

INDEPENDENT LIVING RESOURCE CENTRE



P.A.C.E. VOLUNTEER MANUAL



Citizenship can be seen as the realization of certain rights... Physical, social, political, economic, and cultural barriers keep millions of disabled adults and children throughout the world excluded from fundamental citizenship.¹

~Marta Russell

Niagara Centre for Independent Living

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ILRC PACE VOLUNTEER MANUAL

ILRC Mission Statement

The ILRC is a consumer-controlled organization that promotes and enables citizens with disabilities to make choices and take responsibility for the development and management of personal and community resources.

ILRC PACE Program Mission Statement

By consumers, for consumers = Inclusion

“To implement a recognized training curriculum developed and designed by people with disabilities for people with disabilities; to promote consumer choice and control in daily decisions that impact the lives of people with disabilities”. The Independent Living Resource Centre (ILRC) PACE Program offers trainers and students opportunities to learn new skills and develop confidence while making a valuable contribution to the community.

Purpose of the ILRC PACE Volunteer Manual

The purpose of this handbook is to orientate all volunteers playing a supportive role to the PACE program as trainers, committee members, or offering administrative supports. Moreover, this manual will outline the roles, duties and responsibilities that must be met in order to be a volunteer in the PACE Program. By training the trainers, both our program and the students enrolled will excel.

It is very important that you have a clear understanding of your right and responsibilities. Knowing what is expected of you will enable you to feel more comfortable in a new situation.

WELCOME ABOARD!!!



PACE Volunteer Manual
Independent Living Resource Centre

HISTORY AND PHILOSOPHY OF THE INDEPENDENT LIVING MOVEMENT

In 1972, four persons with disabilities in Berkeley, California, found their support services terminated upon graduation from University. Rather than return to their parental homes or move into an institution, they each rented an apartment and hired an attendant. In time, they developed services such as peer counseling, wheelchair repair, advocacy, and legal services. Since that inauspicious beginning, over two hundred Independent Living Centres have been established in the United States, each filling the unique gaps in services that exist in the community they serve. They have been recognized and funded by government legislation and private agencies.

In Canada, the Obstacles Report (of the Special Committee on the Disabled and the Handicapped, 1981) strongly recommended the establishment of such centre. In December 1982 the first Independent Living Centre in Canada was opened in Kitchener, Ontario. The Centre provided such services as attendant care, housing and referral, public education, peer counseling, accessibility consultation, and training in self-advocacy. The Independent Living Resource Centre (ILRC) opened in Winnipeg in February 1984, the second of its kind in Canada and the first centre in Western Canada.

The movement to integrate disabled people into society is rooted in the technological advances that developed after World War II. Medical advancement, sports organization, parent organizations in the 1960's and consumer organizations in the 1970's led to the development of the Independent Living concept.

The Independent Living Movement Philosophy

The Independent Living philosophy asserts that *everyone has the potential to live more independently and all persons with disabilities need to be enabled to exercise maximum control over their lives*. The Independent Living Centre in Berkeley as the testing ground for this concept and demonstrated the philosophy of Independent Living to the world.

Although the services provided by Independent Living centres may vary from city to city depending on the needs of disabled people in those communities, the overall goal is the same – *to maximize the independence and participation of disabled persons in their communities*. In order to achieve this goal, Independent Living Centres are controlled and operated by their members – people with disabilities, and are based on the following principles:

- ❖ People with disabilities, through their experiences of having a disability, are acutely aware of the needs of disabled persons and, therefore must be involved in the centres' operations.

Support services also need to involve people with disabilities, and be based upon policies that are consumer-controlled.



INDEPENDENT LIVING RESOURCE CENTRE

PACE

PROGRAM DESCRIPTION:

PACE teaches the theory and practical skills required for the role of an Independent Living Attendant (ILA). ILA's are trained staff who understand and implement the Independent Living Philosophy and have the skills to provide a flexible array of personal assistance, home and other supports specific to each consumer's unique independent living needs. The training curriculum was developed and designed by people with disabilities to promote consumer choice and control in the daily decisions that impact their lives of lifestyles. PACE addresses the needs of people with disabilities from a holistic perspective and responds to shortages of individuals trained with an understanding of the Independent Living Philosophy.

COURSE FORMAT:

Trainers will be a combination of consumers, ILRC staff, and professionals working together to draw out an understanding of the Independent Living Philosophy through constant interaction with consumers for their direction and input. Throughout the program trainers utilize active learning principles. These principles provide opportunities for participants to experience by doing and observing, as well as having dialogue with others. Discussion will include consumer feedback and direction on personal assistance techniques and procedures, as well as communication regarding one's feelings and emotions surrounding the provision of attendant supports.

The classroom training will be delivered in large groups with opportunities for participation and dialogue in smaller groups. In these groups, the student will share observations and perceptions and have the opportunity to perform mock routines with consumer feedback. After a sound knowledge of skills is obtained, students will hone their skills with consumers in the community homes, both shadowing staff and working independently under the consumer's direction.

Classes for Week One and Two begin at nine and end at four. Week three through five classes will be scheduled around community training times as per consumer's schedules.



COURSE OBJECTIVES:

- ✓ Promote the Independent Living Philosophy throughout the program and focus on the consumer as the person in control of their life.
- ✓ Promote the Independent Living Philosophy throughout the program and focus on the consumer as the person in control of their life.
- ✓ Highlight consumer input, direction, and participation in attendant training.
- ✓ Provide a holistic approach to attendant training that promotes independent living, but does not exclude the medical model in so much as it applies to the consumer's personal care needs.
- ✓ Increase the number of trained staff available to consumers in their community homes.



History of PACE

PACE evolved from consumer demand for skilled care staff trained to take direction from the consumer as opposed to medical professionals. This demand prompted ILRC to develop training implementing the Independent Philosophy. From 1998 to 2003 ILRC held 18 miniature training sessions ranging from two days to five days. During this time, ILRC networked with other community organizations to create a steering committee composed of consumers representing various models of community living.

In 2002, a program named ACE was started at the Independent Living Resource Centre in conjunction with 1010 Sinclair. 1010 Sinclair dropped out and ACE was renamed PACE (Personal Attendant Community Education) in 2002.

