informal situation 	<p>Prayer</p> <ul style="list-style-type: none"> - Trainer will say a small prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 	5 minutes	No material
2.	<ul style="list-style-type: none"> - To develop trust 	<p>Main Hoon Na.....</p> <ul style="list-style-type: none"> - This session will have two activities. - The Trainer explains the first activity. - Members will be paired (Different coloured papers will be distributed to all. There will be only two papers of one colour. Members will be required to pick any paper of their choice. Members who have papers of the same colour will form pairs). - Many obstacles will be laid across the room. - One member of every pair will be blindfolded. - The other member has to lead his mate physically through the obstacles to the other end of the room without him banging into any of the obstacles. - The leader is not allowed to say anything to the blindfolded mate. - Different pairs will start and end at different parts of the room, so that all can start together. - The best fun will be experienced when all pairs reach the centre of the room, trying to cross over to their side of the room! - Once all pairs are done, the leaders and the blindfolded mate will exchange places and repeat the same game. - The Trainer then explains the second game. - Members form new pairs again using the coloured paper method. - This game is played with only three pairs at a time. - All other members sit in a semi circle formation in the room. - A pot/bucket is kept upside down at one end of the room. - One of the pair is again blindfolded and is given a stick. 	40 minutes	<p>30 paper squares / triangles of 15 different colours (two papers of one colour each)</p> <p>Various obstacles laid across the room (tables of varying heights, different types of chairs, water bottles, musical instruments and any other material available at the place of training.)</p> <p>Three sticks and a pot/bucket</p>

	<ul style="list-style-type: none"> - The leaders in every pair have to lead their respective blindfolded mate to the pot, where the mate is required to hit the pot. - This time, the leader has to verbally guide his mate – he is not allowed to touch or physically guide him. - The most hilarious moments will be experienced when all three pairs reach the pot, trying to hit it without hitting each other! And they have to concentrate on the voice/directions given by their own leader amidst the voices/directions given by the other leaders! Once all pairs are done, the leaders and the blindfolded mate will exchange places and repeat the same game. 		
<p>3.</p> <ul style="list-style-type: none"> - To identify helpers in their own community - To identify public places in their own community - To identify specific people whom they can call for help in case of emergency. 	<p><u>You are my Angel...</u></p> <ul style="list-style-type: none"> - Members will be divided into three groups as per their functional abilities (the same groups and mentors will be retained as in the second program). - Members had been told during the second program to personally visit and collect information about Community centres (hospitals, dispensary, school, police station, beauty parlours, vegetable market, grocery shop etc.) near their places of residence. - They will now discuss the same in their groups. - Mentors will guide each Self Advocate to identify any three people (1 person they trust – can be anyone close to the self - The Trainer then explains the second game. - Members form new pairs again using the coloured paper method. - This game is played with only three pairs at a time. - All other members sit in a semi circle formation in the room. - A pot/bucket is kept upside down at one end of the room. - One of the pair is again blindfolded and is given a stick. - The leaders in every pair have to lead their respective blindfolded mate to the pot, where the mate is required to hit the pot. - This time, the leader has to verbally guide his mate – he is not allowed to touch or physically guide him. - The most hilarious moments will be experienced when all three pairs reach the pot, trying to hit it without hitting each other! And they have to concentrate on the voice/directions given by their 	30 minutes	Home-work done in the week prior to the program.

