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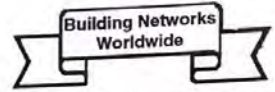
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Inclusion NEWS

Centre for Integrated Education and Community

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**SUPPORT CIRCLES:
 THE HEART OF THE MATTER**

Marsha Forest, Jack Pearpoint & Judith Snow - Nov. 1995

The beautiful Maori proverb from the Aboriginal people of New Zealand sums up for us the meaning of the concept of support circles.

"What is the greatest and most precious thing in the world.

I say to you. Tis people, tis people, tis people!"

When people come to our workshops they often ask us to "do" circles. Our answer is that you don't "do" circles, you **live** circles. The "circle of friends" exercise is a useful and creative tool. But a circle is not a casual tool. A circle is the result of building committed relationships. When people say to us, "We did a 'circle' and it didn't work" we know they have missed the point. It is like saying "I did life and it didn't work."

Circles are life support systems. They can make the difference between life and death for any human being. We know this not because we have used circle building outside our own lives, but because in several points of crisis both personally and professionally we had to "walk our own talk" i.e. call together our friends to literally save our lives.

That is why in our work with professionals we do not start with the "others" - not with the recipients of services, not with the students, but with the participants themselves. We ask them the reflective question, "Who is in my life? In a crisis who would I call? And the most scary question of all - who would come?"

We have learned from the health and resilience literature that very few people can survive any major life crisis without the support of friends and family. This data has reinforced our initial feelings that building circles around everyone is a matter of life

and death. It is not frivolous. It is not "the soft stuff". It is the core. Unless we build this foundation of support the rest of what we do may fall in disarray in the long run.

We know. Just this summer 1995, Marsha went from health to major cancer surgery overnight. Now she is healing thanks to dear friends who rallied around and helped us survive this crisis. We're on a full and exciting work schedule again. We reached out not simply by phone, but used the most updated e-mail systems. We were surrounded immediately by healing and hopeful messages, calls, music, prayers and wishes from all over the globe.

We are here today to tell the tale.

Circles are not just for someone else. Circles are for all of us.

Crisis also hit two other major players at the Center and Press. **Shafik Assante** had a recurrence of his cancer, but he too has rallied back after radiation, chemo treatments and the love and support of his circle. **Shafik** is convinced that all our work in inclusion shrinks tumours. We are grateful he is back at full speed.

And **Judith Snow**

went to the San Francisco TASH conference and ended up in hospital with pneumonia. The circle gathered led by Richard Rosenberg, Jay Klein, Joe Wykowski and Martha Leary. Judith was surrounded and supported. Best of all according to Judith was being flown home to Toronto in her own private white and shiny Lear Jet (medivac). She "cloud surfed" and saw the stars on bright night at 41,100 feet.

She is well, thriving in her doctoral program at OISE, and coming over for a spaghetti dinner to celebrate health and friendship. We are all taking care of Jack to make sure he stays healthy.

We live the circle. It is a life giver for us all. We are here today to tell the tale. Circles are not just for "someone else".

Circles are for all of us.

"What is the greatest and most precious thing in the world?"

I say to you.

Tis people, tis people, tis people!"

**Inclusion Means WITH,
 Not Just IN**

Shafik (formerly Abu-Tahir) Assante, Marsha Forest and Jack Pearpoint

As we travel all over North America we are constantly asked the question - "Can't we all just get along?" This question arises out of confusion, rage, frustration and pain. What is the answer. Some say "yes" and too many say "no." We say that all the evidence points to our own answer which is "not yet!" Whether we say "yes" or "no" the facts point out that as a society, we are certainly not getting along at the moment.

The USA has already been documented as the most violent nation on earth. The shocking statistic in the U.S. is that the number one cause of death among high school students is gun shots.

Within certain sections of the youth such as African Americans, the number one cause of death is homicide followed by suicide. Are we getting along? No! Not yet!

"ISM's" are one thing that stand in our way of not getting along. We label people this and that and separate ourselves on the basis of everything imaginable these days. Until we see the value of all people, until we recognize that all people have certain gifts and talents, and until we are willing to seek out honest and principled communication with one another, we will continue to suffer major breakdowns and distrust.

No one disputes any longer that we must seek a new way of relating to

One can never consent to creep when one feels an impulse to soar.

Hellen Keller

the environment. Racism, sexism, handicapism, ageism are all ways of dividing and conquering the majority or people from working with one another. And that is what inclusion is really all about. **Inclusion is about LIVING WITH ONE ANOTHER not just EXISTING IN PROXIMITY TO ONE ANOTHER.** INCLUSION is not about any one group of people getting in and getting more, but about all of us learning to figure out ways of living together for the year 2000.

In 1996 this is not a simple question. We need people to seriously think through their positions and more than anything else listen to one another. We need to work together in unity, not splitting hairs on unimportant issues. Rather it is a time to unite on the key issues of the day - issues like peace and war, the environment, violence to women. The issue

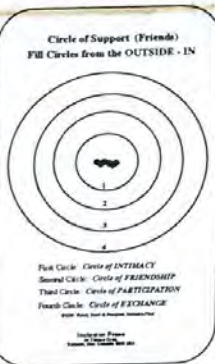
of inclusion of children and adults with disabilities is but one piece of the much larger human rights struggle of the people of the world - a world that has the technology and potential to blow itself to smithereens or to create something new and progressive for future generations.

*You Learn to Read by Reading!
 You Learn to Write by Writing!
 You Learn to Think by Thinking!
 You Learn to Include by Including!*

Jack & Marsha

In the middle of difficulty lies opportunity.

Albert Einstein





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What is Inclusion?

Jack Pearpoint & Marsha Forest

People genuinely ask us, "What is Inclusion - really?"

We have found a simple way to answer this question for groups and workshops. We explain that we believe everyone already knows the answer. In their hearts and from their life experience, people really do understand the difference between **Inclusion** and **Exclusion**. They just need to be reminded of what they already know. Then we say:

"Think of a time when you felt really outside, excluded. What words come to mind?"

Generally words like these flow from people's hearts: "awful, lonely, scared, sad, mad, unhappy, miserable, depressed, etc."

"Now think of a time you felt really welcomed, really included. How did you feel then?"

Answers are usually words like: "happy, terrific, loved, great, wonderful, important, thrilled, warm, healthy, etc."

The responses are universal. The answers are the same for children of all ages, people of all lands, tall & short, old & young, male & female. When people are included, they feel welcome; they feel good; they feel healthy.

When people are excluded, they feel 'bad'.

Inclusion is the precondition for learning, happiness - for healthy living.

Exclusion is the precondition for misery, loneliness and trouble.

We know teenagers often choose to die - rather than be alone. We know kids join gangs rather than be seen as "outside" the mainstream. Belonging is NOT incidental - it is primary to our existence. Thus, for us, **Exclusion** kills - physically and/or spiritually. "Killing the pain" of **Exclusion** is a learned skill. Adults often choose a "living death" by numbing the pain with alcohol, drugs, obsessions - to "override" the anguish of **Exclusion**.

Inclusion is the foundation of the house. It is not a guarantee, but rather a precondition for the growth and development of full and healthy human beings.

That is how we "define" **Inclusion**. Dictionaries also help. "Included" - as defined in the Random House College Dictionary is an adjective meaning "contained in; embraced".

In Roget's Thesaurus (4th Edition) - inclusive of - means "with".

Inclusion is a wonderful word. It is about embracing humanity and figuring out how we are going to live WITH one another in the challenging years to come.



Do Not Defend Inclusion;
Make Others Defend Segregation

Learning How to Give up Control

Jack Pearpoint

My personal monster is control. I love it. But I know I have to 'give it up' in order to grow. I learn by experience. I need to create learning situations where I "give up control" and experience 'interdependence'. By taking myself 'to the edge' where I have to give up control in order to survive, I experience 'interdependence'.

From this 'extreme' process, I have discovered that real strength requires interdependence. For example, I wanted to go sky-diving, and I didn't have time to take all the courses. But, you can do "tandem sky-diving". But even in my tandem jumps, I had to give up control to a small plane, a pilot, another parachutist and a parachute. Then, after giving up that control, I enjoyed it. But first, I had to give up the control.

To bungy jump, I had to put my life in the hands of others - and their equipment. To go caving and abseiling, I had to put my life in the hands of others - skilled professionals and good equipment. When I gave up control, then I could enjoy it.

But there is an apparent contradiction in all this. In these examples, whether tandem (with a skilled partner) or even alone with your skill and equipment, these achievements are considered to be individual "accomplishments" - tests of strength and courage. But the truth is that none of us do it alone! We are all interdependent. And although there are elements of personal risk and courage in these "tests", if we really want to learn, if we really want to try NEW ideas and skills, we must learn to GIVE UP CONTROL, then we can regain it - a little.

Thus, to be courageous, we must take the biggest risk of all: we must count on our friends and colleagues, give up our "illusion of control". Then we can live and learn.

In addition to the "semi-controlled" training experiments in giving up control, life happens and reminds us face first how little we are really in charge. In July, Marsha and I were editing, walking, having a great rest from some amazing trips. Then ovarian cancer changed our plans. On Aug. 4, 1995, Marsha had successful major surgery, and we began the Chemo treatments that lasted till the year end. It altered our plans. We are NOT in control.

We are doing the only thing we can. We are doing everything possible to be healthy and to get on with our work. We are planning to be 85 years old together. We are doing really well, but we are not in control. We can only do the very best we can do: no more - no less!

We learned again about the meaning of interdependence. We got the best medical support, and spectacular network support, and we are doing our bit to "sweep out those cancer cells" and fill Marsha's body with positive healing energy. We are editing, and doing workshops and come January, 1996, we are back on full schedule. We relearned that we cannot do it alone. We relearned that we are not alone. We relearned that we can only do our best every day. That is what we can do - and it is all we can do. So we have made a considered choice. It is very simple. We could spend the rest of our days "waiting to die", or we can "choose to live." We choose to live. And since we do not have the control switch, that is what we are doing. And now that we have genuinely given up the illusion of control, we can enjoy life. Join us!

Things do not Change:
We change.
Henry Thoreau

Visit our Web Page:
<http://inclusion.com>



Passages

Inclusion News wants to honour the memory of several good friends and supporters who have passed away. Their spirits and guidance will remain with us and guide our work. Father Patrick Mackan passed away five years ago and yet he is constantly present in all our lives and work. We honour his memory.

As well, this year we all lost our good friend Ed Roberts, a force in the world who will never be forgotten. Marte Woronko will always be remembered by her friends and family as will Jane Abramson who always supported our endeavors. They will all be greatly missed by family and friends and we honour them with this issue of Inclusion News which we dedicate in their memory.

Inclusion News is proud to present this guest editorial by Shafik Assante (formerly Shafik Abu Tahir) and his associates at Thinking New Thoughts Plus of Philadelphia, Pa. This invitation to join the Quilted Circle is the essence of our work. Often, the best arises from situations that appear on the surface to be the poorest, the most oppressed, the most exploited. These conditions give rise to resistance - to the best of people, poetry, art, music and the unshakable commitment and ability to fight back against seemingly insurmountable odds. We thank the Quilted Circle Founders for allowing us share their important work with the readers of Inclusion News.

(the editors: Marsha Forest and Jack Pearpoint)

Joining the "Quilted Circle"

By Shafik Assante and Associates
"Quilters" are those of us who believe that building an inclusive society i.e. alliance builders, community builders is what our major responsibility must be in today's society.

If you already agree that "quilting" is what you are about, you are already in the "Quilted Circle!" If you are willing to work with others to build a new "inclusive" society, we need you! Our challenge is to figure out how we can do so together with other "quilters" all over the globe.

Those of us in the "quilted circle" believe that "we are one though not the same." What this means in the real world is that "quilters" will oppose all forms of "exclusion" every opportunity we get. This means opposing all the negative "isms" we come across daily i.e. racism, sexism, able-ism, ageism, etc. These "isms" play a key role in keeping people from recognizing their oneness. If we can play some role in helping people to recognize that community building is a solution to our turning on one another, we believe we are then truly quilt

building and building the new villages for the next century.

A "Quilt Weaver" is an alliance builder. This may be done at your school, in your workplace, your church, your neighborhood. The point is to start weaving wherever you are now. In other words do what you can do within your own networks and circles to get people together to start thinking and discussing important issues of the day.

It is important to recognize that there are millions of "quilters" out there already. As we all say TOGETHER WE ARE BETTER. Two wonderful African proverbs sum up our philosophy of work and life "It takes a whole village to raise a child." (Akan proverb) and "When spider webs unite we can tie up the lion."

We use the word QUILT to represent our valued diversity and the work CIRCLE to represent our interconnectedness and our interdependence. In traditional African and Indian villages, sitting in a circle represents, among other things, unity of mission and equality of leadership. Collective leadership and ownership of the QUILTED CIRCLE is our vision. We are building it. You are welcome to come.

We want to be clear about what we are asking. We desire that our unity of purpose be based on four assumptions"

1. Our desire to end fragmentation.
2. Our real recognition that "together we are better."
3. Our commitment to build a better society for ALL.
4. Our recognition and appreciation of our differences.