ILRC hosted a community forum in September 2002 in conjunction with Winnipeg Regional Health Authority (WRHA) to discuss the need for attendants trained in the Independent Living Philosophy. Over 200 consumers and community representatives attended the one-day event. Five focus groups at the forum identified priorities in each of the five areas that consumers felt have the most impact in their lives. Priorities developed by consumers at this forum included a commitment from funders to the consumer-controlled, community-based training both financially and through a change in the philosophy as a framework for training.

ILRC held its pilot five-week training session in January/February 2004. Numerous volunteers and staff contributed as classroom trainers, community trainers, administrators, committee members, and classroom participants. These consumers continue to dedicate their time, energy, and expertise to the PACE program. Consumers are the essential ingredients in the recipe for a successful attendant training program. This ingredient is missing from traditional training and makes the PACE training program unique in design and delivery.

The PACE program has resulted in:

- ✓ 90 % retention of hired staff

- ✓ Opportunity for consumer trainers to observe first hand trainee skills and hand select based on compatibility and skill level

- ✓ Decreased use of administrative time and money by using training as an orientation for trainees who were hired and providing greater staff longevity due to familiarity prior to hiring

- ✓ Establishment of a back up pool to meet the crisis needs of consumers in accessing a supply of casual staff

- ✓ Trainers have found employment



INDEPENDENT LIVING RESOURCE CENTRE

PACE

WHAT CONSUMER DIRECTED TRAINING MEANS

Consumer(s):

A consumer is anyone who chooses to use any services here at our centre.

Consumer Directed:

The consumer directs their life understanding the value of choices, decision-making and risk taking in their desire to create their independent lifestyles.

BACKGROUND ON NEED

The Personal Attendant Community Education Program (P.A.C.E.), was developed out of a need to address the training needs and shortages of attendant support within the disability community.

It is the first training program in Canada that places the emphasis on the Independent Living Philosophy, when training Independent Living Attendants (ILA's) to meet the spectrum of needs of people with disabilities living in the community. People with disabilities are involved in every aspect of PACE from the consumer directed steering committee, to trainers in class and in the community. PACE recognizes that the consumer is the expert on addressing their own personal support requirements within the community.



INDEPENDENT LIVING RESOURCE CENTRE

PACE

Benefits of Volunteering:

Everybody needs to feel appreciated and PACE has a luncheon for students, trainers and volunteers during the last week of classes. The PACE staff inform all of the trainers and volunteers of the celebration and the students prepare the food and serve it potluck style. All in all, the food is great and it gives trainers and volunteers a chance to socialize with the students. In addition to these benefits are:

PACE Classroom Trainer:

- ✓ Skill Building
- ✓ Work experience/volunteer experience for resumes
- ✓ Enhancement of self-esteem
- ✓ First choice of graduates
- ✓ Building new relationships/networking

PACE Classroom observer:

- ✓ Satisfaction of providing help with the training when called upon
- ✓ Skill building/work experience
- ✓ Self-esteem building
- ✓ First choice of graduates

PACE Community Trainer:

- ✓ Satisfaction of providing the training
- ✓ Skill building/work experience
- ✓ Self-esteem building
- ✓ First choice of graduates

PACE Administrative Assistant:

- ✓ Enhancing ones skills within a professional office setting
- ✓ Gaining valuable work experience for a resume
- ✓ Working in a relaxed and friendly office where ones skills and attributes are positively acknowledged
- ✓ Working to ensure the PACE program runs smoothly and efficiently



PACE General Office Assistant:

- ✓ Skill building within the office environment
- ✓ Work experience/volunteer experience for resumes
- ✓ Enhancement of self-esteem

PACE Committee Member:

- ✓ Satisfaction of providing assistance to promote the PACE program
- ✓ Skill building/work experience
- ✓ Self-esteem building
- ✓ Creation of a community atmosphere
- ✓ A great way to network



INDEPENDENT LIVING RESOURCE CENTRE

RESPONSIBILITIES

Program Coordinator:

- ✓ Orientation to the ILRC office.
- ✓ Providing a job description for each training position (either classroom or community)
- ✓ Introduction to staff
- ✓ Scheduling of shifts for both classroom and community trainers
- ✓ Providing support and responding to questions or concerns
- ✓ Helping make the most of the training/volunteer experience

Placement Supervisor:

The placement supervisor in the PACE Program is the Program Consultant. They are responsible for providing training, guidance, and supervision to each specific trainer/volunteer. They are also responsible for:

- ✓ Explaining the purpose of the training/volunteer work and how it fits into their area
- ✓ Orientation to the specific work area and/or department
- ✓ Orientation and training of the duties requirement
- ✓ Answering any questions

Volunteer/Trainer

In addition to performing the duties outlined in the job description the following responsibilities are also required:

- ✓ Reading the PACE Volunteer Manual, becoming acquainted with, and abide by the policies and procedures of the Program
- ✓ Accepting guidance and direction from the Program Coordinator and seeking assistance from staff as necessary
- ✓ Be reliable, committed and mature in attitude
- ✓ Be a good will ambassador. Present a positive image of the ILRC at all times through your courteousness, co-operation, sensitivity, pleasantness and demeanor.
- ✓ Provide ideas through surveys, formal and informal feedback
- ✓ Respect Personal Health Information Act (PHIA) at all times
- ✓ Attend a PHIA Training Session
- ✓ Refer to the Code of Ethics in the Appendix



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APPENDIX I

Code of Ethics



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INDEPENDENT LIVING RESOURCE CENTRE

WORKPLACE CODE OF ETHICS

Purpose

The code of ethics for the ILRC is designed to address the particular needs and concerns faced by people with disabilities (consumers) and ILRC staff/students/volunteers.

Applicability

This code is applicable to all consumers, volunteers, students and employees of ILRC. It is deemed to have been accepted as a condition of participating by any individual who continues to be or becomes part of the ILRC through their involvement in a specified capacity.

Health and Safety

The Employer (ILRC) shall provide a safe and healthy work environment to prevent accidents and injury to staff arising out of, linked with, or occurring in the course of work, or as a result of the employers' work environment. Health includes the consumer's/staff/students/volunteers health in that they shall make responsible decisions that so not risk their life i.e. regarding drug, hygiene, starvation, suicide etc.