		own leader amidst the voices/directions given by the other leaders! - Once all pairs are done, the leaders and the blindfolded mate will exchange places and repeat the same game.	
4.		Tea Break	15 minutes
5.	- To make appropriate use of community resources. - To speak about resources available and required in their community - To express expectations from the community.	I – speak! - The same groups formed in the earlier activities will be continued for this session (based on their functional levels). - Group 1 will go outdoors and carry out various activities in the community. - Group 2 & 3 will discuss within their small groups for about 15 minutes what facilities they get, what they don't and what they need from their communities. - After discussion, all members will assemble together. - Each member will come out and present a speech on their requirements from the community.	30 minutes
6.	- To identify situations in which one needs to say "NO". - To acquire / learn various techniques in which one can assertively say "NO".	"No Thank You" - Role plays will be carried out in each of the ten techniques of saying "NO" to a person - Members will be invited to come out and play the role of Self Advocate and learn the various techniques to say "NO".	60 minutes before lunch and continued after lunch
7.		Lunch Break - Members will be encouraged to indulge in activities which they like after lunch (stroll, nap, chat etc) - Situations will be purposefully created during lunch break for members to practice saying "NO".	45 minutes
8.	Session continued	"No Thank You" continued from pre-lunch session	30 minutes
9.	- To carry out activities by	Drumming: - Trainer explains the activity.	60 minutes
			Steel Plates, spoons, katoris, djembes,

<p>Listening</p> <p>To develop self control</p>	<ul style="list-style-type: none"> - All instruments (as mentioned in last column) are laid out in one corner of the room. - Members pick up any instrument of their choice. - Trainer plays a beat - Members emulate. - Trainer makes the beats more complex. - Members continue to emulate. - Trainer asks if any member would like to lead the team. Members who wish to are permitted to lead the team. - Members may be given an opportunity to exchange materials. - Activity may be made more complex – all playing together; groups playing one after another; groups playing different beat in unison. <p>The level of drumming activity will be one step ahead in complexity than the activity carried out in the earlier program.</p>	<p>khanjiris, wooden instruments, shakers</p>
<p>10. - To unwind and relax after a day full of learnings</p> <p>- To reflect on the days' learnings</p>	<p><u>Meditation + Prayer</u></p> <ul style="list-style-type: none"> - All candidates will sit in comfortable positions. - Soft music with chanting of "OM" will be played in the background. - Members will be instructed to close their eyes and reflect on the days learnings. - Bell is rung. - Trainer says a prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 	<p>2 + 3 minutes</p> <p>CD Player</p> <p>CD with "OM" chanting</p>
<p>11.</p>	<p>Tea Break</p>	<p>10 mins</p>
<p>12.</p>	<p>Dispersal</p>	

PROGRAM SCHEDULE 4

SELF ADVOCATES TRAINING				
Sl.	Time	Duration	Activity	Resource person
1.	10.00 – 10.05	05 minutes	Prayer	Mentors
2.	10.05 – 10.15	10 minutes	Accepting Circle	
3.	10.15 – 10.45	30 minutes	My Helpers	Mentors
4.	10.45 – 10.55	10 minutes	Bhow! Bhow!!!	Charu
5.	10.55 – 11.15	20 minutes	We Can	
6.	11.15 – 11.30	15 minutes	Tea Break	
7.	11.30 – 12.15	45 minutes	We Can (contd.)	
8.	12.15 – 1.00	45 minutes	Health Forum	Mentors
9.	1.00 – 1.30	30 minutes	Lunch Break	
10.	1.30 – 2.15	45 minutes	I – speak	Charu + mentors
11.	2.15 – 2.55	40 minutes	Drumming	
12.	2.55 – 3.00	2 + 3 minutes	Meditation + Prayer	
13.	3.00 – 3.10	10 minutes	Tea Break	Mrs. Palkar & Team
14.	3.10		Dispersal	
15.	3.10 – 4.10	60 minutes	Practice for Cultural program	Mrs. Palkar & Team

NOTE: All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

MENTORS TRAINING				
Sl.	Time	Duration	Activity	Resource person
1.	3.10 – 3.30	20 minutes	Debriefing & self evaluation on days' program	
2.	3.30 – 3.40	10 minutes	Brainstorming	
3.	3.40 – 4.10	30 minutes	Weekly follow-up programs	

