**DISTILLED, TAILORED AND CONSULTATIVE PEDAGOGY IN A COURSE WHERE PEOPLE WITH INTELLECTUAL DISABILITY LEARN TO SHARE THEIR KNOWLEDGE**

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* + - 1. Objectives:
         * To operationalize a range of research findings about teaching new skills for people with intellectual disability into a course where they are expected to learn how to share their insights and knowledge for the purpose of taking on a leadership role in their organization (applied research).
      2. Method:
         * This was a pilot course on leadership developed for a non-profit organization that supports people with intellectual disability. The NPO aims to bring more of their clients into paid roles in their organization and ideally roles involving leadership (this is a form of stakeholder engagement).
         * Course took place over 3 months with online and in-person elements. Highly interactive methods and regular adjustments rooted in engaging the stakeholders (course participants with ID) in learning but also shaping the process of learning.
         * Sample: 9 course participants; 18 to 30 years of age; mix of men and women, range of diagnosis/severity but all could communicate verbally or with talking mats; English and French speaking from across Canada.
         * This was *in vivo* or fluid/dynamic applied research in the sense that we did multiple iterations (during the course) to the format, content and teaching tools based on trial and error, and listening to the participants’ experiences and feedback.
         * The approach was highly tailored to the group as a whole, but also each individual learner as we tried out different approaches and gauged comprehension and what kind of scaffolding was required.
      3. Results:
         * Successes: The course tools and content that were successful will be discussed and shown using slides and video footage from the course (with permission).
         * Areas for Improvement: Things we learned how to do better next time are also discussed and shown in video (about theme, content, tools and schedule).
      4. Discussion/Conclusions:
         * We developed a set of 6 core insights that we believe can help anyone who wants to design a course that would be suitable for adult learners with intellectual disability.
         * We also address how concepts like “leadership” need to be unpacked when it comes to people with intellectual disability – what is it really that we want them to learn and how can professors/teachers find a good balance between optimistic expectations and a course that sets people up for failure.