Nondiscrimination

No person shall be subject to any discrimination in employment including hiring, salary, benefits, advancement, discipline, termination or retirement, ore in participating as a consumer on the basis of race, gender, religion, age, disability, sexual orientation, nationality, political opinion or social and ethnic origin.

Relationship

Employers shall conduct their business in a professional manner and employees/students/volunteers shall perform their duties in said manner. If the relationships become sexual they are to be limited to off duty hours without involving other employees or consumer in any way. All parties in the aforementioned situations expect utmost discretions and professionalism.

Harassment or Abuse

Every employee/employer/consumer/volunteer/student shall be treated with respect and dignity. No employee/employer/consumer shall be subject to physical, sexual, psychological, verbal harassment or abuse.



Legal Regulations

ILRC, its consumers/volunteers/students and employees shall comply with all Federal and Provincial laws and regulations. Theft, illegal substance use and abuse are some examples.

Reporting

All reporting by consumer/volunteers/students or employees shall reflect accurately on the facts of the matter. Examples include reporting incidents, verifying hours worked and making compensation claims.

Duties and Responsibilities

- ✓ Duties and responsibilities shall be reasonable tasks for the time allotted and fall within the job description designed by the consumer or ILRC.
- ✓ Employees/volunteers/students shall use due diligence in the performance of their duties
- ✓ Employees/consumers/trainers shall not embark on an action on behalf of the consumer, if the intent is unlawful.
- ✓ Employees/consumers/trainers shall not request an activity employee/volunteer/student that may be considered unlawful.
- ✓ Employers must follow Manitoba Employment Standards with regards to record keeping, payroll, vacations, holidays, maternity/paternity leave, employee entitlements, termination and hours of work.

Respect

Employees/volunteers/students and employers shall show mutual respect in their working relationship. Respect includes confidentiality of personal information shared, property of both parties, personal time (no calling at home) employer time (not starting late and/or leaving early), and autonomy of the consumer (choices, risks, decisions).

Capability

Employees/students/volunteers and employers and consumers shall take appropriate action (medical, emotional, social support) for themselves when they are aware of their ability to safely perform their duties as employee/employer being impaired.

Improper use of Position

No employees/employee/volunteer/student or consumers of the ILRC shall use or attempt his/her official position to secure unwarranted privileges or advantages for him/herself or others

Post Employment

The following restrictions apply to the activities of ILRC consumers once their services have ceased:

- Representing
- Appearing on behalf of



- Negotiation on behalf of
- Providing services to
- Providing information not generally available to the public, or to
- Agreeing to do any of the above for any person or party other than ILRC concerning any matter that the ex-employee/student/volunteer had been significantly and directly involved, and govern that person indefinitely after leaving the ILRC

Definitions

- ✓ “Due diligence” is performing duties with the care, caution, and logic that any person would typically implement in the same circumstance.
- ✓ “Employee” shall mean any person employed by the ILRC
- ✓ For clarification of anything in this document contact the ILRC Senior Program Coordinator or the Managing Director.



APPENDIX II

DISABILITY AWARENESS TIPS



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INDEPENDENT LIVING RESOURCE CENTRE

DISABILITY AWARENESS TIPS

Given that the Independent Living Resource Centre is a cross disability/cross-age organization, we are all called upon to continuously educate ourselves about different disabilities. The assumption that all people with disabilities are a similar group is naïve.

1. Treat persons with disabilities, as you yourself would like to be treated. Dignity, respect and common sense are very important.
2. When referring to people with disabilities, it is important to say “a person who is blind” not “a blind person” or “a person who has epilepsy” not “an epileptic”. Acknowledge the person first and then the disability. Use the term “person/people with disability” and never “handicapped”. “Disability” means that an individual is limited in his/her ability to do an activity. “Handicap” is a barrier that limits a person’s opportunity to participate in society. Poor attitudes (stereotypes) or inaccessible buildings are examples of handicaps.
3. Do not tell someone with a disability that you admire his/her courage and strength. Most people do not appreciate this and feel they are being ridiculed.
4. It is important not to assume that a person with a disability needs your assistance. If you are not sure about something, ask first and give people time to do what they are able to do. If your offer of help is accepted, ask the person what kind of help he or she would like. Do not be upset if your offer is not accepted.
5. Persons with disabilities have the same wide range of personalities, interests, and abilities as able-bodied people. Offer persons with disabilities the same choices as you would anyone else.
6. Speak directly to the person with the disability, not the person accompanying them.
7. People with disabilities are comfortable with everyday phrases such as: “Did you see that?” to a visually impaired person, or “did you enjoy your walk?” to a wheelchair user. Persons who are visually impaired “see” what you mean and individuals in wheelchairs “go for walks”. A focus on always saying the right thing will hinder the relationship that could form.



8. Persons who are deaf or hard of hearing talk by using sign language, speech reading, audio aids, paper and pencil or a combination of these. Speak in a normal voice and directly to the person with a disability. Do not shout, exaggerate your speech, or put your hand in front of your mouth. Some disabilities affect speech but do not affect a person's intelligence.
9. Remove objects that make it difficult for people to move around.
10. Not all disabilities are visible or obvious. Be sensitive to the possibility that you may be dealing with someone with a learning disability, a mental health or intellectual disability or epilepsy. People with visible and invisible disabilities have the right to fully participate in the community.
11. People using Wheelchairs
 - ✓ Sit down to be at the same level when talking to a person in a wheelchair to avoid causing the person to have a stiff neck, sore shoulders or a feeling of being "less than"
 - ✓ Always ask first to see if a person wants or needs help. If we suddenly start pushing the person's wheelchair they will feel a loss of control.
 - ✓ Remember not to lean on or use someone's chair as a footstool. A person's chair is an extension of themselves, touching a person's chair is like physically touching that person.
 - ✓ Respecting personal space is important.
 - ✓ Speak directly to the person not to an attendant or companion.
12. People with Visual Impairments
 - ✓ Take the person on a physical tour of the area. Each person will take his/her own amount of time to become familiar with the space.
 - ✓ Make sure evacuation procedures are clear.
 - ✓ Offer your elbow and let the person take your arm, walking a half pace behind you. Describe things as you proceed.
 - ✓ Let the person know you are there/Introduce yourself when you speak
 - ✓ Tactile and color changes can assist a person who is blind or has a visual impairment.
 - ✓ Reflective tape and Braille on light switches and other places help people with low vision.
 - ✓ Low lighting can make it dangerous for people with visual impairments.
 - ✓ A person's guide or service dog is working when wearing its harness. Remember to ask the person if you may approach the animal.