All the QUILT WEAVERS today

are aware that either we make major changes in how our society is moving or we will continue to suffer major consequences. QUILT WEAVERS understand that the varying gifts we bring to the QUILT is the only thing that makes it whole. We hope that those who receive this writing will be with us in this effort. Help us weave better relationships with one another. Help us be that human broom that is willing to sweep away the dirt that gives birth to "isms" which prevent us from uniting around our common interests. Let's meet in the circle. Weave with us!

Opposing the "isms" is what the "Quilted Circle" supporters are all about. Will you be with us? Call or fax and let us know.

Shafik Assante, Bahiya Assante, Nkosi Assante, Sabina Virgo
403 N. 54th St., Philadelphia, Pa. 19139.
tel: 215-472-4024
fax : 215-472-9323

Note: The name "Assante" means thank you. In a recent ceremony of friendship and to recognize the interconnectedness in their work and lives three of the authors chose to take the same last name.



NO EASY ANSWERS

John O'Brien

Many of the important problems in creating effective inclusive schools, workplaces and communities are complex because resolving them calls on people with diverse points of view to create and share new ways of understanding and acting in situations that are often filled with emotions. Working within existing assumptions and relationships to do more of the same thing isn't enough, even if the people involved work hard and use creative problem-solving methods.

What I think we need to do more of is some of the following:

* We need to learn to describe the different interests and points of view that shape a complex situation and design procedures for seeking common ground.

* We need to learn to use graphic representations to surface some of the mental modes that influence the ways in which problems are defined and solved.

* We need to learn through reflection on efforts to make significant change.

* We need to think about situations in which important values compete and

* We need to exercise leadership when one has formal authority and when one does not.

None of the above tools lead to easy answers. Their common goals are greater clarity in understanding situations, greater capacity to include people with diverse interests, and greater flexibility in designing change processes.

THE SALAMANCA STATEMENT: NETWORK for ACTION on SPECIAL NEEDS EDUCATION

Adopted by the World Conference on Special Needs Education: Access and Quality

Salamanca, Spain, 7-10 June 1994

More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain in June 1994 to further the aim of Education for All by considering what basic policy changes are needed to promote inclusive education, so that schools can serve all children, particularly those with special educational needs.

Organized by the Government of Spain and UNESCO, the Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action.

These two documents are important tools for efforts to make sure schools work better and to fulfil the principle of Education for All. They are printed in a single publication published by UNESCO. Get hold of a copy from the UNESCO office in your country or from the address at the bottom of this page. When you are familiar with its contents, use the two documents to lobby your government for improvements in the education of disabled children and for inclusive education policies.

The Salamanca Statement says that:

- every child has a basic right to education
- every child has unique characteristics, interests, abilities and learning needs
- education services should take into account these diverse characteristics and needs
- those with special educational needs must have access to regular schools
- regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all

• such schools provide effective education to the majority of children, improve efficiency and cost-effectiveness.

The Salamanca Statement asks governments to:

- give the highest priority to making education systems inclusive
- adopt the principle of inclusive education as a matter of law or policy
- develop demonstration projects
- encourage exchanges with countries which have experience of inclusion
- set up ways to plan, monitor and evaluate educational provision for children and adults
- encourage and make easy the participation of parents and organizations of disabled people
- invest in early identification and intervention strategies
- invest in the vocational aspects of inclusive education
- make sure there are adequate teacher education programs.

The Framework for Action outlines new thinking on special needs education and guidelines for action at national, regional and international levels. Among the guidelines for national action are:

- A. Policy and organization
- B. School factors
- C. Recruitment and training of educational personnel
- D. External support services
- E. Priority areas
- F. Community perspectives
- G. Resource requirements

The Salamanca Statement and Framework For Action, UNESCO, 1994. Ref: ED-94/WS/1.8.

For further information: UNESCO, Special Education, Division of Basic Education, 7 place de Fontenoy, 75352 Paris 07-5P, France. Fax: +33 1 40 65 94 05.

"Partnership" - What does it Really Mean?

Jack Pearpoint & Marsha Forest

Partnership as a concept is a much discussed term these days. Parents & educators talk of "partners" in learning. Consumers of services and professionals talk about "partnering" in service delivery. States and provinces talk of "partnership" in political federations.

However, many parents, consumers, citizens feel that these "partnership" hats mask the old 'control' games. They feel that the 'professionals' (those holding the power) really mean, "come to our meeting, our service, our organization - and agree with our rules, our plan, our solution - whether you like it or not." Sign on the dotted line! So, partnership is a term that evokes suspicion. It seems like a great idea - but in people's experience, it is seldom what it seems...

In New Zealand, we had an opportunity to explore the depth of the concept of partnership. We were there at an historic time when the situation between the Maori (aboriginal community) and Pakeha (white Europeans) was heating up visibly.

We were in meetings where the groups were "inclusive" (i.e. had Maori and Pakeha representation). But while the two groups were 'in' the same rooms, they were not WITH one another at all. They had never actually "listened" to one another; "talked" to each other. Two worlds apart, parallel unconnected realities - two worlds in collision. And now there are new immigrants to New Zealand and a very substantial population of Pacific Islanders. In microcosm,

we had a chance to observe the dance of the tensions that parallel our struggles in Canada and USA. We learned as we watched.

The mood in New Zealand had changed dramatically by our 1995 visit. The daily news included "occupations" of land and locations around the country. The media coverage was acutely reminiscent of the OKA - Kahnawake crisis (Mohawk - Canadian army standoff near Montreal) three years ago. In short, the wraps were off. The Maoris are aboriginal people with stresses similar to aboriginal people everywhere. Their struggle for full recognition as a people has now begun "publicly".

Our workshops were immersed in an uncomfortable tension. Everyone was "aware" of the Maori-Pakeha anxiety - but few knew how to begin the conversation. It was tense - but not hostile in the groups we met. It was more of the tension of "unfamiliarity" - "where do we begin"? Needless to say, not all pakeha's are so willing to participate in a dialogue. The open racism on the phone-in shows on the radio was painful to hear as we drove around the country.

The dominant issue was "Partnership". What does it mean? What would it look like? Is it even possible? From our Maori friends, their perspective is simple. They know the future if things remain unchanged. They are living it. There is massive unemployment, youth suicide, poverty, violence, crime - prisons - all the standard depressing stuff. AND simultaneously, in tiny carefully created pockets,

there is enormous hope. There are models of possibility in communities, where people have chosen to challenge the terminal violence (mostly internalized) head-on. They want sovereignty and self determination.

The Maori leadership CHOOSE to focus ALL their energy on creating positive possible futures - and CHOOSE not to invest a milli-second of energy whining or complaining about past "injustice". They are acutely aware of it. They understand it. It is part of their history. But they know that to create the future, they must refuse to be trapped in the talons of depression. Many are angry - a deep anger at injustice - one that seldom slips into the trap of personality or whim. As one wise elder stated, "We have experienced 150 years of failure in the 'adversarial mode'. We need to switch paradigms - to create a NEW dialogue - a WIN-WIN dialogue - where people actually talk to each other. The old paradigm has failed us and will kill us unless we can change it."

The leaders are truly "big-picture" thinkers. They are disciplined in the art of choosing how to invest their energy and talent. They understand that the stakes are literally their survival. They know that to be diverted by petty incidents and issues is their death-knell. They are focused on creating the climate for a new dialogue - beginning with RESPECT - respect for each partner's humanity.

This new dialogue cannot be between victor and vanquished: it must be between humans - based on a fundamental respect for each others human rights. It is a dialogue that must be deeper than words. It is difficult to write about, because the

search for respect is deeply spiritual. It is genuinely part of the "universal" search for humanity - played out in the paddocks of the Urewera forest - and the tenements of Wellington and Auckland. It is the same issue in North America.

Once people can LISTEN to each other with respect, then the other two prerequisites to sovereignty and self-determination enter the arena - land and language (culture). The Maoris are, needless to say, training young lawyers in land-claims law. Those court struggles are now beginning in New Zealand - paralleling the struggles around the globe. But our sense is that the land issue is deeper than "ownership" in any western sense - and thus the paradigm shift in thinking will be essential to creating the framework for a 'win-win' resolution on land and language. If both groups 'listen' from their present position, win-win is not possible.

We learned enormously. We learned not just about the struggles in New Zealand, but the struggles of people everywhere to begin a NEW dialogue. The OLD conversations lack heart and are too brittle to allow new thoughts. We discovered there is room for a new dialogue. We saw it happen - fledgling beginnings. We watched as university trained senior business managers began to "dialogue" with rural Maori elders - as equal "citizens" - searching to create new solutions to complex problems. We watched people take tentative leaps across cultural chasms. It worked! It was difficult. It is not complete. It is a beginning, a first step! Partnership is possible!

What is Leadership?

by Shafiq (Abu-Tahir) Assante

I want to concentrate this article on sharing my perspective on what leadership is. As a mail carrier is known as being a person who carries mail, a leader must be seen as a person who carries "leading ideas." Leading ideas are not the same as good ideas. While good ideas are obviously helpful, leading ideas are more than helpful in that they determine whether the "problem" gets dealt with sufficiently (i.e. does it re-occur again or is it resolved?)

A leading idea is an idea which when empowered or enacted resolves the problem. A good idea is giving hungry people fish. A leading idea is teaching hungry people where and how to fish so that they can sustain themselves without you. Leaders hold leading ideas, not just good ideas.

Giving Leadership

Giving leadership means taking responsibility for changing what is into what ought to be. Good leadership not only figures out WHAT needs to be done to resolve some concern, but also HOW -- methods to go about resolving such a concern. People who want to give leadership must be guided by two realities: first a believable and doable vision and to a commitment to their own development (willingness to take time to study). If for instance we say we want to be leaders in the struggle for inclusion we must have a clear, believable vision of what an inclusive society will look like and secondly we must study and learn the knowledge, information, laws etc. that are already out there.

Leadership Responsibility

Good leadership prepares itself well. In the children's story of the Three Little Pigs, the first two pigs were defeated because they had not studied the wolf.

Had they studied the wolf they would have known that houses of sticks and straw are not anti wolf protection. The first two pigs had not prepared themselves well. Good leadership prepares itself well. Holding office or some appointed position does not make you a leader. Only holding solutions and knowledge make one a leader.

Good leadership does not attempt to speak for those they are leading, rather their goal is to get people organized so that they can speak for themselves. Speaking for oneself is the first act of personal empowerment, whether by voice or any other means of communication. When leaders prevent their followership from acting out of their own concerns, the followers become spectators and the leadership becomes mis-leadership.

Good leadership also knows that if you plant something out of season that chances of it growing are doubtful. Leadership always consults with others to know when the best time is to do or not to do a particular act of planting. Good leadership then is collective leadership, is a leadership that recognizes that it is best to work with others when possible.

Accountability

Perhaps the most important quality of productive leadership is the issue of accountability. Progressive leadership is accountable leadership. It is leadership that seeks and requires from its supporters consistent evaluations of how it is doing. After receiving feedback the leadership adjusts its actions. I conclude by saying leadership is a collective of leaders. Let's all strive to join the collective and make inclusion a reality.

No matter how difficult the past, you can always begin again today.

Buddha's Little Instruction Book

When the best leader's work is done, the people say, "We did this ourselves!"

Lao-tsu

Whatever we cultivate in times of ease, we gather as strength for times of change.

Buddha's Little Instruction Book



Thoughts on Leadership

by

Jeffrey Strully and Laura Broderick

Jeff & Laura work in Los Angeles at Jay Nolan Community Services. They are also personal and professional allies. We are pleased to have them in this issue of Inclusion News.

In our experience, people with labels want ordinary lives in the community. They want the same day-to-day things we all do: love, family, a job, a home, friends, money, control, fun, a belief in something and someone, a chance to contribute and ordinary experiences. Some people may need a little more support than usual to achieve these goals.

The role of leadership in human service and education is to stand with people during their journey. It is our role to assist and support people as they define what they want in life. It is our role to be human, to be real and to listen, especially to people who don't talk with words. We must get to know people, to stand in their shoes, to be honest and loyal. Leaders must be truthful; see capacity, strength and talent in everyone. They must constantly look

for another way of doing something when the answer isn't simple. Leadership is learning to be a midwife.

Leaders in this field must have vision; a vision which is crystal clear and undaunted by barriers. Leaders embody their vision in every way; living and breathing their message. Leaders are learners not knowers; willing to make mistakes and own them, willing to take risks and chances. Leaders know themselves well, their strengths and weaknesses. Leaders are good listeners, have compassion, are genuine and honest. Leaders have character (and often are characters). Leaders often have a quality and a presence that attracts people to work with them. Leaders have an open door always. Leaders have no fear because they believe in themselves and their vision.

Leaders work WITH, for and not OVER people. Our story of learning about leadership together allows us to tell stories about vision, heart and doing justice. Nothing happens without leadership in any organization. Leadership is thoughtful and committed people standing together to create a more just and inclusive society.

OUR SON'S IEP PROCESS: LET NATHAN TELL US!!

Our friends and valued colleagues Mary Falvey and Richard Rosenberg are two of the most energetic and enthusiastic proponents of inclusion and quality education for all. Mary and Richard practice what they preach. They have truly walked the talk around their son Nathan. Nathan gave his permission for Inclusion News to print the material about him. We wouldn't have printed a word without his wholehearted support. Mary and Richard wrote "Nathan loved Inclusion News. He thought it was cool that we were writing about him and it would be in the newspaper." We want to acknowledge and thank both Nathan and his younger brother, Anthony, for their support and friendship.