TRAINING PLAN 4

Sl	Objective/s	Activity	Time	Material
1.	<p>Prayer</p> <ul style="list-style-type: none"> - To set a routine - To express spontaneously in an unstructured, informal situation 	<p>Trainer will say a small prayer (more a dialogue with the Almighty)</p> <ul style="list-style-type: none"> - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 	05 minutes	No material
2.	<ul style="list-style-type: none"> -To accept each other as we are -To develop concentration 	<p>Accepting Circle</p> <ul style="list-style-type: none"> - Trainer explains the game - All members stand in a large circle. - One player starts by making a little gesture, perhaps with a little sound. - His or her neighbor then tries and does exactly the same. And so on. - Although we expect the gesture/sound not to change, it will. - Watch for movements that suddenly change left/right arm or leg. - This is not really supposed to happen, but it will. - Once happened, it should be accepted by the next player. - Also watch/listen for little moans or sighs that players might make before or after their turn – these should also be taken over by the next player. 	10 minutes	No materials
3.	<ul style="list-style-type: none"> - To identify specific helpers in their community. - To collect and store specific information about these helpers for future use 	<p>My Helpers</p> <ul style="list-style-type: none"> - The self advocates had been instructed to identify and collect specific information pertaining to phone numbers and addresses of the police station and doctor/dispensary closest to their place of residence and one person whom they trust the most and whom they would call first in case of any help. - The members will be divided into their functional groups. - Mentors responsible for each group will discuss with the group on the specific information collected and make the members aware about when this information will be used 	30 minutes	Information collected by the self advocates in their files.
4.	- To boost energy	Bhow! Bhow!!...	10	No materials

	minutes	required
<p>- To develop coordination</p>	<p>Extremely silly but fun game, to pump up energy levels.</p> <ul style="list-style-type: none"> - Get everyone in a circle. - One player becomes the body of any animal he/she chooses - this is done by holding both arms in front of your chest, elbows touching your rib cage, and letting hands hold a ball. - Her 2 neighbors become the `ears` of the animal, by waving a hand next to the middle player`s ears. - One more neighbor becomes the tail. - All 4 make the sound of the animal (say `bhow, bhow...` if they are a dog) together, until the middle player throws the ball to another player in the circle. - This player then becomes the body, and his neighbors get to do the ears and tail. - Play this game at a high speed. - Mumbling the sound en masse gives a nice energy boost. - Play in slow motion. Hilarious! - Alternatively, you can really invent any object or create or replace the animal, as long as you invent a sound along with it. - Try a car, with 2 wheels and a set of wind screen wipers, going `vroom vroom` a cow, with a tail and 2 horns, going `moo moo`, a washing machine, with 2 players building a `box` with both arms, and the middle player waving her arms in a circle in front of her - All go `rumble rumble` - an elephant, with 2 big ears and a trunk, making an elephant sound (if you don`t know what an elephant sounds like, just invent a sound). 	<p>30 paper squares / triangles of 15 different colours (two papers of one colour each)</p> <p>White Board,</p>
<p>5.</p> <ul style="list-style-type: none"> - To identify one`s strengths - To identify ones limitations - To identify ways in which one can overcome ones 	<p>20 minutes</p> <p>We Can</p> <ul style="list-style-type: none"> - Trainer explains her own strengths and limitations to the group - Eg: I can sing well, but I cannot read without my specs. - Then explains that the limitation can be overcome with some help eg. If I wear specs, I can read well. - Three columns will be drawn on the Board. Strengths, limitations and ways to overcome these limitations will be written down in 	