- ✓ Remember to keep the space clear of obstacles, door open or closed, and return common items to their storage spots.

13. People with Hearing Impairments

- ✓ Not every person who is deaf or has a hearing impairment uses ASL. Some people speech read, some hear with aids, and some people write.
- ✓ Keep your face well lighted and directed at the person who is deaf/hard of hearing.
- ✓ Speak in a normal voice and directly to the person with a disability rather than to a friend of that person. Do not exaggerate your speech or put you hand in front of your mouth. Keep paper and pencil handy.
- ✓ To attract the attention of a person who is deaf or hard of hearing, wave to him or her.
- ✓ Some people are used to being touched but in this situation, it may not be appropriate.
- ✓ Some people are bothered by outside noises, especially if they use hearing aids.
- ✓ Sometimes people with hearing impairments may experience dizziness or balance problems.

14. People with Verbal Communication Disabilities

- ✓ This can include some people with Cerebral Palsy, brain injuries, surgery to the larynx, people who have had a stroke, or any number or reasons.
- ✓ It is important to give the person the space and time to communicate what she/he has to say. Really listen.
- ✓ A speech impairment does no necessarily mean a mental impairment.
- ✓ Ask the person to repeat what they have said or paraphrase if you have not heard it completely – do not make assumptions.
- ✓ Some people use communication devices.
- ✓ Stress can exacerbate some speech impairments.

15. People with Non-visible Disabilities

- ✓ This can include diabetes, epilepsy, learning disabilities, arthritis, allergies (chemical sensitivities).
- ✓ People might be on pain medications that make them drowsy or have trouble focusing.
- ✓ If a person has a learning disability, ask them their preferred means of communication – information on tape, pictures etc.
- ✓ Strive to provide a scent-free environment



16. People with Psychiatric Disabilities

- ✓ This can include many different diagnoses i.e. depression, anxiety disorders, schizophrenia, mood disorders.
- ✓ If a person is using medications, it is important that the routine be maintained.
- ✓ A person with a psychiatric disability is not always violent or disruptive – do not assume.
- ✓ Many people report being stigmatized and are not comfortable sharing about their disability.

17. People with Intellectual Disabilities

- ✓ The level of needs vary with each individual.
- ✓ This group of people is very vulnerable to abuse.
- ✓ People can and should be involved in making the choices that affect their lives.
- ✓ People with intellectual disabilities have the same feelings as anyone else and feel the effects of abuse.
- ✓ Do not talk down to the person or above their understanding level, make sure that the person understands you.



APPENDIX III

PROGRAMS AND SERVICES



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INDEPENDENT LIVING RESOURCE CENTRE

PROGRAMS AND SERVICES

Core Programs:

Information and Referral (I & R) – A program that responds to consumers’ request for information ranging from accessible housing, financial supports, services available to people with disabilities and any other topics related to consumers and independent living.

Peer Support/Independent Living Skills – Offers support and knowledge to consumers by consumers, peers sharing in personal experiences and offering the opportunity to those who have never experienced or are unfamiliar with how people with disabilities manage daily living/or independent living as a person with a disability.

Individual Advocacy – Provides direction, support and encouragement to consumers who are struggling with the daily living challenges/bureaucracies. This program closely works with IL Skills in delivering Advocacy workshops.

Research and Development – Involves, research, development and promotion of new models of essential self-directed services that are required by people with disabilities so that independence, integration, and full community living can be achieved.

Other Programs:

Brokerage – A process for independent living that seeks to meet the need for specially designed housing supports. These supports assist individuals with disabilities to plan and co-manage these supports while living in the community.

Self/Family Managed Care – Both urban and rural consumers accept the responsibility, either themselves or with the assistance of family members, for their assessed care needs by coordinating, managing and directing those non-professional services needed to maintain an independent community living lifestyle.

Leisure Education – A one-on-one consumer directed program that seeks to assist adults with disabilities to develop awareness and confidence in the use of their leisure time.

Qu’Appelle Housing – Accessible housing that provides 8 tenants with multiple disabilities with the personal care and individual support they individually require to live in the community.



Urban Entrepreneurs with Disabilities Project – Provides information and support to people with disabilities who are interested in starting their own business.

DART-Disability Awareness Resource Training (DART) is a national disability awareness service delivery model that provides education and awareness that promotes the inclusion and participation of people with disabilities of all aspects of life.

Kids on the Block – An educational troupe of puppets with and without disabilities that perform for audiences, young and old, as a means of dispelling the many myths and stereotypes of people with disabilities by focusing on what an individual can do rather than what they cannot do.

Volunteer Training – A provision of opportunities to volunteers with disabilities to develop and experiment with acquiring new skills, which could enable the volunteers to take those skills in to the community.

Personal Attendant Community Education (PACE) – This program trains able-bodied persons to become Independent Living Attendants (ILA's). PACE is a recognized curriculum developed, designed and delivered by people with disabilities to promote consumer choice and control in daily decisions that impact their lives.

Equal Access to Independence (EAI) - The building of a community learning network, and finding new and innovative ways of offering online learning content from different organizations to consumers all across Manitoba.



APPENDIX IV

ILRC PROCEDURES



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INDEPENDENT LIVING RESOURCE CENTRE

WHAT YOU NEED TO KNOW

Disability Awareness

A person's condition or disability is NOT a good indicator of what she/he can do or cannot do. It is important to treat each person as an individual whether the person has a disability or not. See Appendix for more information.

Sign in and out sheets

Always sign in your hours of volunteering. As an example:

“Your name” “Date you volunteered” # of hours

These volunteer hours are recorded each month and the results are used for funding stats. The sheets to be signed are located on the tack board in the PACE office.

Personal Belongings

Please keep personal belongings with you or talk to your supervisor about where you can keep your items. The ILRC will not assume responsibility for any personal items that are lost or stolen on the premises.

Dress code

Trainers/Volunteers are requested to wear clothing appropriate to an office setting.