Mary Falvey and Richard Rosenberg

We have entered a new world for us, that although is very familiar in some ways, lead to some new experiences, challenges, and feelings for us. Our oldest son, Nathan, was referred to special education services last school year. We began by requesting an assessment plan that involved the use of authentic assessment procedures. Although our school district had not used such procedures exclusively for referring a child to special education services, they agreed to comply with our request.

In addition we requested that all

assessment findings be presented during the IEP meeting to Nathan, that they be presented in such a way that he could comprehend the results, and, if necessary, clarify the assessment findings. We felt strongly about his participation in the process, since compared to everyone else, he had the most to lose or gain as a result of the meeting.

The staff in our school district rose to the occasion and respected ours and Nathan's request to allow him to be the central player at his IEP meeting. Nathan also rose to the occasion, and, at the age of 8, had commanded the respect and attention of 10 professionals (teachers and administrators) and his parents. He told us what he needed, wanted, and how he wanted his supports to come together. He was most adamant about not being pulled out of his classes, and away from his friends, especially his favorite classes.

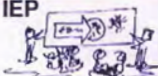
After a few rough starts, we have all fallen into place providing him and his teacher with the supports needed and he feels like a "real member" of his 4th, grade class. He has a teacher who is committed to helping him to learn, be a successful learner, and feel good about himself as a learner.

Our experience has been at times eye opening, joyful, challenging, encouraging, and difficult; and yet all the focus has been on Nathan, for Nathan and by Nathan, with little help from others.

Preparation for NATHAN'S IEP

To: Members of Nathan's IEP Team

From: Richard and Mary



We want to thank you for taking the time to obtain the assessment information you have obtained in preparation for Nathan's IEP. We are looking forward to each of your findings in order to determine Nathan's educational supports and strategies he needs to be a more successful learner. Also, thanks for your willingness to meet with us on Friday afternoon, at 2:30.

Since Nathan will be attending his IEP meeting, we would like the assessment findings to be presented so that he can understand them. In addition, we request that when reporting your assessment findings address them to Nathan. This will give Nathan the opportunity to clarify or add any insight regarding his strengths and needs.

In preparation for the meeting we have asked Nathan and his family and friends to assist us in identifying his strengths and needs. Listed below are the strengths and needs that have been identified by Nathan, his family and friends.

STRENGTHS:

- Drawing / Pictionary
- Music, especially drums
- Creativity
- Reading comprehensive, almost anything
- Rhythmic memory
- Singing
- Storytelling
- He likes learning
- Doing puzzles
- Gameboy Nintendo
- Computer games
- Dinosaurs
- Good friends, especially children in his class
- Great relationship with adults
- Sports - Baseball and Football

NEEDS:

- To receive the support necessary to attend more often to his environment and the salient cues.
- To obtain enough support including peers to learn.
- To participate in cooperative learning groups
- Physical contact with teacher (shoulder or arm) when she is giving group instructions.
- Strategic seating arrangement (up front and in reach of the teacher).
- Peers he knows and will support him.
- More time for silent drawing & reading.

We are hopeful that the focus of our efforts at Nathan's IEP meeting will be to identify his strengths and needs. We have identified several outcomes we hope will occur at Nathan's IEP meeting:

- Identify his strategies and needs.
- Identify strategies to facilitate teachers in providing instruction consistent with his learning strategies.
- Facilitate him to maintain his friendships among peers.
- Identify opportunities for him to use his strengths.
- Identify strategies that Nathan can use to obtain help when he needs it.

Thank you very much. See you all on Friday.

A School for the Future

by

Jonathan Hollands (age 13, grade 8)
with Joel, Alex and Danielle Hollands

Sam woke up and rubbed the sleep from his eyes. He brushed his teeth, got dressed, and turned on his school. "Good morning Sam," the robotic voice of the computer said. "The teacher will be arriving shortly." On Sam's computer screen was a section that displayed the classroom, a section that showed what he looked like to the teacher and a section of tools that helped him communicate and work. Sam checked how he looked and adjusted the little camera mounted over his terminal. "Good morning class," greeted the teacher as she walked in. When Sam was tired of this subject he went on to another. This class would be saved so Sam could come back later and see what he missed. Next Sam went to math class. He had to be careful, this math teacher was very strict. If someone disobeyed a teacher in this school they would be automatically disconnected and not allowed to learn any more for today.

"If only it were that simple." I thought, My school today is sure not as "User Friendly" as my technological dream school. In my real life school most students see a suspension as a day off rather than punishment. Too many of my friends either don't want to learn or they just don't care. What if we could change the school system to make students want to learn.

I discussed this with three of my brothers and sisters, all at different age levels. I'm thirteen, my brother Joel is eleven, Alex and Danielle (twins) are nine. While discussing this we came up with a few major problems and our solutions.

Our first problem was that class is often interrupted by other students. Too many kids are bored. To solve this we suggest that school be made more relevant and interesting. We also thought that a reward program would be a good idea. Students would be encouraged to be good due to special incentives offered. Instead of punishments, lots of rewards would be offered like more time on computers, exciting field trips to museums, universities, sports events, workplaces.

Second we found that we were all bored with repetitive subjects such as math. All that needs to be taught is the method so the work is almost useless and often tedious. We suggest the teachers try using new and creative teaching styles. Our suggestion is to use games, movies, field trips and special activities

relating to the subject instead of boring comprehension work.

Our third problem was the fact that school seems useless in "Real World" application. Our first idea was to let students go to work at different businesses for a week or more to get hands on experience. Second we suggested opening an in-school business run by students such as a snack bar or convenience store. We also thought that having professionals coming in and teaching the class would help to tie in subjects with "Real World" scenarios.

Fourth we found that the classroom environment was cramped, uncomfortable and leaves little room for creativity. Sitting at a desk in the same class all year is very boring. More spacious classrooms and more educational field trips i.e. time away from school and in the real world would help. We would also benefit from more computers in the classroom. Not only would they let us be creative on a new level but the knowledge of how to use them would help us to survive in the technological world of today.

Last we think students should help each other more. The older students could help the younger ones or students who need extra help could have a buddy sit near them. I met a girl who uses a communication board. She could have a buddy sit near her and translate for her when she needs help. What's the big deal! There would be someone to help her whenever she needed help. It doesn't have to be an adult. The students could take turns. There are always some kids (like us) willing to help.

We will give Alex Hollands (grade 4, age 9) the last word:

A teacher I would like for all kids now and in the future would be:

1. A nice kind teacher.
2. Doesn't yell.
3. Says nice comments.
4. Says good morning and good afternoon.

If I had a teacher like that I'd feel happier and I wouldn't feel bad at the end of the day. Sometimes I feel bad at the end of the day because my teacher yells too much. A really good teacher I had was exciting and she taught in a fun way and she wasn't mean. The kids were all better behaved because they liked her and she was really nice. The most important thing in a teacher is being nice. It means being happy in school and knowing you are not going to be sad at the end of the day.

Integration Action Group of Ontario Celebrates 10th Year

A lively reunion of the IAG was held at Stan Woronko's house on Sept. 24, 1995. IAG is the little group that grew into a powerful force to be reckoned with. As Ian Rowett, the current President of IAG says, "Amazing! Consider this, with limited finances and dedicated volunteers, IAG has been able to promote the integration of all persons into all aspects of community life, to challenge discriminatory laws, practices and attitudes in the education system and to demand changes.

We are making a difference. We are more than an association of parents and educators. We are part of an international

movement - for freedom, equity and dignity. And, we need to keep working for justice. IAG will do its part. The best part of the day was the many children running around and playing with their brothers and sisters. IAG supporters from as far away as London, Ont. and North Bay joined in the celebration and of course in typical IAG style everyone got together to work on sending out a mailing. We look forward to the next ten years when we will celebrate the further inclusion of ALL!

For information on the Integration Action Group in Ontario write Box 10, Station D, Eshwincoke, Ontario, M9A 4X1 416-362-1267

Roberta & Lisa Speak About PATH

Roberta & Lisa Mitchell - Winnipeg, Man

The PATH process reminded me that I am a parent an important too - not only as Lisa's mom, or Les's wife or someone's teacher - but as Roberta Mitchell - person. It was magic for me when I began to dream again and my heart is full of gratitude. Thank you for reminding me to enjoy life, believe in people, reach high, take risks, and stretch beyond my comfort zone. PATH is a remarkable teacher when done with skill and compassion.

(Lisa is a teenager who wrote this after we did her PATH. For years Lisa was stigmatized, labeled and rejected. She wrote this herself and continues to amaze those who labeled her.

*When I left my house I felt nervous
About doing a PATH with Marsha and Jack.*

But Marsha said, "Whose PATH is it?"

And I said, "Mine - for my future."

*And Jack drew a dreamcatcher
and told me to dream.*

Then I relaxed.

They asked all of us questions

But they always asked me first

Because it was

MY PATH.

*I have to do things to make
my path come true.*

I push myself forward toward my future.

I'm not alone.

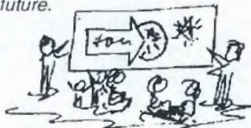
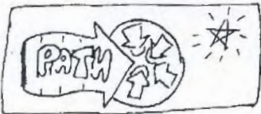
My family and friends

will help me through it

And I'll get to my dream

Because I have help.

Love. Lisa



PATH: Dreams Can Come True Lisa's PATH Progress

Bob Manwaring, Nov. 1995

When we did Lisa's PATH her dream and her North Star were about going to Hollywood, living in a big house, and marrying a movie star. In her goals, there was reference to transitional planning and taking theatre arts classes.

In September of this past year we had a National Literacy Conference in Winnipeg. As part of the conference, a local theatre company, Popular Theatre Alliance, was commissioned to develop a work on literacy. Their mandate is to develop plays based on grassroots themes such as homophobia, abuse, treatment of people with disabilities, etc. I overheard a conversation regarding the play where someone mentioned that, "It's too bad there wasn't someone with a disability that could be in the play."

Voila! The power of PATH. I told them that I knew the perfect person. Lisa began rehearsals with the theatre group the next week. The play is in 3 Acts with each act being a different perspective of the issue. Lisa plays, Liza Do-a-lot, who is much like herself in the first Act. She plays a fashion model in Act II and a member of a sideshow in the last act.

She is wonderful! I saw the play last night and was just in awe of what she did. She has a lot of dialogue and the play is quite physical. She is a real professional.

Darryl and I went to a play last week at the Gas Station Theatre dealing with the A.I.D.'s epidemic. Sitting in front of us were Lisa and her Dad. Lisa was waving at all the people in the audience that she knew as it was the same theatre company. At intermission she hung out with the theatre crowd in the lobby.

Isn't life amazing sometimes? No, all the time.

Inclusion Melody

Marsha Forest

Inclusion is simply about
belonging in the deepest sense.
It is not a program, a person, a thing.
It is not a model or even something you do.
It is a spirit, a song, a sense of longing, an embrace.

Inclusion is in the eyes, the mouth, the ears,
the face and the body of those who reject or accept.
It cannot be given or taken away.
It cannot be earned.

It is deep as the ocean, wide as the sky.
It is felt by all in the blink of an eye.

Inclusion is far beyond the words we say.
It lies deep in our hearts.
It is part of being fully human.
Inclusion like knowledge belongs to everyone
and is the private domain of no one.

It is a birthright.

You can't buy inclusion in a kit or a package.
You can't take a dose of inclusion.
You can't be a little bit included.

You are either present, absent, invisible or dead.

Finding inclusive ways is a life long journey.
Not easy, but neither is life.
It needs people to say "we don't know how to do it yet, but together
with families, children and professionals we will figure it out.
It needs people to be open to asking questions and saying
"I need your help."

Inclusion needs open, caring and loving people
singing a song of a new tomorrow.

Welcome to the journey.

Ten Year Old Wins Landmark Legal Victory

Emily Eaton, a ten-year old Grade 4 student from Burford, Ontario has won a landmark legal victory in the Ontario Court of Appeal. Emily has cerebral palsy. Her parents wanted her to be integrated in a regular class with children her own age, and for Kindergarten and Grade One the Brant County Board of Education went along with that. However, since 1991, the School Board has been trying to force Emily into a segregated class for disabled children in a school outside her own neighborhood. The School Board was successful in getting an order that effect from a special education tribunal under the Education Act in November, 1991. That decision was upheld by the Ontario Divisional Court on February 8, 1994. However, in a unanimous decision released yesterday, three judges of the Ontario Court of Appeal, Ontario's highest court, have overturned those decisions.

The Court of Appeal held that forcibly segregating a child because of her disability violates her equality rights under Section 15(J) of the Canadian Charter of Rights and Freedoms.

The Court of Appeal recognized that the "history of discrimination against disabled persons, which the Charter sought to redress and prevent, is a history of exclusion." The Court found that by excluding Emily from the regular class and denying her the opportunity to go to her neighborhood school with children her own age, the School Board had discriminated against her and violated her Charter rights.