limitations	each of these columns. - Members will then be paired using the coloured paper method - Before tea break, members will be asked to share each of the three points about each other. - Mentors will move around facilitating discussions.	marker, duster
6.	Tea Break	15 mins
7.	We Can (contd.) - After tea Break, members will again be seated in their pairs. - Each pair will explain their strengths, limitations and strategies to the group. - These will be noted down (preferably by a self advocate who can write well on the board) - After all pairs have stated their points, a general summary will be carried out emphasizing that all of us have different limitations, but with some kind of help, we can always overcome them – we need to know whom we can ask for help.	45 minutes One self advocate volunteer to write on the board
8.	Health Forum: - This session will be conducted separately for girls and boys. - Male Mentors and Trainers will take the session with the male self advocates - Female Mentors and Trainers will take the session with the female self advocates - Issues to be dealt with will be given in a separate handbook.	45 minutes Handbook for Health & Hygiene
9.	Lunch Break - Members will be encouraged to indulge in activities which they like after lunch (stroll, nap, chat etc) - Situations will be purposefully created during lunch break for members to practice saying “NO”.	30 minutes
10.	I Speak - Members will be encouraged to come out and speak on various issues that concern their daily lives. - Speakers will be guided to present their points in a manner which will be understood by all. - This will be done <u>NOT</u> by telling them what to say, but, by asking	45 minutes Mike, speakers

11.	<ul style="list-style-type: none"> - To carry out activities by listening - To develop self control 	<p>questions to prod them into formulating their own answers.</p> <p>Drumming:</p> <ul style="list-style-type: none"> - Trainer explains the activity. - All instruments (as mentioned in last column) are laid out in one corner of the room. - Members pick up any instrument of their choice. - Trainer plays a beat. - Members emulate - Trainer makes the beats more complex. - Members continue to emulate. - Trainer asks if any member would like to lead the team. Members who wish to are permitted to lead the team. - Members may be given an opportunity to exchange materials. - Activity may be made more complex – all playing together; groups playing one after another; groups playing different beat in unison. - The level of drumming activity will be one step ahead in complexity than the activity carried out in the earlier program 	45 minutes	Steel Plates, spoons, katoris, djembes, khanjiris, wooden instruments, shakers
12.	<ul style="list-style-type: none"> - To unwind and relax after a day full of learnings - To reflect on the days' learnings 	<p>Meditation + Prayer</p> <ul style="list-style-type: none"> - All candidates will sit in comfortable positions. - Soft music with chanting of “OM” will be played in the background. - Members will be instructed to close their eyes and reflect on the days learnings. - Bell is rung. - Trainer says a prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 	2 + 3 minutes	CD Player CD with “OM” chanting
13.			10 mins	
14.				
15.		Practice for Cultural program (to be presented on the 21 st October, 2011).	60 minutes	

PROGRAM SCHEDULE 5

SELF ADVOCATES TRAINING				
Sl.	Time	Duration	Activity	Resource person
1.	10.00 – 10.05	05 minutes	Prayer	Mentors
2.	10.05 – 11.15	70 minutes	“Nothing about us, without us”	Charu
3.	11.15 – 11.30	15 minutes	Tea Break	
4.	11.30 – 12.30	60 minutes	Office bearers and their roles	
5.	12.30 – 1.15	45 minutes	I-Speak	Mentors
6.	1.15 – 1.45	30 minutes	Lunch Break	
7.	1.45 – 3.15	90 minutes	Vote For.....!!!	Charu, + mentors
8.	3.15 – 3.20	2 + 3 minutes	Meditation + Prayer	
9.	3.20 – 3.30	10 minutes	Tea Break	Mrs. Palkar & Team
10.	3.30		Dispersal	
11.	3.30 – 4.30	60 minutes	Practice for Cultural program	Mrs. Palkar & Team