INDEPENDENT LIVING RESOURCE CENTRE

WHILE YOU ARE VOLUNTEERING/TRAINING

Personal Health Information Act (PHIA)

The Independent Living Resource Centre (ILRC), as a public body, is bound by Manitoba's PHIA Act. It is the law. This Act obliges us to protect consumers'/students' confidentiality and privacy.

While you are at the ILRC or in the community, we require that you adhere to the following:

- ✓ Keep all consumers/students (if applicable) personal health information confidential and private. Do not discuss any personal information you may hear or see with anyone.
- ✓ Do not discuss personal health information with ILRC staff in public places within the office. Personal health information is not to be discussed outside of the office (community trainers' homes).
- ✓ Volunteers should not share or disclose any personal health information that does not pertain to their time at the ILRC
- ✓ If you are not sure what is the right thing to do in a specific situation, discuss it with ILRC staff or contact the Privacy Officer at: 947-0194.
- ✓ The Confidentiality Policy and PHIA related policies are available in the ILRC policy binders, which may be accessed through the Privacy Officer.
- ✓ Upon volunteering at the Centre you will sign a PHIA form explaining the PHIA Act and your obligations. You will also be expected to attend a PHIA training session (offered during the PACE session) whereupon you will receive an ID card indicating that you have taken the PHIA training.

Performance and conduct

Volunteers and Trainers play an important role in the PACE Program. When a volunteer or trainer is unable to fulfill their role or violates ILRC policies or procedures, the PACE Program Coordinator is authorized to initiate corrective action. This may include verbal and written warnings and if necessary, termination of the volunteer/trainer.

Respectful Workplace

Staff, volunteers, trainers and students are entitled to a work environment which encourages mutual respect, cooperation and understanding. Trainers and volunteers can report any workplace concerns to the Program Coordinator.



Communication with Staff

Communicating effectively with staff is an important part of the team approach in the PACE Program. Often, trainers and volunteers are able to offer valuable information and feedback. It is important for the trainers and volunteers to communicate regularly with the Program Coordinator, letting he/she know what they are enjoying about the experience. The trainer or volunteer should also relate any difficulties that they have encountered, so that all problems can be resolved quickly.

Conflict Resolution Process

In case of a conflict between two or more parties, the line of resolution is as follows:

1. Involved parties
2. PACE Program Coordinator
3. Senior Community Living Coordinator
4. Executive Director
5. Board of Directors

Every organization has expectations of how people treat one another as staff, volunteers, consumers, and visitors. At ILRC, the most important and valued expectation is that all persons demonstrate mutual respect for one another.

Lost and Found

If you have lost an item please check with the Program Coordinator and/or the front desk.

Personal Gifts

It is NOT encouraged for trainers/volunteers to offer gifts to staff/students.

Complaints/Concerns

If you have any concerns involving your training/volunteering at the ILRC, please discuss it with the Program Coordinator. Complaints will be handled with discretion.

Schedule Changes/Contact Information changes to your name, address, phone #, and email. Please help us keep our records current by telling us of any changes to your personal information



Cancellation of your Volunteer/Training Shift

If you are unable to fulfill your scheduled shift (community, classroom, or volunteer) please notify the Program Coordinator by 3 weeks in advance. **REMEMBER:** It is difficult to get last minute replacements, so please let us know as soon as possible, if you will be absent or late. Please notify the Program Coordinator as soon as possible if you are planning to be away for an extended period of time.

Statutory Holidays

During statutory holidays, such as Easter, Christmas, and Remembrance Day, the ILRC will be closed and a notice will be put on the front door of when the Centre will be open again.

Adverse Weather Conditions

During the winter months, blizzards may prevent you from making your shift. This is very understandable. Please notify the Program Coordinator if this occurs.

Leave of Absence

Should you need to take an extended leave of absence, please let the Program Coordinator know in order to cover your absence.

Health Policies

No Smoking

The ILRC is a SMOKE FREE facility. If you wish to smoke, you must do so outside.

ILRC is a scent free office. NO STRONG SCENTED PERFUME, COLOGNE, OR AFTERSHAVE.

ILRC supports a “STAY HEALTHY” policy for all consumers, volunteers, visitors and staff members. Please DO NOT come to the office if you are sick. Many people with disabilities have weakened immune systems and a simple cold or flu can easily become a dangerous illness.



IN CASE OF EMERGENCIES

Extreme Emergency

In the case of an extreme emergency (eg., threats of personal harm, threats to staff), the ILRC has created a code saying “**Black Coffee**” only to be used in extreme cases.

First Aid Kit

The first aid kit is kept in the kitchen area, in the bottom cupboard to the right of the coffee maker, in the white Tupperware container with a green lid. Contents include; Hydrogen Peroxide, Triangular bandages, Tylenol regular strength tablets, Calamine lotion, Band-Aids, first aid ointment, needles, first aid guide, wound dressing, tweezers, and safety pins. Should you need something from the kit, let the Program Coordinator know.

CPR (Cardio Pulmonary Resuscitation)

Some of the staff have First aid/CPR training and the receptionist will have a list of those individuals who are certified.

In Case of Fire or Evacuation of the Building

If a fire alarm should happen, all staff, volunteers, consumers and visitors in the Centre must proceed out of the back door and wait in that lobby. For those individuals that need assistance they must wait until the Winnipeg Fire Marshall comes and assists in the evacuation of the building.

Should we need to evacuate the building we are all to go across to the Salisbury House on Portage and wait for everyone from the Centre to arrive.

EQUIPMENT

Copy/fax machine

You may need to use this machine to prepare material for your class, or help in office administration. You will require a PIN number, which the Program Coordinator can assist you with. Our Xerox machine is located in the Volunteer area and orientation is available from the Program Coordinator. If you are unable to photocopy your material three days in advance, we will do it for you.



APPENDIX V

JOB DESCRIPTIONS



PACE Volunteer Manual
Independent Living Resource Centre

Job Description

Job Title: Administrative Assistant

Purpose: To aid in the day to day tasks of general office administration as needed. To provide support to the PACE Program through the coordination of resources, consumer trainers, volunteers, facilities, administration as directed by the Program Coordinator.