In coming to this decision, the Court recognized that being forced to attend a segregated class resulted in discrimination. However, the Court also recognized the benefits of including children like Emily in the regular class. It stated that: "Inclusion into the main school population is a benefit to Emily because without it, she would have few opportunities to learn how other children work and how they live. And they will not learn that she can live with them and they with her."

The Court of Appeal specifically rejected arguments by the School Board that segregating students because of disability was any less discriminatory than segregating them because of race, religion or gender.

The Court concluded that the Education Act itself is unconstitutional because it gives school boards the discretion to place children with disabilities in segregated classes against their wishes. The Court therefore ordered that a provision be read into the Education Act preventing school boards from placing disabled children in segregated classes against their parents' wishes except as a last resort. School boards must choose the least segregated placement possible which meets the child's needs.

This case will have a major impact on the educational rights of children with disabilities. The Court of Appeal's decision will apply to all school boards in the province of Ontario, and will require those school boards to comply with the rights of children with disabilities. The case also will have a significant impact on the education systems of other provinces and on the development and recognition of disability rights generally, not just for education but in all areas of life.

For further information contact:

ADVOCACY RESOURCE CENTRE for the Handicapped (ARCH)

40 Orchard Boulevard, Suite 255

Toronto, Ontario M4R 1B9

Tel: 416-482-8255 Fax: 416-482-2981 TDD: 416-482-1254

SCUSD vs Holland: Another Victory

Our congratulations to the Holland Family on having a new child and on surviving and indeed thriving after a five year legal battle with the Sacramento City Unified School District over Rachel's right to a regular education classroom placement.

We love the Holland's reason for waging this fight. "We are simply crazy about our children." As the case progressed however the Holland's learned something much deeper. They realized they were simply fighting for Rachel's childhood. Ironically in a district whose motto is "Kid's First" they really meant SOME kids not ALL!

Today Inclusion News is happy to report that Rachel and her two sisters are enjoying life and school. She is progressing beyond anyone's expectations, most notably, the school district's expectations for her. This landmark case in the U.S. means that children with disabilities have the RIGHT to be included and now we can focus on how to make life in the regular classroom work for everyone.

No parents should have to go through what the Holland family has endured. It is also a fact that though this case is won the war is still raging and families are still fighting. However we must celebrate our victories and congratulate our pioneers for making the waves that will eventually change life and make "KID'S FIRST" not a slogan but a reality.

There is an excellent article in the TASH Newsletter Summer 1995 giving more complete details of the case SCUSD v. Holland.



COURAGE

by Bob Blue

A small thing once happened at school
That brought up a question for me,
And somehow, it forced me to see
The price that I pay to be cool.

Diane is a girl that I know.
She's strange, like she doesn't belong.
I don't mean to say that that's wrong,
We don't like to be with her, though.
And so when we all made a plan
To have this big party at Sue's,
Most kids in the school got the news,
But no one invited Diane.

The thing about Taft Junior High,
Is secrets don't last very long.
I acted like nothing was wrong
When I saw Diane start to cry.
I know you may think that I'm cruel.
It doesn't make me very proud.
I just went along with the crowd.
It's sad, but you have to at school.
You can't pick the friends you prefer.
You fit in as well as you can.
I couldn't be friends with Diane,
Cause then they would treat me like her.

In one class at Taft Junior High,
We study what people have done
With gas chamber, bomber and gun
In Auschwitz, Japan and My Lai.
I don't understand all I learn.
Sometimes I just sit there and cry.
The whole world stood idly by
To watch as the innocent burned.
Like robots obeying some rule.
Atrocities done by the mob.
All innocents, doing their job.
And what was it for? Was it cool?

The world was aware of this hell,
But how many cried out in shame?
No heroes, nobody to blame.
A story that no one dared tell.
I promise to do what I can
To not let it happen again.
To care for all women and men.
I'll start by inviting Diane.

This song COURAGE is from the tape **Starting Small** - Bob Blue and Friends. Bob is an elementary school teacher and composer and can be reached at 77 Belchertown Rd. Amherst, Mass. 01002. Tel: 413-256-8784.

Do No Harm

by John McKnight

The medical profession has long understood that its interventions have the potential to hurt as well as to help. The Hippocratic oath, repeated by physicians to this day, concludes with the primary mandate, "This above all, do no harm." The harmful capacity of medicine is recognized in what current medical language called iatrogenic disease - doctor-created maladies.

Much of the positive reputation of the medical profession flows from the ethic that assumes a good doctor, before undertaking any intervention, always asks: "Will this initiative help more than hurt?" Responsible professionals are bound by Hippocrates to consider the balance before acting. Indeed in the most ethical practice, the burden of proof for efficacy is upon the physician.

The traditional ethical code that prominently displays the Hippocratic principle in the foreground of the medical profession stands in stark contrast to the theory, research, and practice of most other "human service" professions. In the fields of social work, developmental disabilities, physical disability, or care of the elderly, no tradition of routinely analyzing possible negative side effects exists. Instead, evaluation usually focuses on whether an intervention "made a difference." The intervention is presumed to help if it has any effect at all, and if it has no measurable effect, it is assumed not to have hurt.

Some observers suggest the lack of accounting for negative effects in the human services is a consequence of those interventions not being "powerful" ones when compared with the chemicals and scalpels of modern medicine. Instead, there is an unstated assumption that these non medical professions are searching for something that "works" within fields characterized by effective, neutral, or abandoned initiatives, none of which could have injured their clients. It is this naive assumption that has degraded the non medical human service professions and contributed to popular impressions that many of the clients of these professions are not worth a public investment. Indeed, we now hear the constant claim that the clients of human service professionals - the poor, disadvantaged, disabled, young and old - have not been helped by "pouring money on the problem."

The client is usually blamed for not blooming under this "rain of dollars". What has actually happened, however, is that money has been "poured" into the programs of human service professionals, and we have no knowledge of whether the effects of their ministrations have been iatrogenic. Instead the labeled and vulnerable in our society are blamed. From this perspective, the public policies of the last several decades can be understood as an era of blaming the client for many of the iatrogenic practices of human service professionals. Regressive policy makers and human service professionals have made unintended com-

mon cause because the profession is unable to analyze the negative effects its interventions have had as the potential cause of failed policy.

If we are to recover the potential of public policy as an asset for those who are labeled, exploited and excluded, it is critical that we begin to understand the iatrogenic aspects of the major agent of public policy - the human service professions. When we can conceptualize the structurally negative effects of their interventions, we can begin a reasoned decision-making process regarding the two basic questions that should determine public policy:

"Which of the competing human service solutions have more efficacy than negative side effects?

"Is there a less iatrogenic solution that does not involve human service methods.

The latter question is a critical element of the policy making process. We often forget that a human service is only one response to a human condition. There are always many other possibilities that do not involve paid experts and therapeutic concepts.

Mark Twain reminds us that "if your only tool is a hammer, all problems look like nails." While the human service tool has undoubted efficacy in particular situations, like the hammer, it can also do great harm when used inappropriately. All the problems of those who are vulnerable, exploited, excluded or labeled are not nails. They do not always "need" human services. More often, they may "need" justice, income and community. (This is an edited excerpt.)

John McKnight never lets us down. We asked what he thought would be his favorite piece for Inclusion News and without hesitation he answered "DO NO HARM". This is the title of a thoughtful and provocative chapter in John's newest book THE CARELESS SOCIETY.

We have taken the first 3 pages of the article to wet your appetite. We urge you to read the entire chapter. The book is available in bookstores and public libraries and directly from Inclusion Press.

John McKnight has worked with communities across the United States and Canada and is the co-author of a workbook that has already sold more than 19,000 copies entitled BUILDING COMMUNITIES FROM THE INSIDE OUT. He is the Director of Community Studies at the Center for Urban Affairs and Policy Research at Northwestern University where he is a Professor.

John will be part of the faculty team for the New Summer Leadership Institute in Toronto in the summer of 1996 (July 6-13).

THE CARELESS SOCIETY by John McKnight is published by Basic Books, 10 East 53rd Street, New York, New York 10022-5299

For information on the workbook BUILDING COMMUNITIES FROM THE INSIDE OUT by John Kretzmann and John McKnight Tel: 1-800-397-2282

**A Tribute to Father Pat Mackan
YOU DON'T "DO" INCLUSION:
YOU LIVE IT**

We get hundreds of letters from human service professionals and teachers all over the world. We will answer all the letters we get personally but we can't print them all. The letters or stories we do print are simply a reflection of the best that is out there despite all odds. These great professionals don't want any recognition or thanks but they have it from us and all the readers of inclusion news.

Here's an Example of the Letters we get:

Max and Father Pat

Judith Simmons, The Univ. of Dayton, Dayton, Ohio

I am living inclusion with a super team. Max is not just in. He is with. We are using our Kleenex, Tylenol, and magic to solve problems. We are on a journey of uncertainty and I've caught the spirit. We know we need to surround ourselves with positive, strong support to combat negative thoughts that lead to fear. We need to help others legitimize their fear, name the fear and get

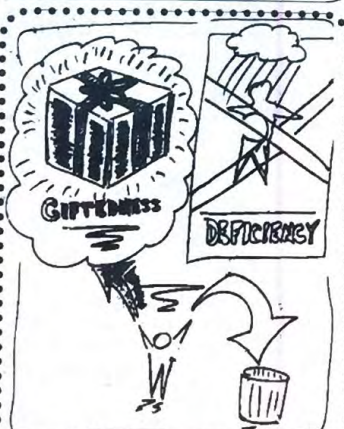
on with it. If we have a problem we face it and go to the heart of it. A system who is always deciding confuses people and they burn out.

We have moved from the network where information was shared with us and we didn't have to agree with all we heard to alliance where we have agreed to a lot of "stuff" for the long haul.

Father Patrick Mackan who passed away five years ago in 1990 promoted: Acceptance, Belonging and Community. A classroom or any organization is meant to be a community of interdependence between students themselves and students and teachers. It is in relationships that we grow and develop, learn and become wise. A classroom as a community of interdependence easily welcomes all children as having gifts and talents."

Thank you Father Pat and thank you Max for teaching us that inclusion truly means WITH not simply in.

Father Pat's book, *Reflections on Inclusive Education*, is being used widely by schools and families. What better way to keep Patrick's indomitable spirit alive.



What do you see?

With Liberty and Justice for ALL

Visit our Web Page: <http://inclusion.com>



**"When you say ALL,
you really don't mean
THIS KID!!!!!"**

Yes, we really do mean all kids...

Michael J. Delaney & Billie Jo Clausen

**Students with Behavioral
Challenges are at Extreme
Risk for Isolation**

In our work as consultants to support students with behavioral challenges in inclusive schools, their homes, and communities, we are often met with a challenge that is thrown forth with certainty and great conviction: "When you say all, you really don't mean this kid!!!!" We respond of course, we really do mean all kids - even "those" kids with behavioral challenges. After our response, the body language and the faces of those who still believe separate places are necessary for students with behavioral challenges change to arms crossed high on chests, and a countenance of defensiveness abounds. Often opponents (Fuchs and Fuchs, 1994-5; and Shanker, 1994-95) of inclusion and even some in favor (Gребenstein Jr., 1994-95) of inclusion, list students with behavioral challenges, disorders and/or problems as primary examples of children for whom inclusion cannot work.

The dilemma this creates for educators and families is that the children that most need to learn appropriate behaviors to go with the flow of everyday life end up being the same children that are most removed from that flow. Everyday, real places are, in schools the general education classrooms, hallways, playgrounds, cafeterias, libraries, and gymnasiums. And how can children learn to go with the flow if they are rarely, or never in the flow? For the purpose of this article, we would prefer to focus our energy on what we can do to support children with behavioral challenges in stigma-free, integrated general education environments, in loving homes and communities, and discuss why it is important to do so.

When those with the power to do so place harmful labels on a child, then deny that child participation or access to services in general education environments, they are at great risk of inadvertently communicating to that child, and all around them, the following messages:

- you do not belong with the rest of us and are in need of external controls that can only be provided by specialists (not generally found in real community settings);
- you have little or no chance of ever working with your typical adult peers in real jobs, under normalized adult management; and,
- you have little or no ability or chance of forming meaningful relationships with peers and other community

members.

The practices of labeling students, and subsequently removing them from natural environments undermine the importance of relationships and deprive students of a meaningful quality of life readily available everyday in the school community. Furthermore, the students who have difficulty expressing emotion and handling frustrations are placed with other students who often lack the same skills, thus resulting in the removal of naturally occurring opportunities for interaction with students that can be good friends, and assist them in becoming true members in general education classrooms. Oftentimes, a general education student asserting "they stop that, we don't do that here" is all it takes to keep another student on track.

**Collaboration to Create Schools that
Work for All Kids**

An initial focus is to create schools and homes which can accommodate and support all children to learn and to grow. Teaching strategies that work include a myriad of methods (e.g., cooperative learning, integrated curriculum, whole language, thematic units, independent research projects, etc.) which support diverse learners. These schools would look very different than traditional classrooms which place students in rows and teach with textbooks and worksheets. Educators know much more about teaching students in ways that challenge and excite them to explore new and effective ways of learning.