NOTE: All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

TRAINING PLAN 5

SI	Objective/s	Prayer	Activity	Time	Material
1.	<ul style="list-style-type: none"> - To set a routine - To express spontaneously in an unstructured, informal situation 	<p>Prayer</p> <ul style="list-style-type: none"> - Trainer will say a small prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 		05 minutes	No material
2.	<ul style="list-style-type: none"> - To understand the concept of self advocacy - To identify oneself as a Self – Advocate - To create a group identity - To identify areas (settings) where self advocacy can be practiced - To identify strategies for practicing self advocacy in various settings. 	<p>Nothing About Us, Without us....</p> <ul style="list-style-type: none"> - Trainer will introduce the concept of self-advocacy - All members will introduce themselves as self advocates – “ I am (name), I am a self advocate”. - Trainer will inform the members that all Self-Advocates belong to one group (SASI, Navi Mumbai). - Trainer will guide the self advocates to identify various areas / settings (eg Home, school, place of work, doctors’, bus, train, market place, shop etc.) where self advocacy can be practiced with examples from daily life situations. - Trainer will facilitate a brainstorming by the self advocates on strategies for practicing self advocacy in the areas/settings identified. 		70 minutes	Chalk, black-board OR Marker, White-board
3.		<p>Tea Break</p>		15 mins	
4.	<ul style="list-style-type: none"> - To list the main Office Bearers of the Organization. - To understand the roles and responsibilities of these Office Bearers - - To assess one’s own abilities in light 	<ul style="list-style-type: none"> - Trainer will inform all self advocates about three major Office Bearers in the SASI Navi Mumbai (President, Secretary and Treasurer). - Flip Charts prepared earlier enlisting roles and responsibilities of each Office bearer will be displayed and explained one by one. - After explaining the roles and responsibilities of the President, self advocates will be urged to assess their own abilities in light of the list explained. - Self advocates will then be encouraged to nominate themselves for the 		60 minutes	3 Flip Charts enlisting the titles, roles and responsibilities of the Office bearers.

<p>of these roles and responsibilities.</p> <ul style="list-style-type: none"> - To nominate oneself for respective positions considering ones abilities. 	<p>President's position.</p> <ul style="list-style-type: none"> - Names of the self nominated candidates will be written on the board under the "President" column. - Similar procedure will be carried out for the Secretary and Treasurer. - At the end of the session, the blackboard will display 3 columns with the names of all the self nominated candidates under each post. - Candidates who have nominated themselves for more than one post will be asked to reconsider their decisions and decide on any ONE post that they would wish to nominate themselves for. - The list of roles and responsibilities would serve as a reference point for these reconsiderations. - The final list will then be displayed and all self advocates will be asked if they have any objections to the nominated candidates. - Immediate reconciliative action will be taken on any objection received. 		
<p>5.</p> <ul style="list-style-type: none"> - To consolidate one's ideas on a particular topic - To express one's ideas on a particular topic. - To practice the skill of speaking in front of a group. 	<p><u>I Speak</u></p> <ul style="list-style-type: none"> - Members will be encouraged to come out and speak on various issues that concern their daily lives. - Speakers will be guided to present their points in a manner which will be understood by all. - This will be done <u>NOT</u> by telling them what to say, but, by asking questions to prod them into formulating their own answers. - The self advocates will given certain topics to express their opinions (e.g. 'What do I need in my society', 'My opinion about the self advocacy training', 'My abilities' etc. 	45 minutes	Mike
<p>6.</p>	<p><u>Lunch Break</u></p> <ul style="list-style-type: none"> - Members will be encouraged to indulge in activities which they like after lunch (stroll, nap, chat etc) - Situations will be purposefully created during lunch break for members to practice saying "NO". 	30 minutes	
<p>7.</p> <ul style="list-style-type: none"> - To select only ONE picture from amongst all on a ballot paper. - To stamp in the appropriate column in 	<p>Vote for.....</p> <ul style="list-style-type: none"> - Trainer will explain the procedure of voting. - Trainer will emphasize on the need for maintaining confidentiality in voting. - Members will be given three practice sessions in 90 minutes for 	90 minutes	Three tables set for voting with a three – sided cardboard carton, a stamp and a stamp-pad each.

front of the selected picture.