Duties and Responsibilities:

- ✓ Xerox papers
- ✓ Faxing and mailing out information
- ✓ General phone calls, making appointments, returning messages
- ✓ Data Entry requiring basic computer knowledge
 - i. Enter information onto disc/computer
 - ii. Complete all tasks according to time guidelines
 - iii. Ensure all editing/formatting is completed
 - iv. Xerox, e-mail or print documents as instructed by Coordinator
- ✓ General office errands, including filing, organization of workspace, etc.
- ✓ Support the development and delivery of promotional materials to target potential students and consumer trainers.
- ✓ Promote the Independent Living philosophy in daily work situations. To take initiative to extend personal knowledge and skills by participation in inservices, seminars, staff development workshops, self-initiated reading with respect to contract consumer needs and schedules.
- ✓ Other duties as assigned.

Time Requirements:

- ✓ Minimum of one full day per week required

Skills and Qualifications:

- ✓ Office experience helpful, with an understanding and ability to work with various software programs (Word and Excel)
- ✓ Typing skills
- ✓ Ability to proof read and knowledge of grammar an asset
- ✓ Ability to learn and operate Xerox machine, fax machine, postage machine if necessary
- ✓ Duties will be assigned to each individuals ability

Orientation and Training:

- ✓ Training will be given by the PACE administrative staff, learning through the process of job shadowing

Supervision: PACE Program Coordinator



Job Description

Job Title: PACE Classroom Observer

Purpose: To offer support to the classroom trainers when they are teaching their individual sessions

Duties and Responsibilities:

- ✓ When someone is a classroom observer his or her job is to sit in the classroom with the trainers and students and observe the class procedures
- ✓ Classroom observers are very useful students resources, not only by answering any questions that students or trainers may have and offering a unique perspective, but also because they provide constant exposure to persons with disabilities within the community
- ✓ Classroom observers may be called upon by the trainers to supervise or interact in a small group setting within the classroom
- ✓ Supervision of weekly quizzes
- ✓ Inform Program Coordinator of any problems within the classroom

Time Requirement: Minimum of ½ (half) day shift per week necessary. You may have as many shifts as you wish.

Skills and Qualifications:

- ✓ Patience and Understanding
- ✓ Ability to direct students
- ✓ Good organizational skills are helpful

Orientation and Training:

Train the Trainers Manual/Volunteer Manual

Supervision:

PACE Program Coordinator



PACE Volunteer Manual
Independent Living Resource Centre

Job Description

Job Title: PACE Classroom Trainer

Purpose: To teach students various aspects of attendant care, including information on PHIA, Anatomy, Safety, etc.

Duties and Responsibilities:

- ✓ To have a comprehensive knowledge of the subject material being taught
- ✓ Advance preparation for classroom handouts to be given to the students
- ✓ To motivate, involve, and encourage students within the classroom setting
- ✓ To photocopy and prepare material at least 3 days in advance of teaching
- ✓ Handout and collect student evaluations and ensure that all students have signed in for the day

Time Requirement: Varies according to course one is teaching (usually ½ day shifts)

Skills and Qualifications:

- ✓ Knowledge and adherence to the Independent Living Philosophy (or willing to learn)
- ✓ Good organizational skills
- ✓ Enthusiastic and energetic teacher and leader
- ✓ Have clear communication skills
- ✓ Self-confidence
- ✓ Dependable and reliable qualities as a person
- ✓ Assertiveness within the classroom setting
- ✓ Punctual

Orientation and Training:

Job Shadowing as well as a Train the Trainers course and Volunteer manual

Supervision:

PACE Program Coordinator



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Job Description

Job Title: PACE Committee Member

Purpose: To offer support and promotion of the PACE program while trying to recruit people when needed.

Duties and Responsibilities:

- ✓ Discussion of problems and/or solutions in regards to the PACE program
- ✓ Discussion of procedures used in the PACE program.
- ✓ Address the concerns of the members equally
- ✓ Distribution of flyers and advertisements to various places that would be appropriate for the PACE program

Time Requirement: PACE Committee Meetings are held once a month. The Committee is comprised of the PACE Coordinator, ILRC staff members, and volunteers

Skills and Qualifications:

- ✓ Good communication skills
- ✓ Ability to take an objective stance when dealing with problems
- ✓ Patience and Understanding
- ✓ Good organizational skills

Orientation and Training:

Train the Trainers Manual/Volunteer Manual

Supervision:

PACE Program Coordinator



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Job Description

Job Title: PACE Community Trainer

Purpose: To offer students practical experience on what they have learned in the classroom

Duties and Responsibilities:

- ✓ Grading—completing forms given to you by the PACE coordinator in order to grade the students on their community skills and knowledge gained in the classroom setting. Obviously, these are subjective reports related to each student's performance. We hope to be able to identify trends in performance, and fix a problem or an issue that arises within the community setting before it hinders that student's development as an attendant or decreases their chances of successfully completing the PACE program
- ✓ Teacher—teaching students does not end within the classroom. The community trainer is responsible for reinforcing the concept of consumer control and independent living, as well as teaching the student a variety of techniques to help aid in meeting each consumer's unique needs. Moreover, because the students may be from a different culture, and speak English with some difficulty, it is the responsibility of the community trainer to educate their student on proper terminology, techniques, etc.
- ✓ Scheduling—the PACE coordinator sets up each individual schedule for community trainers (as per requested available hours) as well as for students one week prior to community trainings commencement. It is the responsibility of the consumer to keep the PACE staff informed of any scheduling conflicts, appointment and so on that would interfere with the community training scheduled as soon as possible.
- ✓ Put some thought into what you would like the student to accomplish while in their community training with you (i.e. What would you like the student to do for you)
- ✓ It is the responsibility of the PACE coordinator to ensure that the students have the right address, phone number, buzz code necessary for the student to show up for their shift.



Time Requirement: Minimum of 1(one) hour shifts necessary. You may have as many shifts during each session as you desire or are able to accommodate.