Schools that are effective for all kids find that labels for teachers, students and classrooms have no place in schools where diversity is embraced and celebrated. When labels are present for students, teachers or classrooms, separation and stigmatization occur. The practice of labeling often runs counter to building and district mission statements that promote understanding and acceptance among all learners. The removal of labels is a step schools can take towards becoming the best places they can be for all children. When these labels have been successfully removed, educators and parents start operating under the same umbrella of a unified educational system, and the passing of blame and responsibility becomes moot.

For example, rarely, if ever, in all the technical assistance requests concerning including students with behavioral challenges that we've responded to, were the issues exclusively kid issues. All too frequently, the underlying issue was the inability of the adults to work together when confronted with the stress and difficulty of the situation. A spirit of collaboration needs to abound which creates effective teams with parents as equal team members. The skills necessary to team and problem solving need to be taught to teachers, administrators, family members and students. The focus of education has too long been on teaching everyone how to compete; it's time to strive for working partnerships at school and at home.

Since schools have students for a limited time, educators and parents need to make sure that what is taught is relevant and how it is taught is exciting and appealing to students with differing abilities, gifts, talents and learning preferences. Teaching students how to get along with and work with others (people skills), complete work in a timely way, show up

on time and ready for class, take pride in their work (work ethic), and take responsibility for themselves and their behavior are all skills that are essential for success in life. When students are taught in nontraditional formats, they are allowed and encouraged to take responsibility for their own learning and become allies in the educational process. The classroom teacher can become and advocate to learning and act as coach, guiding the learning process, facilitating relationships and mediating problem solving. Parents giving time to schools as volunteers can assist teachers to be more available to students, as well as demonstrating that partnerships exist between adults.

Finally, additional skills that need to be addressed are social skills and the development of emotional and linguistic literacy. Students need to be taught how to develop and maintain relationships, identify and express emotions, and articulate via spoken and written words their thoughts and feelings. There is a strong correlation between the increased ability to express oneself in a meaningful way and be understood by a caring friend to the decreased need to act out one's frustration in a damaging way. Teaching mediation skills to students and turning over dispute resolution in hallways and on playgrounds to teams of trained student mediators has been highly effective in improving school climate and developing schools that accommodate and work for all kids.

**Conclusion: A Call for Change
Commitment to Work Together**

We must work to eliminate the belief that separate places are necessary for anyone, and work diligently on learning the strategies necessary to support everyone in community. This may require many of us who are involved with children who exhibit challenging behaviors, to change



Language of Us/Them

Mayer Shevin

- We like things
- They fixate on objects
- We try to make friends
- They display attention seeking behaviour
- We take breaks
- They display off task behavior
- We stand up for ourselves
- They are non-compliant
- We have hobbies
- They self-stim
- We choose our friends wisely
- They display poor peer socialization
- We persevere
- They perseverate
- We love people
- They have dependencies on people
- We go for a walk
- They run away
- We insist
- They tantrum
- We change our minds
- They are disoriented and have short attention spans
- We have talents
- They have splinter skills
- We are human
- They are ... ?

Mayer Shevin is an advocate/writer from Syracuse, N.Y.

our own behavior, to use meaningful testing and teaching methods, and to work together.

We are not trying to oversimplify complex challenges. We understand that some children have been hurt so badly, they may need a place to heal. Nevertheless, this difficult decision should only be made when educators and parents have applied the best technology available. If they have done so, they can make this decision with confidence, and also will have developed a plan to return the child to his or her own community. Upon the child's return, we need to ensure that the parents and teachers he or she returns to have the technology to work together to support him or her in positive and beneficial ways.

Michael J Delaney and Billie Jo Clausen, are partners and consultants for the Whirling Rainbow Society. They believe that education and understanding will allow educators, family members and others to provide positive supports, services in heterogeneous inclusive environments. The authors can be reached at Rural Route 2, Box 28, Woodbine, Iowa, 51579

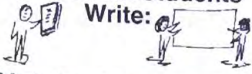


The Nth Degree is working toward an atmosphere of awareness and better understanding. My sense of humor helps me do that in my situation. I know it works for others as well. The work I am doing in the inclusion movement is just a natural progression from the Independent Living Movement. The Inclusion Movement is, in essence, a child of the Independent Living Movement. In most cases, kids with disabilities grow up to be adults with disabilities. What they learn at a young age about belonging, contributing, and taking pride in themselves and their disabilities carries them along. Fred Rogers, in an interview on NPR, was asked about today's kids and their issues: why is there so much restlessness. His response was wonderful and poignant. He said, "The more I live, the more I realize that children just long to belong. There are so many children today who don't know what they belong to." It's the same for kids with disabilities. Kids are kids. Put them together and, after a few minutes of natural curiosity, they figure it out. Why can't adults? The Nth Degree is trying to help in any way it can. We are trying to help people globally to think inclusively: to understand that it is never enough to simply be human... we must be humane.

Dan Wilkins is the creator and director of the Nth Degree. They make extraordinary T-shirts. If you need to publicize your message talk to Dan Wilkins at The Nth Degree, Fine Shirt Design & Printing, 21325 Bradner Road, Luckey, Ohio 43443 Tel: 419-837-5982

High School Students

Write:



Maria Lott is an extraordinary teacher from Dallas, Texas. She runs a supported peer relationships course at J. J. Pearce High School in Richardson, Texas. As one of her course requirements each student was to read **From Behind The Piano**, Jack Pearpoint's book about his relationship with Judith Snow. We are excerpting some of the comments written by these high school students to show the possibility that come forth with a creative and caring teacher like Maria. For further information you can contact Maria Lott at 13725 Rolling Hills Lane, Dallas, Texas 75240. USA

These statements make us know more fully that if we give up control and invite the students to help us build our schools real educational miracles can and will happen.

From reading this book, I gained an understanding of every person's need to be included, loved, valued and supported. I also learned that, like everybody else, I myself needed to belong - to have my family and friends as my supporters. Finally I realized that with support I can make my dreams happen.

(Gina Velasco)

This book is a useful tool to help people understand that friendship knows no boundaries. Many people will look at a person with a disability and not take time to get to know him or her. Many people are still under the impression that a person with a disability would have nothing to offer in the way of friendship, yet this book clearly identifies that this analysis is nothing but a fallacy.

In working with my friend David this year I have also learned that friendship is not what you get or put into a relationship. Friendship is simply the true understanding of a person's good and bad points and liking them for all their qualities. (David Wilkinson)

Pearpoint narrates Judith's experience in her high school choir. Judith loved singing and also loved the choir director. But soon all her enthusiasm was smouldered when the director positioned her behind the piano. When the choir performed Judith sat BEHIND the piano and sang. She accepted her position and didn't confront the director, who was probably unaware he was causing Judith such pain. The piano represents the obstacles and limitations that life hands to us. Many people like Judith hide behind the piano and do not confront the obstacles. But as Judith learned,

she who does not stand in front of the piano, gets crushed behind it.

From this book I learned and was inspired to conquer my own limitations and weaknesses before they destroy me. I see the "piano" in my own life in the form of timidness and even cowardice. This has caused me to miss some potentially wonderful opportunities. Jack's book has inspired me to overcome this and to use my determination to get there. This book has evoked a positive impact on my way of thinking and on my way of life. (Anita Mago)

Our current society needs to focus more on what is inside a person and less on outside appearances. Most people don't realize that grouping has a tremendous affect on people with disabilities, but it has a tremendous affect on any individual being placed in a group against their will. People with disabilities definitely should not be segregated. I hate to think what would have happened if the student I work with was segregated from me. I would never have had the opportunity to meet David or Mike. Every single day one of the students in my classes with a label brightens my day. I can't believe that people actually lack the kind of friends and knowledge that I have gained from being in this class. (Gi Nicholson)

Inclusion is Not Exclusion

Marsha Forest Dec. 1994

Inclusion is the future.

Inclusion is belonging to one race, the human race.

Inclusion is a basic human right.

Inclusion is struggling to figure out how to live with one another.

Inclusion is not something you do to someone or for someone.

It is something we do WITH

one another. Inclusion is not a person.

"the inclusion kid." Not a program.

Not an adjective. Not an add on.

Inclusion is a noun.

Inclusion is not something we do a little of.

It either is or isn't. It is not a fad.

Not a bandwagon. It is a trend,

similar to democracy. "With liberty and justice for all."

All means all. No but's about it!

Inclusion

is the opposite of exclusion. Inclusion is not exclusion.

Inclusion is fair play, common sense, common decency, hard work.

Inclusion is elegant in its simplicity and like love awesome in its complexity.

Inclusion is a battle cry, a parents cry, a child's cry to be welcomed, embraced, cherished, prized, loved as a gift, as a wonder, a treasure.

Inclusion is not spending more money on building more prisons, mental hospitals, nursing homes, group homes, but investing in real homes, real life, real people all people.

Inclusion is pain struggle joy tears grief mourning celebration!

Inclusion is the ship that isn't even built yet.

It is a new ship. One we will build together.

Inclusion is like a good jazz combo, like an orchestra

disciplined to play melody in harmony.

Inclusion is a kaleidoscope of diversity . bits of color, sounds, shapes, sizes.

Inclusion is The future.

Alike in Our Humanity: Some thoughts

Jack Pearpoint

I come from Saskatchewan, Canada and went to West Africa directly after college where I discovered at once that "a farmer is a farmer!" and has more in common with farmers globally than we dare to think about. From this insight I concluded that people are more alike in their humanity than they are different, and thus we are all stronger if we treat ALL people with respect and dignity.

If you have the privilege of working with children, the same simple truth is valid. The essence of a child is the deep similarities they share with other children. If you are pushed to focus on differences, disabilities, what is broken and missing in people - resist. Refocus on the similarities - and the gifts.

As a person who wants to do it all, for myself and for many others, slowly I am coming to grips with simple truths, "we can only do the best we can do and that is all we can do!" There is not an excuse for not doing everything one can every day. Rather, acknowledge the enormous waste of energy used to beat oneself up for not doing the impossible. Regardless, the impossible only takes a little longer - and substantially more determination. But to achieve the impossible, I had to learn to put "first things first" and to "let go" of the frustrations and angers that clog me. Then I can get on doing the impossible.

I also have the privilege of learning from many people who had few perceived advantages, but who understood the true value of life, its sanctity and the need for a good laugh - at ourselves.

What other things I have learned:

1. I have learned to be impatient because "tomorrow means never."

2. I have learned to be patient, because real and lasting change takes time. We do have to "sleep on it" now and then.

3. I have learned that there are no guarantees, except in the daily trust, nurture, and love we give to one another.

4. I have learned that betrayal can only come from our closest allies, and that when betrayal comes, we must keep on trusting and risking.

5. I have learned that if we live every day as if it were our last, we live better - and likely even longer.

6. We can really do it all, but to do that, we must remember that this life is not a rehearsal; it is the whole performance. There is no replay except on video.

7. It is OK to be afraid of a new idea, a new way - but it is not OK to block yourself and others from growth, change and creativity. Face the fear and do it anyway!

8. When you wonder if it is a good idea to give people a chance to be full citizens, lock yourself in your bathroom for a week - and remember what it feels like to be trapped. We all need a chance to have a full go at life - every day. It is never too late.

9. Travel to Asia every decade or so just to be reminded that history is not calculated in minutes, but in millennia. It keeps the world in perspective.

10. Live life to the full. Enjoy people and their varied gifts. Enjoy your friends. Make lots of mistakes - and master fast failure. That's the way we learn.

Change is Inevitable; Growth is Optional

Pearpoint/Forest

Musical Resources

We are frequently asked for how to get the music we use at our workshops. We are pleased to provide the information.

We love the atmosphere set by the following tapes:

• Anything by Carlos Nakai and his Native American Flute Music is wonderful. Our two favorites are the tapes "Journeys" and "Changes".

• Strunz and Farah: "Americas." "Mosaico" or "Primal Magic." (Mesa Records).

• Another popular tape is "Baka Beyond Spirit of the Forest." (Rykodisc).

• "Outback" is also on the Rykodisc label.

• Otnar Liebert plus Luna Negra is on the Sony label.



PATH at the Flying M Ranch

by Jill Tvedten Long

In February 1995 a group of 35 hearty and adventurous participants gathered at the Flying M Ranch about 2 hours from Portland, Oregon for an amazing advanced MAPS and PATH facilitator course led by John O'Brien, Marsha Forest, Jack Pearpoint and Judith Snow. People gathered from Canada, the USA, England and Scotland. Everyone spent their days and evenings fine-tuning their graphic and process facilitation skills receiving useful criticism, critiquing other's skills, teaming with new people and exploring new ways of using the PATH tool. The retreat like atmosphere provided participants with an opportunity to discuss issues critical to our lives and work, as well as time to reflect on our own PATHs. Other such events will be held in different locations. For information contact Inclusion Press.

The All Star Company: People, Performance, Profit

By Nick Marsh

Reviewed by David Baker

Inclusion News readers are primarily advocates and service providers in the non-profit sector. Why then should we trouble you with a review of a book about management of organizations which includes the word "profit" in its title?

Fair question. Let's see if I can provide an answer. Advocacy is a hot topic in the province of Ontario right now. An Advocacy Commission will soon be spending \$17 million on a kind of advocacy which has not been seen anywhere in the world. At the same time, some consumer advocacy organizations have chosen this of all times to become invisible.

Meanwhile, the public and "non-profit" sector is being challenged to justify its existence or downsize for the first time in its history. Instead of solving its problems by expanding, history, it must change in the face of new realities or die.