- To maintain confidentiality about the picture selected.
- To understand and follow the appropriate procedure for voting.

casting their votes where the following procedure will have to be followed:

- Stand in a line
- Go one by one in line to the registration table
- Write their name on the registration sheet.
- Get their finger inked..
- Take the ballot paper.
- Proceed to the voting line.
- Wait till the voting tables are free.
- Walk to the table which is free.
- Stamp in the appropriate column in front of any ONE picture.
- Fold the ballot paper and insert it in the slotted Ballot box kept in the centre of the room.
- Return to their seats.
- Repeat the same procedure for the next session.

- Three different ballot papers will be used as follows in the three practice sessions:
 1. First column with Pictures of objects, second column with the names of these objects, third column blank for stamping. Members have to stamp on any ONE picture they like.
 - First column with Pictures of inappropriate habits (eg smoking, dirty nails, unshaven etc.) and one picture of a clean habit, second column with the actions depicted in these pictures, third column blank for stamping. (This will be a follow-up of the session on 'Health & Hygiene' taken earlier). Members have to stamp on the picture depicting the clean habit.
 - Three different ballot papers will be used as follows in the three practice sessions:
 3. First column with Pictures of objects, second column with the names of these objects, third column blank for stamping. Members have to stamp on any ONE picture they like.
 4. First column with Pictures of objects, second column with the names of these objects, third column blank for stamping. Members have to stamp on any ONE picture they like.

Two tables for registration.

One paper and pen for the members to register.

One sketch pen to mark the fingers.

One slotted box set up on a table in the centre of the room for putting the stamped ballot papers

<p>8. - To unwind and relax after a day full of learnings - To reflect on the days' learnings</p>	<p>5. <u>First column with Pictures of objects, second column with the names of these objects, third column blank for stamping.</u> Members have to stamp on any ONE picture they like.</p> <p>6. <u>First column with Pictures of inappropriate habits (eg smoking, dirty nails, unshaven etc.) and one picture of a clean habit, second column with the actions depicted in these pictures, third column blank for stamping.</u> (This will be a follow-up of the session on 'Health & Hygiene' taken earlier). Members have to stamp on the picture depicting the clean habit.</p> <p>7. <u>First column with Pictures of objects, second column with a brief description of the qualities of these objects, third column blank for stamping.</u> Members have to stamp the picture whose quality they like the best.</p> <p>8. Members will be instructed that during the next session on the 21st October, ballot papers will contain photographs of all the nominees and a similar procedure will have to be followed for voting for the Office Bearers (President, Secretary and Treasurer) of the SAFI Navi Mumbai & Raigad Chapter.</p>	<p>2 + 3 minutes</p>	<p>CD Player CD with "OM" chanting</p>
<p>9.</p>	<p><u>Meditation + Prayer</u></p> <ul style="list-style-type: none"> - All candidates will sit in comfortable positions. - Soft music with chanting of "OM" will be played in the background. - Members will be instructed to close their eyes and reflect on the days' learnings. - Bell is rung. - Trainer says a prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer. - Any member can say a prayer in any form they wish. 	<p>10 mins</p>	
<p>10.</p>	<p><u>Tea Break</u></p>		
<p>11.</p>	<p>Dispersal</p>		
	<p>Practice for Cultural program (to be presented on the 21st October, 2011).</p>	<p>60 minutes</p>	



GROUP OF TRAINEE SELF ADVOCATES AT NAVKSHITIJ PUNE ON 13 MARCH 2016



SELF ADVOCACY TRAINING PROGRAMME UNDER PROGRESS AT SULBHA SPECIAL SCHOOL HOSTED BY SAMANVAY PALAK SANSTHA, MUMBAI ON 24 AND 25 MARCH 2018



**EXECUTIVE COMMITTEE OF SELF ADVOCATES FORUM OF INDIA (SAFI) FOR THE YEAR 2016-19
CONSTITUTED AT THIRD NATIONAL CONVENTION IN BANGALORE IN DEC 2016**



**THIRD NATIONAL CONVENTION OF SAFI INAUGURATED BY H.E. GOVERNOR OF KARNATAKA IN DEC 2016
IN BANGALORE**