Skills and Qualifications:

- ✓ Good communication skills
- ✓ Ability to direct staff/students
- ✓ Patience and Understanding
- ✓ Good organizational skills

Orientation and Training:

Train the Trainers Manual/Volunteer Manual

Supervision:

PACE Program Coordinator



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Independent Living Resource Centre

Job Description

Job Title: General Office Assistant

Purpose: To help the PACE administrative staff with tasks in general office administration

Duties and Responsibilities:

1. Photocopying
2. Printing and folding brochures as needed
3. Minimal data entry
4. Phoning consumers/students for meetings, appointments, interviews etc.
5. Mailing/faxing information as needed

Time Requirement:

Minimum of three hours per week (flexible)

Skills and Qualifications:

- ✓ Office experience helpful
- ✓ Ability to learn and operate Xerox machine, fax machine, postage machine
- ✓ Clear communication skills
- ✓ Good organizational skills
- ✓ Punctuality

Orientation and Training:

Through this manual as well as through job shadowing with the PACE administrative staff

Supervision:

PACE Program Coordinator



APPENDIX VI
COMMUNITY SCHEDULE



PACE Volunteer Manual
Independent Living Resource Centre

Sample Community Schedule

MON April 16	TUES April 17	WED April 18	THUR April 19	FRI April 20
Consumer name				
6:00pm–8:00pm Student name				
8:00pm-10:00pm Student name				



APPENDIX VII

GUIDELINES FOR EVALUATION



PACE Volunteer Manual
Independent Living Resource Centre

Guidelines for Evaluating Students in Community Training

Why do we evaluate students?

- ✓ Help them improve their skills
- ✓ Assess the level of students learning
- ✓ To act as a motivator
- ✓ To communicate to others (potential employers, etc.) what they have learned

Guidelines:

- ✓ Let the students know in advance what they will be evaluated on
- ✓ Let the students know your standards and what you expect from them
- ✓ It is important to be consistent and fair when evaluating the students

Expectations of a trainer (student expectations):

- ✓ To be clear and organized
- ✓ Possess a caring attitude
- ✓ Spontaneity
- ✓ Sense of humor
- ✓ Enthusiasm
- ✓ Acknowledgement
- ✓ Involvement
- ✓ Sincerity
- ✓ Give praise
- ✓ Smile
- ✓ To communicate expectations
- ✓ Knowledge
- ✓ Put students at ease

Students Respond Positively to:

- ✓ High levels of interaction
- ✓ Trainers who make the course interesting
- ✓ Varieties of examples of material covered in class
- ✓ Having sensitivity and concern for their learning
- ✓ Helpfulness
- ✓ Impartiality in evaluating their work
- ✓ Fairness



Things that you can do that are helpful to the students:

- ✓ Maintain eye contact
- ✓ Positive body language, be aware of your nervous habits such as touching your hair, jingling keys, etc.
- ✓ Voice tone (not too loud or too soft)
- ✓ Listening skills, make sure that you really know what someone means before you answer the question
- ✓ Poise, be relaxed and in control. This helps the students be more receptive to the information you are presenting
- ✓ Be yourself
- ✓ Ask the students questions to make sure that they understand the point that you are trying to make
- ✓ Remember that no answer is “wrong”, do not ridicule students
- ✓ Avoid directing questions to specific students; get students to raise their hand to answer questions
- ✓ When possible, use language that people are familiar with, keeping in mind that for some students English is a second language, and understanding is difficult at times
- ✓ Give students time to ponder the questions asked

Importance of Evaluating Training Sessions:

1. To see if it was beneficial to the participants and to determine if the results were worth the cost, time and effort
2. To know if the participants developed the skills and understanding to use the techniques that they learned
3. It helps to determine the shortcomings in the workshop and where improvements can be made

Examples that negatively affect the success of a workshop:

1. Poor trainer performance
2. Poor facilities (location, noise, ventilation)
3. Poor scheduling (holidays, other important events)
4. Logistics problems (lost equipment, equipment that does not work, etc.)





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APPENDIX VIII
EVALUATION FORMS



PACE Volunteer Manual
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PACE - Classroom Trainer Evaluation

Trainer(s): _____

Date _____

Subject: _____

	Not at all	Somewhat	Average	Excellent
1. Was trainer knowledgeable of the subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Were there enough handouts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Was class participation encouraged?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do I feel more confident in this subject now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Was there enough time to cover course material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Was trainer prepared?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

P.A.C.E.
Consumer Evaluation Form
(ONE SHEET PER SHIFT)

CONSUMER'S NAME: _____

Student's Name: _____			
Date	Arrived At:	Left At:	Other (No Show/Late)
Total Community Hrs (to be calculated by Consultant)			

ROUTINE	N/A	Poor (25%)	Satisfactory (50%)	Very Good (75%)	Excellent (100%)
Mobility: Positioning-					
Range of Motion –					
Transfers - Hoyer					
- Manual					
Dressing/Undressing –					
Feeding					
Bladder Care					
Bowel Care					
Assisting in Washroom					
Catheter Care					



ROUTINE (CON'T)	N/A	Poor 25%	Satisfactory 50%	Very Good 75%	Excellent 100%
PERSONAL HYGIENE: Oral Care : Teeth, Dentures, Gums, etc.					
Grooming (Shaving, hair washing & other hair needs)					
Bathing: (Tub, Shower, and/or Sponge bath etc.)					
Other: Lotions, Foot Care, Nail Care, etc.					
HOME MANAGEMENT: Meal Preparation and Clean-up					
Chores (pet care, general Housekeeping, etc.)					
Laundry – (washing, drying, and putting away)					
Shopping					
MEDICATION:					
Student's Attributes:					
Follows Directions					
Pays Attention:					
Works well with others					
Practises Infection Control: (hand washing, gloves, etc)					

ASSISTIVE DEVICE(S): What type and did they operate it appropriately _____

CONSUMER FEEDBACK: _____

APPENDIX IX

TRAIN THE TRAINERS



PACE Volunteer Manual
Independent Living Resource Centre

INDEPENDENT LIVING RESOURCE CENTRE

TRAIN THE TRAINERS

General Expectations

- Have respect for the people you will be training
- Have good communication skills
- Have good listening skills.
- Know and emphasize the concept of Consumer Control

Professional Expectations

- Dress Appropriately
- Arrive early to allow time to look after last minute details
- Be prepared. Practice your presentation.
- Time your presentation. Stick as close to the schedule as possible.
- Use training aids such as flip charts, props, overheads etc. This will enhance your presentation
- Have sufficient copies of hand-out materials.
- Prepare more material than you need. Your presentation should never end more than a few minutes before your allotted time.
- Speak in a loud and clear voice.
- Encourage people to be interactive. This makes your presentation much more enjoyable.
- Avoid constantly looking down at you notes. Maintain eye contact with your audience.
- Watch people's body language.
- Allow time for questions and answers
- Make your room accessible to all.
- Ensure that the participants have understood the material you presented by asking them to explain it in their own words.
- Ensure that the IL Philosophy is emphasized throughout you presentation.