For some time, the non-profit sector had been the darling of leading management gurus such as Peter Drucker. "Management by objectives" challenged private sector managers to be as clear as non-profit managers were about their company's mission and as unwavering in their self-critical evaluation of their success in achieving it.

Advocacy coalitions looked like the model of the flexible dynamic new organization which thrived on chaos, and did what had to be done to achieve the impossible. Tom Peters celebrates this kind of organization in his bestsellers.

Well maybe we shouldn't have been so smug. As we look around for solutions to our problems, perhaps it is time to do the unthinkable and consider lessons from the profit-making sector. Before proceeding, let it first be said that the non-profits have much to learn from advocacy coalitions and vice versa. Nonprofits are generally run like the civil service by militaristic and hierarchical bureaucracies. It is difficult to imagine organizations which are more immune to creativity or change. Advocacy coalitions on the other hand, tend to become hopelessly confused about their objectives after the founding visionaries have left. The next generation of leaders abhor evaluation. If you don't know what you're supposed to be doing, it is perhaps understandable that you would resent criticism however constructively intended.

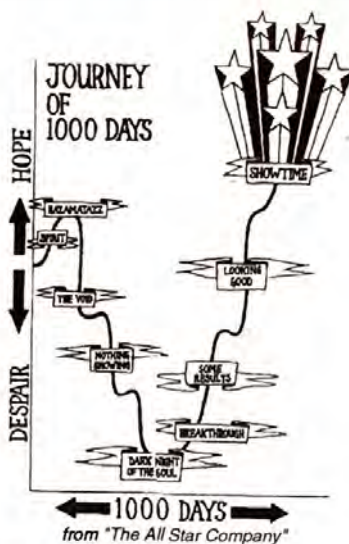
Nick Marsh is a management consultant based in New Zealand with work that takes him around the globe. Like John Kenneth Galbraith in economics, or Dr. Michael Rachtis in medicine, Marsh's primary contribution is as a popularizer rather than as a generator of new research. Few of us have the time to read bulky books written by today's management gurus. Having read a few of them myself, I wish to report that they tend to make a few simple points then attempt to persuade the reader with a never-ending stream of examples and analogies. Marsh gives you the meat and spares the flab.

In a short book (170 pages) liberally sprinkled with provocative quotes, photographs and illustrations, he leads you through the best of today's management theory. Two sections would be of particular interest to ARCH+TYPE's readership. These are "Values" and "Vision". According to Marsh:

"most of the [ethical] issues do involve dilemmas, but they involve a balance between the short-term interests and the long-term interests of the company. It takes courage to decide to incur costs today for benefits tomorrow, especially in matters involving ethics."

This is a useful reminder that change takes time. Short term tactics can discredit and divide the movement. As tempting as the short cuts may appear, the long-term goals of the disability community will only be achieved if they are perceived by the public as both legitimate and honourably pursued.

Visioning poses a challenge for both advocacy groups and the nonprofit sector. With government or private donors paying the piper, it is often difficult to see how people with disabilities are calling the tune. Yet that is precisely what groups must do to justify their existence. How often have we seen the vision get



lost?

"If people's personal ambitions, professional priorities and company politics are more important than the vision, then they will face in different directions and so dissipate their energy. On the other hand, when people are aligned, they are virtually unstoppable."

I remember being struck by consumers' suspicion of non-profit service providers during a long-term care debate. They were tired of being told that the services they were receiving were superior because they were non-profit, when their experience told them the opposite. Some non-profit service providers are sanctimonious, rigid, paternalistic and cater to the needs of staff rather than the consumer. The absence of the profit motive was not enough in these cases to overcome other organizational deficiencies.

Please don't read this review as diatribe against the nonprofit and advocacy sector. Each sector has its advantages and disadvantages relative to the others. Each has lessons to teach and to learn.

Nick Marsh has written a book with content and style suitable to the busy leader in the non-profit advocacy sector. Whether starting up a new organization or attempting to turn around an existing one which is losing its relevance, *The All Star Company* offers a useful check list you would do well to consider.

One area not covered in the book concerns methods of evaluating effectiveness. In the for-profit sector, the bottom line traditionally provided proof of success. The non-profit sector lacks this degree of certainty. Even for-profits are turning away from the bean counters. According to Marsh: "There is a danger in relying for innovation on market research which asks customers what they want. If they don't know it exists, how can they know they need it?"

Instead of reading the entrails of the marketplace, Marsh urges companies to anticipate consumer needs.

"Such an approach requires anticipating people's future lives and lifestyles, thinking about how people actually want to live, about what delights them or what they consider important."

This sounds very much like the methods of evaluation familiar to those of us in the non-profit sector. Former ARCH President, Burt Perrin, has just finished a book on this topic. For readers whose organizations are already well-managed but are looking for help staying on course, I would suggest holding off until it becomes available early in the new year. Meanwhile, Marsh's book is the best current, compact and understandable guide to good management practices of which I am aware. Apply liberally to the affected areas.

David Baker, Exec. Director. ARCH



Feel the Fear
And Do It
Anyway!

Categories of responses to Change

From People First: What has been most Painful About our School Experience

We believe no one knows better than people who have experienced segregation what it is really like to be excluded. This piece is by members of People First of Canada and is a powerful reminder of what inclusion and exclusion is really all about. The negative messages that teachers and professionals have given us and our parents about what we can do and who we can be have stayed with us for life.

Some educators have tried hard to convince us and our parents that we will not amount to anything. Our parents have carried these messages in their heads for years. Even when we do accomplish something in our lives the people around us have trouble believing it.

The school system decided as soon as they met us that we will not be able to learn the way others do. As a result of this judgment they tested and assessed us right away. These judgments stuck with us.

Educators pulled us out of the river of the so called "mainstream" part of the school and "streamed" us into the back waters of the school. They put us in separate schools or classrooms.

The school system found ways to trick us into thinking they had made changes to the system. They called segregated classes Resource Centres and called Time Out Rooms, classrooms.

We have had our lives wasted in school. We have spent hour after hour doing meaningless tasks. We have been denied the right to learn the most basic academic skills we needed to make it in the community, like reading, writing and arithmetic. Focusing on so called "life skills" taught us very little about real life and what we needed to know.

Our teachers did not prepare us for anything. They had no vision of us being able to do real work in the community. In the back of their heads they expected us to be going to segregated workshops for the rest of our lives.

What exclusion has done to us:

- * We grew up feeling like failures.
- * We grew up believing we could not learn.
- * We grew up putting ourselves down, feeling less than everyone else and lacking self-confidence.
- * We grew up having trouble trusting people and forming relationships with others.
- * We grew up feeling vulnerable. Others have used our lack of education as a reason to discourage us from having typical experiences like getting real jobs and having relationships.

What does school integration mean to us:

- * Getting the proper supports to learn.
- * Getting whatever we need to learn so that we can have the skills we need to participate in our community.
- * Being given the opportunity to develop self-confidence.
- * Having opportunities to make friends.
- * Being accepted for who we are not what we are.
- * Tearing down the walls between us and other students.
- * Having other students be our allies and fight the system with us.
- * Getting asked to play cards at lunch.
- * Feeling good about ourselves.
- * Going to school with our neighbors.
- * Going to school with our brothers and sisters.
- * A future where all children learn side by side.

For more information about People First of Canada write 489 College Street, Suite 308, Toronto, Ontario M6G 1A5

Equity is not a Choice

QPPD - Australia

WHAT IS PERSON CENTERED PLANNING?

Many people phone and ask us "What is person centered planning?" John O'Brien and Herb Lovett two of our dearest friends and work colleagues wrote a 19 page pamphlet published by Nancy Thaler of the Pennsylvania Office of Mental Retardation. We have taken a few excerpts from that pamphlet to answer the question. For the whole pamphlet: Finding A Way Toward Everyday Lives, phone Human Policy Press at 315-443-2761

John O'Brien and Herbert Lovett
The term, person centered planning, refers to a family of approaches to organizing and guiding community change in alliance with people with disabilities and their families and friends. Person Centered planning approaches include: Individual Service Design, Lifestyle planning, Personal Futures Planning, MAPS, PATH, and Essential Lifestyle Planning.

Those who want can find many ways to avoid engaging the tension between current reality and a desirable personal future. They can compare the present to worse past conditions instead of comparing it to desirable future capacities. They can dis-

miss the image of a desirable future as unrealistic. They can say that they would like to help but that powerful outside forces forbid them. They can stay busy with activities that allow no time to listen and learn from focus people.

Each approach to person centered planning has distinctive practices, but all share a common foundation of beliefs:

*The person at the focus of planning, and those who love the person, are the primary authorities on the person's life direction. The essential questions are: "Who is this person?" and "What community opportunities will enable this person to pursue his or her interests in a positive way?"

*The purpose of person centered planning is learning through shared action.

*Person centered planning aims to change common patterns of community life. Person centered planning stimulates community hospitality and enlists community members in assisting focus people to define and work toward a desirable future.

*Person centered planning requires collaborative action and fundamentally challenges practices that

separate people and perpetuate controlling relationships.

*Honest person centered planning can only come from respect for the dignity and completeness of the focus person.

*Assisting people to define and pursue a desirable future tests one's clarity, commitment and courage.

Person centered planning engages powerful emotional and ethical issues and calls for sustained search for effective ways to deal with difficult barriers and conflicting demands. Those who treat person centered planning simply as a technique and those who fail to provide for their own development and support will offer little benefit to the people they plan with.

Person Centered planning provides a systematic way to learn from sustained action over the months and years necessary for development. If the process is successful, people's sense of a desirable future will evolve. One of the most common misunderstandings of person centered planning is that it is a short series of meetings whose purpose is to produce a static plan. This misunderstanding leads people to underesti-

mate the time, effort, uncertainty, anxiety and surprise necessary to accurately support people's lives over time.

Person centered planning is not a "quick fix" for people's difficulties. And, when things do work well, the lessons don't necessarily generalize widely. What seems to be one person's dream could easily be another's nightmare. In this sense person centered planning accurately reflects ordinary life.

Person centered planning can invite, align, and direct shared efforts to create positive community roles for people with disabilities. It allows people to exercise their practical wisdom to work for more inclusive, more just communities.

To support their work and its improvement, people involved in person centered planning need to extend their network of relationships across the different approaches to person centered planning, community development and service reform. The future of person centered planning depends on their willingness and ability to improve their practice through critical reflection on the effects of their work in the lives of people with disabilities and their families.

What is a MAP?

MAPS developed by a collaborative team of Marsha Forest, Jack Pearlpoint, John O'Brien and Judith Snow is a collaborative team planning process for the collection of relevant information and beginning action for an individual, a group, an organization, a family. The significant people in the life of a person or organization gather together to listen to the history, dreams and nightmares of the focus person and to brainstorm action steps to make the dream happen and to avoid the nightmare. A MAP is not a case conference, not an Individualized Program Plan (IPP) but can be used to replace or supplement traditional ways of planning.

A MAP is facilitated by a team of two people - a process facilitator and a graphic recorder who creates a permanent colourful graphic on a large piece of paper posted on the wall. The process facilitator welcomes the group, keeps the group on time and on task and facilitates the MAP.

There are eight essential elements of a MAP. Without all 8 key steps the plan is not a MAP. It may be something similar but it is NOT a MAP.

MAPS BELIEFS: These are the core beliefs on which MAPS is based:

- * All belong in real classrooms, real jobs and real communities - no ifs ands or buts.
- * General education teachers, and people in real communities can teach all children and work with all people.
- * Supports must be provided whenever necessary.
- * Quality education and quality of life is a human right not a privilege to be given and taken away.
- * Outcomes must be life in the real world with all that entails.
- * Creative alternative solutions will be available for populations who do not succeed in typical ways.

Essential elements of a MAP:

1. co-facilitation (process facilitator and graphic recorder)

NEW MAPS Training Video: Shafik's Map

The MAPS Mandate

SHAFIK

Pls... "Dreaming" with Judith Snow

2. a colourful graphic wall chart given to the MAP focus person at the end of the session

3. hospitality - a comfortable, welcoming and warm setting with music, food provided, beverages.

4. the people who know the person well are there and actively participate

5. the focus person is present with people he/she chooses to be there

6. a decision for a follow up meeting is set at the end (definite date)

7. there are at least 3 first steps decided on in the plan of action and people volunteer to check that it happens. (FIRST STEPS)

A Map Is Not/A Map Is ...

by Marsha Forest & Jack Pearlpoint
It is important at the outset of the process to state clearly what a MAP is and what a MAP is not:

1. A MAP is not a trick, gimmick, or quick solution to complex human problems. It is not a one-shot session that will provide the magic bullet that blasts a vulnerable person into the life of the community. MAPS is a problem-solving approach to complex human issues. It can and must be done as often as needed. At its core, it is personal, common sense, and from the heart.
2. A MAP is not a replacement for an

individualized education program (IEP). A MAP session may help provide information for an IEP or some other needed documentation, but it is not a substitute for these and must not be treated

as such. In a MAP, the people who give input are personally and/or professionally involved in the person's life. MAPS participants and contributors must be people who know the person or organization intimately, not simply people who have tested or provided occasional intervention for a person.