WHAT SHOULD I IMPLEMENT IN MY TRAINING?

- a. Listen to where the learners are
- b. Keep learning exercises practical
- c. Know the material and present it with confidence
- d. Accommodate different skill and knowledge levels



CHARACTERISTICS OF ADULT LEARNERS/STUDENTS

- a. Have a good deal of experience to share with the class
- b. Expect to be treated with respect
- c. Expect structure with a clear outcome
- d. Ability to apply knowledge gained to their own lives
- e. Desire to participate in the learning process
- f. Anxious about their learning abilities and competency in the classroom
- g. Strong need for feedback, encouragement and learning in an atmosphere that provides safety, mutual commitment and choice
- h. Critical of unprepared trainers
- i. Need a balance between tight, well-pace, content oriented presentations and the time needed for leaning

PRINCIPLES OF EFFECTIVE LEARNING

- a. Involve the learner
- b. Create an environment of encouragement and support
- c. Foster a spirit of teamwork
- d. Encourage self-directed learning
- e. Use small group activities to enhance learning
- f. Know the different learning styles (verbal, oral, and visual) and accommodate them
- g. Use comparisons with things the learners are familiar with and build upon it
- h. Build a positive relationship and use humor to keep things in perspective
- i. Time is critical, provide ways to make effective learning time available

HANDLING QUESTIONS

1. Do not evade the question or ramble. If the question is unclear, ask for additional information or an example.
2. Do not answer too quickly or in a manner that gives the impression that the person should have known the answer.
3. If the question creates an opportunity for group thinking, direct the question back to the group.
4. Use consumers to answer the question and lend their expertise every chance possible.
5. If you are asked about something to be covered later in the class, say so, but ensure that the question is answered at that time.
6. Be professional at all times, you are representing PACE and the ILRC. Be patient, do not take things personally, and consider your answer objectively with respect to the individual.



UNDERSTANDING CULTURAL DIFFERENCES

Eye Contact – Participants feel important when they are treated with some attention. Maintaining eye contact show interest and enthusiasm for the students, as well as for the subject material. Be careful not to stare too long or too repetitively at certain individuals or areas of the room. In some cultures, eye contact is considered disrespectful or even rude. Be sure to determine what is acceptable prior to beginning the class.

Body Language – Body language is not universal; it differs from one culture to another. Although gesturing can be used to emphasize or reinforce what you are saying, you should keep in mind that gestures can carry different meanings in another culture. Some body movement is normal when communicating, but try not to overdo it. Nervous habits, such as jingling keys or touching your hair, can be distracting and should be avoided.

Appearance – Maintaining a well groomed, professional appearance is important in any training situation, but can take on greater significance in an international setting. Dressing too casually may give the impression that you are not serious about the class; on the other hand, overdressing may lead your audience to believe that you do not have much practical experience.

Voice – Your voice is your most important tool in making a successful presentation. If the language of instruction is not the participants’ native language, you may need to speak more slowly than you would normally. Care in pronunciation is also very important. Varying the pitch of your voice, emphasizing important words and pausing after important statements gives emphasis and allows the audience to consider what has been said.

Language – Where possible, select words with few alternate meanings; if necessary, use their most common meaning. Non-native speakers are likely to only know the most common meanings of a particular word.

1. Be aware of words which have different meanings in some cultures.
2. Keep your sentences clear and simple
3. Do not use constructions that depend on creating a particular mental image for their meaning (e.g., “suppose you were me”).

DIFFERENT TYPES OF COMMUNICATION

- Verbal
- Tonal
- Body Language



1. Verbal Communication

- ❖ Is sending a message through the use of words (written and spoken)
- ❖ It accounts for 7% of how we receive and interpret messages

2. Tonal Communication

- ❖ Is sending a message through tone of voice or facial expressions
- ❖ It accounts for about 38% of how we receive and interpret messages

3. Body Language

- ❖ Is sending a message through our behavior, posture and eye contact
- ❖ It accounts for 55% of how we receive and interpret messages

Rephrasing and Reflecting are good tools in communication. Repeating what you thought the other person said and what they actually said are sometimes two very different things.

Communicating effectively does not always mean that you have to speak eloquently. Listening to others and what they say is a very important part of communication.

BEHAVIOURS AND ASSUMPTIONS

- There are three steps to clarifying behavior:
 1. Describing the behavior
 2. Developing two possible interpretations of that behavior
 3. Requesting clarification

In our daily interactions we often misinterpret the behaviours of others. The assumptions we make are major contributing factors in the breakdown of communication. When communicating with others in conflict situations, it is important to make your intentions clear, as well as ensuring that the other person's intentions are well understood. Clarifying your intentions is an important part of the communication process. Be sure that your actions have the effect that you intended them to.

BASIC CONFLICT RESOLUTION

1. MAKING THE APPROACH

- a) Reflect on the situation
- b) Invite the person to have a conversation
- c) Be clear about what the topic is
- d) State your intention for a positive resolution

2. SHARING PERSPECTIVES

- a) Ask the person for his/her perspective
- b) Paraphrase what you heard. Ask if there is anything else.
- c) Acknowledge your responsibility.



d) Describe your perspective on the situation. Be specific.

3. BUILDING UNDERSTANDING

- a) Name the issues that need to be resolved
- b) Discuss one issue at a time, focusing on understanding.
- c) Check out assumptions
- d) Explore interests (wants, needs, fears, and hopes) and feelings

4. AGREEING ON SOLUTIONS

- a) Brainstorm possible options for each issue
- b) Make agreements that meet both parties' interests

ALWAYS REMEMBER:

- ❖ *Explain* – Describe your own feelings and interests, speaking from your own experience.
- ❖ *Be specific* – Describe a particular behaviour rather than stating generalizations, avoid using “always” or “never”.
- ❖ *Be “soft” on the person and “hard” on the problem* – avoid characterizing the other’s personality. i.e. “You have such a need for control”
- ❖ *Check their understanding of your concerns* – Ask the person to tell you what they have understood from you.