3. A MAP is not controlled by experts in

order to design a neat program package. The outcome of a MAP session is a personalized plan of action that has three criteria: 1) The plan is personalized and tailored to the person or organization. It is a one-of-a-kind MAP. 2) The person is at the heart of the MAP, and 3) The plan assists in bringing the person or organization more and more into the daily life of the school or community.

4. A MAP is not a tool to make segregated settings better. MAPS was designed to liberate people from institutional care. It is for people and organizations trying to figure out together how to get a person included fully in the life of the community.

5. A MAP is not an academic exercise. A MAP is a genuine personal approach to problem solving. A MAP is for people

who are vulnerable, and the outcome decisions of a MAP session have life and death implications for how the person will live his or her life. It is not a professionally controlled, expert-model,

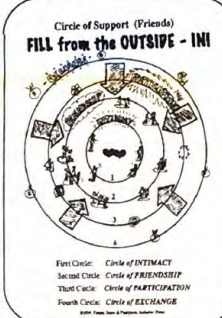
top-down management tool. A MAP is a group, problem-solving, cooperative, collaborative team approach to planning.

6. A MAP is not a neutral tool. The Process Facilitator must be skilled in group process, have leadership ability, have a problem-solving orientation, and, most of all, have values that clearly favor

inclusive education and living. MAPS makes the value judgment that it is better for all of us to figure out how to live together than to put people in little (or big) segregated boxes. MAPS facilitators must have clear visions and share beliefs favoring the path of inclusion in all aspects of life.

7. MAPS is not talk—it is talk and action. A MAP gives clear direction and takes active steps that move in the direction of inclusion. Most of all, MAPS is ongoing. It is a life-long process of figuring out how to prevent the nightmare of segregation and how to enter into relationships that will lead to physical, mental, and spiritual well-being.

8. The metaphor for the MAP is a kaleidoscope. The kaleidoscope is a magical toy; a mysterious and beautiful tool that changes images constantly. Through the eyepiece we see little bits of color turning together into an ever-changing luminous melody of color and light. We see the kaleidoscope as a metaphor for the outcome of each MAP. A MAP is a medley of people working together to make something unique and better happen. A MAP is more than any one person can do alone.



PATH:

Planning Alternative Tomorrows with Hope



an 8 Step tool to a new future.

RESPONDING TO THE DEATH OF TRACY LATIMER

by Judith A. Snow

When I was seven months of age, I was diagnosed as having Spinal Muscular Atrophy, a form of Muscular Dystrophy. I was labeled 'severely physically disabled'.

I remember my father telling me that some U.S. doctors were putting children labeled 'mentally retarded' to death saying that society should not have to bear the burden of caring for these children. Dad, who grew up in rural England, explained that in his youth children with 'mental retardation' were able to grow potatoes along with everyone else. They were a regular, accepted part of his community. But children like me were killed. People felt they did not have enough resources to support someone who would likely not be able to grow food.

As I passed through childhood, I met other children, some of whom did not speak. Now and then one of them would disappear - and we would hear that they had 'died'.

In November, 1994 a controversy swept Canada. Robert Latimer was found guilty of murdering his twelve year old daughter by deliberately poisoning her with carbon monoxide. Although he freely explained his careful planning of her killing, he was found guilty only of second degree murder and given the minimum, ten year sentence. In the same year U.S. citizens called for the maximum sentence for a woman who drowned her two sons. But thousands of Canadians raised over \$85,000 for Latimer to appeal his sentence. When his appeal failed unhappiness reigned. For example, the Canadian Civil Liberties Union published a statement calling for compassion for Latimer.

Are Canadians a nation of child haters! Not usually. The difference is that Tracy Latimer did not speak and needed extensive personal assistance. People called Tracy 'severely mentally retarded and physically disabled'.

For decade magazines, newspa-

pers, radio and TV talk shows have carried frequent stories about achievements by 'disabled' citizens, new community programs and services, and the latest technological wonders. Yet apparently nearly everyone in Tracy's life and death - her family, all her medical consultants, the investigating police, the judge, the jury and many of the Canadian public - were ready to write off Tracy as a burden and as a someone who did not value her own life.

I am an adult with an extensive disability. I know many others, now in our 40's, 50's, 60's, etc. How absurd it would be to judge our lives by our circumstances when we were 12. How absurd to be judged by others at all, especially by those who have never experienced a disability personally or who are unwillingly providing us with support or who don't listen to the voices we have.

If Tracy Latimer had lived into her 40's, 50's, etc. she would have suffered much - it is true. She also would have found many caregivers, many friends and many ways to get her point across. She already shared her passion for music and for animals with anyone who spent time with her. Given time she would have offered many other gifts as well. And, with what we already know about supporting a person to live and work in the community combined with what we will learn in the decades to come, no doubt Tracy would have been seen as a very important citizen.

In other words, Tracy Latimer would have lived a human life - a life of pain and joy, giving and receiving, barriers and successes, hopes and fears. She, and we, have been denied this life by the short-sighted action of her prejudiced parents, living in a prejudiced community, part of a money grubbing culture with prejudiced roots. Is there anyone more vulnerable in our society than a child who has been labeled disabled?

How can we respond to this dangerous denial of human capacity, rights and worth? Recent history shows us that continued denial is dangerous for a whole society. In Germany of the 1930's law-

yers, doctors and university professors worked out ways of systematically killing children and adults labeled disabled. These methodical whitewashing procedures made possible the holocaust of Jewish people and millions of others. Today's killing of people because they are a 'burden' or living a 'low quality' life can spread the death dealing again.

A healthy response has many facets. The first is to make a personal commitment to life. People do this in many ways. Some people held a vigil for Tracy Latimer in February, on the eve of her father's appeal hearing. Their purpose was to raise Tracy's name and memory above the political/legal argument so that her humanity would be remembered. However we achieve it, we must get and keep clear that life itself is precious and irreplaceable.

Then we must look beyond the medical, technical and support issues and see the human being whom we aim to sustain. Our society offers help and support in a very mechanical and systematic way, as if it didn't matter what the purposes and capacities of the 'helped' person were. In fact we usually assume a 'severely handicapped' person has no purpose and that their capacities are irrelevant or nonexistent. These devastating assumptions blind those who are 'helpers' to the contributions that the person is already making and to what he or she would do if supported in a less mechanical, more creative and respectful way.

Adopting an attitude of respect and creativity requires courage - something not taught in professional text books. It requires a willingness to see people as they are - different perhaps in their minds and in their bodies, but not different in their spirits or in their willingness and ability to contribute to the mosaic of society. It requires the 'helper' to have the humility to listen for what the person says he or she needs. Also the 'helper' must see that the interaction 'helps' both ways.

The very act of labeling someone disabled breeds prejudice, disrespect and lack of creativity among 'helpers'. Labeling is far more than a medical or

support convenience - a way to get someone into the system. Labeling someone justifies unleashing all the powers that human hatred is capable of directing at someone. Labeling someone disabled leaves her or him an open target for ridicule, isolation, poverty, physical harm and murder. The statistics have always been there. Anyone who doesn't want to see it is kidding themselves at best.

The professional world must adopt other ways of appropriately supporting people in their health and contribution to society. These new methods must allow people who live with differently functioning minds and bodies to fully participate in their own care and in all of the decisions that affect their well-being and future.

How can we give help without classifying people? This discussion soon must be taken up in contexts where all the stakeholders can form a commitment to work together.

If we do not take this bold stand now, not only will there be more murders of other vulnerable children, but we will all suffer the consequences of a society that too easily hates and kills. We owe it to Tracy to turn this society around.

Becky Till's Thoughts

A note on Tracy Latimer written and presented by Becky Till at the Vigil held at City Hall in Toronto, Feb. 1995.

I want to talk. I heard about a girl named Tracy. She had cerebral palsy. Some people on TV said it was O.K. to kill her. I want to tell you something about myself. I have cerebral palsy. I need help to do things. I have strong feelings to tell you about. I'm scared! I'm scared! I'm scared! I want to tell you something about myself. My name is Becky. Please let me join in things with you!

(Becky Till is a 21 year old human rights activist who lives in Sharon, Ontario.) The truth as Christie Blatchford wrote is that Becky Till will not be safe until all of us value her life as much as we value our own, and deem it, and Becky herself, worth the fight.

As long as people believe in absurdities, they will continue to commit atrocities.

(Voltaire)



Visit our NEW Web Page:
<http://inclusion.com>

First they came for the Jews
and I did not speak out -
because I was not a Jew.

Then they came for the communists
and I did not speak out -
because I was not a communist.

Then they came for the trade
unionists
and I did not speak out -
because I was not a trade unionist.

Then they came for me -
and there was no left one left
to speak out for me.

Pastor Niemöller
(Victim of the Nazis)

The hottest places in hell are reserved
for those who, in times of great moral
crisis maintain their neutrality.
(Dante, 1265-1321)

Let there be no other difference be-
tween human beings than those of age
and sex. Since all have the same needs
and the same faculties, let there be one
education for all, one food for all.

Francois Emile Brebeuf: Manifesto of the Equals

Dear Teacher,
I am a survivor of a
concentration camp.

My eyes saw what no
man should witness.

Gas chambers built by
learned engineers.

Children poisoned by
educated physicians.

Infants killed by trained
nurses. Women & babies
shot & burned by high
school & college gradu-
ates.

So, I am suspicious of
education.

My request is that
teachers help students
become human.

Your efforts must never
produce learned monsters,
skilled psychopaths,
educated Eichmanns.

Reading, writing,
arithmetic are important
only if they serve to make
our children more human..
from Haim Ginott (1972)
Teacher & Child

INCLUSION: A HUMAN RIGHT



No matter what our attempts to
inform, it is our ability to inspire
that will turn the tides.
(Syracuse Cultural Workers)

Inclusion - Around the World

Where there is no vision people perish Proverbs 29:18

Marsha Forest & Jack Pearpoint Return to Queensland, Australia

In late April and early May 1995, Jack and Marsha returned to Queensland to run a series of workshops about including people with disabilities in regular schools, neighbourhoods and community life. This year these events were held in Townsville, Cairns and Toowoomba and by the Department of Education in Brisbane. These workshops were organized by people who attended previous events and who wanted to follow up in their own communities.

What a celebration! We came, we shared, we felt, we cared, we cried, we joined. We united without judgment; we were for ALL! And the celebration is still going on. Our skills were tested, the beliefs and values, the unity and strength; and what formidable strength was the resounding cry!

The tools were used, the PATHS were formed, the MAPS were started, the Circles of Friends developed. We were continually challenged from every angle. We wore all the hats.

Tell me I'll forget,
Show me and I may remember,
Involve me and I will understand!

This was Marsha's and Jack's philosophy reconfirming, supporting and reinforcing our commitment.

Don't defend inclusion.
Ask others to try to defend segregation!

Marsha and Jack were provocative. Could we call this reality? Yet it allowed us to face our fears gaining security and knowledge to support us to step out, be counted, extend our learning, understand our values and beliefs and to be challenged to change. We learned about our gifts and the gifts of others; that each belong that everyone can learn, that inclusion is about rights and justice.

We are united! We are moving forward!
Inclusive lives! Together We are Better!
Jane Grant, Townsville, Qsld., Australia
Queensland Parents of People With a Disability (QPPD)

Never doubt that a small group of committed citizens can change the world; indeed it's the only thing that ever has.

Margaret Mead

A Victory in England

Preethi Manuel

After three years, my daughter Zarah who is labeled disabled will at last go into her local school in Camden and be educated along with other children in our neighborhood. It was a long, hard, and sometimes bitter battle to get there but how wonderful it was to have the support of so many people.

It is with everyone's support that my daughter will be attending her local school and not be segregated and isolated from the ordinary life of the community.

Thanks to the hundreds of Camden residents who saw the injustice of the situation and signed our petition, the local press who covered our story so many times, other parents, friends and members of the Integration Alliance who generously gave their time and expertise and the strong local community of people with disabilities.

We know there are many families up and down the country who are fighting similar battles. We hope our struggles will strengthen their resolve and that we will all fight together to change the law so that compulsory segregation of someone because they are disabled is seen as a denial of human rights and made unlawful. In the end we will all benefit from the change because we can help build a society that is more tolerant and understanding and one where everyone is included.

For information on the Integration Alliance write Unit 2, Ground Floor, 70 South Lambeth Road, London, England SW8 1RL Tel:071-735-5277

University of Nottingham Inclusion Workshop

by Gerv Leyden and Andy Miller

Jack and Marsha came over to lead our first regional day's workshop on inclusive education. We knew there were individual pockets of interest in inclusion but we had no idea how many had achieved this or where people were working together to make it happen.

Our aim for the day was for Marsha and Jack to help us in "thinking, feeling, knowing and doing" about inclusive education. While we wanted to deepen our understanding of the philosophy, dreams, values of inclusive education above all we wanted to make things happen. So we were hungry to learn about the exciting possibilities provided by such tools as CIRCLES, MAPS and PATH.

It seemed (and still does) a tall order for a one day event, and we still flinch at what we asked for. But that's what we wanted. And that's what we got!

We had no idea how many would show up. We need not have worried as we filled the 130 spaces and were turning people away at the door.

Who came? Teachers, schools inspectors and advisors, parents, psychologists, representatives of voluntary bodies, head teachers, classroom assistants and officers from education authorities. The numbers and

quality of the participants is a sign of increasing professional commitment to inclusive practice in our region.

Jack and Marsha promised a "different kind of day" and they delivered. The festival celebratory atmosphere prepared us for a day of work, fun, strongly expressed and shared feelings and personal learning.

From the incredible feedback we know the day acted as a catalyst to our own work. We know the follow up will not be easy. The systems to which we returned after the workshop have not changed and will not readily adapt to any changes in our own value and practice. We have to learn how to make this happen. But we do know that this day and others like it are important to affirm and validate our collective belief in inclusion where all really does mean all.

The workshop also practised what it preached by creating inclusive and cooperative connections between those attending and showing how people can establish their own personal networks outside.

94% of the attendees said unequivocally that they wanted more courses on inclusive education and especially training in Circles, MAPS and PATH. Marsha and Jack are coming back to Nottingham in May 1996. For further information: Tel/ fax Gerv Leyden 44-115-951-5324

A Child Teaches: A Mother Learns

Andrea Pope Smith, Grimsby, England

When my daughter was ten, she was subjected to some very nasty verbal bullying and name calling in the school playground. This was not the first time. The reactions of our family were intense, we swayed between physical violence and judicial intervention. My son's only wish was to take the children concerned and "damage them beyond repair."

All our basic instincts about protection and justice were dragged to the fore - our constant fears about the victimization of a person with Down's Syndrome were exposed. In fact our own vulnerability was raw.

Because of our anger and pain we had excluded our beautiful daughter Eve-Marie from this heated discussion and it wasn't until we had verbally "run-dry" that I realized she needed to be included in the conversation.

I asked her about the bullying and she described the scenes clearly using their abusive words. I asked her how she felt about that and she said it made her feel sad and she couldn't understand why they wanted to hurt her. Eve-Marie said she didn't understand the words themselves - but their meaning was quite clear to her.

I asked Eve-Marie what she wanted us to do about the situation. At this she became very confused. She didn't need us to do anything she said and as we talked it became very clear why.

"What do you do when they call you names?" I asked.

"When they call me "mongy" I say, "I'm not - I'm Eve-Marie!"

"What do you do then?" I continued.

"Well Mummy - I just go and play with someone else."

I can't begin to explain the sense of pride we all felt for Eve-Marie and the humility. As adults we had connected with our own pain and fears and our reactions were coloured by that. Our solutions would have in fact only created more problems and possibly exposed Eve-Marie to even more abuse.

Eve-Marie's responses were assertive, clear, non-judgmental and mature - in fact all the things that we demand that the community demonstrates to her.

Our lesson was that while we were putting so much energy into teaching Eve-Marie and the community - in those brief moments of dialogue with my daughter I realized who the real teacher was and who had the greatest value and gifts to share.



Live your dream. People who say it cannot be done would not interrupt those who are doing it. (anon)

A LABEL BURNING CEREMONY

Our friends in England are struggling with the same issues of labeling and segregation that we are here in North America. In fact it is the same all over the world. Wherever we go there are pockets of marvellous inclusive communities and schools that give us a glimpse of a possible and positive future. But, most of the time we see families and systems struggling to change out-moded, outdated and just plain mean spirited practices.

This story from England is part of the campaign against compulsory segregation within the education system.

Lancashire Education Committee continues to segregate children with disabilities against the wishes of their parents. A day of protest was declared to highlight the injustices of Lancashire and many other education authorities who continue the same practice. If you or your child has been given a label that you don't like such as mentally handicapped, APD, ADD, MLD, EBD, MAD, etc. please come wearing your label so we can burn them. We will also bring blank labels so that you can choose your own label, such as "HUMAN BEING". This is a way to protest how some professionals use labels to "tidy" us away into segregated schools or centers.

We will have a label burning ceremony to symbolically burn any unwanted labels or "statements" of special education needs. After the burning the demonstration will proceed to encircle the County Hall.

Ruby Slippers

Rose Galati

It was December 15, 1980. It was the day after Felicia's sixth birthday. I don't remember the time, but I remember the feeling as if it were happening at this very moment. My insides are jelly and my eyes are getting teary as I stamp out a flow of words on my computer. Little Maria's bags were packed and my Mother had come to help my husband Dominic do what I could not help him to do. They took my baby to a group home for young people labelled with disabilities in downtown Toronto. It was, at the time, Ceci's Homes for Children. I laid my head on the mattress of Maria's crib for a long time and just breathed in what was left of my child. Dominic and I struggled to reach the weekend so that we could bring her home for a couple of days and the pattern was established. We brought Maria home every weekend with very few exceptions.

Visits to the hospital were plentiful in the early years of our children's lives and so one visit melted into another, but Maria's first Christmas was one I would not forget because we spent Christmas Eve at Sick Children's with our baby and doctors who were hard pressed to find out why Maria had such a high fever. Six months after Maria had moved to Ceci's, we discovered that her weight had dropped from not a hefty 21 lbs for a 21 month old, to a scary 17 lbs for a two year old. We proceeded to address these medical issues by providing Maria with a constant dose of antibiotics for the fever and more Italian spices for her food. It took almost 4 YEARS and many stories, a roller-coaster of stories before we met people who could help us understand what was happening around us and before we learned that this was not what we wanted for the rest of our lives for Maria or ourselves and our eldest daughter, Felicia. We'll never forget the meeting we had with the education consultant of the group home at a restaurant called the Fish Market. Up to that point I don't think anyone ever asked Dominic and I the right questions, but on this day, this woman looked at us and said, "Why is Maria at Ceci's?" No one else ever dared to ask us why she remained there. We felt that we knew why she had left in the first place but the reason for her leaving was not the same as our reason for leaving her there. In short my answer was, "What will happen if I die?" but the real answer was that we were stuck in a

model and didn't know how to get out. It became obvious that day that the existing services did not fit with the energy of our family and we decided to embark on the road that would ultimately bring Maria back to Mississauga to live with us.

On Friday, April 5, 1985, at 3:00 in the afternoon Maria came home. Again I remember the feelings as though this is happening now. I remember looking at her as she sat in a little seat on the floor in the kitchen. I looked down at her after my two hearts bid and a lousy hand and said to Dom and my sister and brother-in-law, "Maria used to miss Friday night bridge."

Maria no longer misses bridge or birthdays or shopping or mealtimes or long baths and snuggles or family trips and relatives or anything else. Missing made her sick and prone to weight loss. That so many years ago we forgot to address Maria's emotional needs and our own. Over the past 10 years we have learned an unbelievable amount about ourselves and about community. One of our teachers returned to join her sister. We have never regretted for even a moment Maria's move back home but we still sometimes wish that we could have changed the lost years between December 15, 1980 and April 5, 1985. The constant dose of antibiotics stopped almost as soon as Maria returned and her weight began to increase immediately as well. There are very few days that do not begin with laughter in our house. Felicia and Maria begin every day in a good mood, with bright happy eyes. I like to think that these are the windows to happy souls, too. I know that they are strong souls because what we have had to endure from the school system especially has been very hurtful.

The past ten years have been great and have given our family a strong foundation upon which to build a better future filled with the right questions and brimming with the energy gained from creating new options.

We will enlist the help of our close friends, relatives, neighbours and mentors past and present so that we will never again be as vulnerable as we were in 1980. We will move into a new future with both of our daughters and a wonderful support team to take us into a new tomorrow. And yesterday, Dec. 14, 1995, we all celebrated our daughter Felicia's 21st birthday together.

Rose Galati is a teacher and friend, and can be reached at 905-624-2162

The Talking Stick Reflection: An Exercise in Listening

Marsha Forest & Jack Pearpoint

The Talking Stick is an ancient Aboriginal tool for healing relationships through learning to listen to others and to speak your truth. We have asked permission from Aboriginal friends to use the Talking Stick to help connect people to one another and to begin dialogue through listening. They have graciously granted us their blessing.

The Talking Stick is appropriate to modern needs. The stick is passed around the circle. The person holding the Talking Stick is the only one who speaks. Everyone else listens. There is absolutely no interruption. Everyone's viewpoint is heard. Great Councils in Native America were held in this fashion and the Council of Elders made decisions after listening to all the viewpoints expressed.

We have adapted this philosophy into a short and powerful tool to stop the bustle and hysteria - for three minutes. It is one of our most powerful transformative tools for families, schools, human service organizations, teams - anyone willing to listen. It creates a climate for effective communication and teaches listening skills.

We begin by setting a tone with gentle music. We use the music of Carlos Nikai - a Navaho flute that settles the room in a magic way. Then we explain the rules of the exercise.

Minute One • Person A gets the talking stick and has one uninterrupted minute to speak or communicate in silence. Person B listens and does not interrupt the words or the silence.

After one minute, the facilitator (who is timing the exercise) dings a little chime and the talking stick passes to person B.

Minute Two • Person B gets the talking stick and has one uninterrupted minute to speak or communicate in silence. Person A listens and does not interrupt the words or the silence.

After person B speaks, the two participants can share a one or two minute dialogue.

Minute Three: Dialogue - talk WITH each other.

We are avoiding discussion (which comes from the root word percussion, concussion - hitting each other over the head with ideas) and moving to the word dialogue (which comes from the root word dialogos or thinking together.)

The topic can relate to work issues, values issues or whatever needs dialogue. In large groups, we usually have one pair do this publicly to demonstrate the process. Then we get the room into pairs who will listen to each other for 3-4 minutes. This can be done several times during a workshop.

No one need be afraid they will not be heard. No one may dominate. The Talking Stick is given to each person, so everyone has an equal opportunity to express themselves. This makes the Talking Stick an excellent tool for conflict resolution.

We also build in time to process what it was like to listen and to be listened to. Many of us in North America find listening to one another difficult - we want to jump in, interrupt or add pearls of wisdom. This exercise, in conjunction with our Scuba Rules: Stop, Breathe, Think then Act, can change the atmosphere in a workshop or organization. The Talking Stick Reflection is a foundation for sharing. It creates a safe space for people who have worked together for years, but never really connected, to talk to one another from the heart.



Thank You's

Thank you Susan Young of Imperial Oil Limited, for having faith in our work and our dream, and supporting it generously over the years. We deeply appreciate your generosity and friendship over the years.

Thank you Nathan Gilbert of the Laidlaw Foundation for your continual support of our work and your generous contribution to the 1996 Summer Institute. We value your friendship over many years.

Thank you Sam Josephs of McDonald's Canada for always being there for our courses with the wonderful McDonald's goodies that everyone loves. And thank you for your spirit and help whenever we need it.

Thank you to new friend and donor Alex Grossman of Belmont Properties who is generously supporting our exciting new venture - the 1996 Summer Institute.

Thank you New Concept Printing for the best quality and service in printing. We urge our readers to call Barbara Seed for any printing you need done. 416-252-3367.



A Conversation between Ann Turnbull & Carmen Ramirez

How did you first learn about Danny's disability?

About two hours after Danny was born, the neonatologist came into my hospital room and told me that I had had a "mongoloid son." I didn't take it very well. My husband, Alfredo, and I went out to the hospital nursery to look at Danny. The nurse thought she was being well-intended and said, "Do you want your son at the window where everybody can see him or do you want him away from all the other babies where nobody can see him?" It was like she threw a bucket of cold water at us, and we couldn't believe she was asking us that. Alfredo turned all different colors and said, "Of course we want him there. Why shouldn't he be there? He's like all the other babies."

We promised ourselves right then and there that Danny was going to be part of everybody's life, and he was not going to be separated from anybody. He deserved the same chance that his brother and his sister had gotten — being with other babies and being with everybody else.

Was there anything about your growing up as Mexican-American and experiencing racism that influenced your belief about inclusion?

Even though Alfredo was an American citizen born here of American parents, he was raised in Mexico. His discrimination was basically socioeconomic. The discrimination he felt was from the rich people to the poor. The discrimination I felt was rich to poor, but racist also. I wondered if it would ever end. First, because I was poor and brown and of Mexican descent, and then because I had a child with a disability. With Danny, I felt like I was being discriminated against all over again. One of the things that stands out in my mind is our not being allowed to belong — we were called "dirty Mexican greasers." I remember my dad being held at gun point when I was five, because he crossed to the wrong side of the street where Mexicans were not supposed to be at night. I remember my mother rescuing my dad, because he was almost going to get shot. She got her high heels and she hit the guy over the head.

What is it about your cultural back-

ground that gave you the strength not only to survive but to prevail? You and Alfredo both are very strong people who have done a wonderful job as parents. What are the strengths that you've drawn from your culture that have helped you so successful?

For me, it was definitely my father and mother. Although my Dad wasn't much of an outspoken person, he was always very strong — a survivor. Even though I never knew how to express it as a little girl, I will just say that he was always there and always doing for his family and surviving, surviving. My mother was a wonderful storyteller, and she told me about when they were migrant farm workers in California. When the season was over for picking crops, there were times when they would almost go hungry. My Dad would go hunt for jack-rabbits or pick them up fresh after they were run over. So it was stories like that and seeing my Dad being strong and caring for his family that really made a whole lot of difference for me.

How did you get from the hospital and the nurse wanting to put Danny back behind the window to his being fully included in the junior high school now that he's 12 years old?

A lot of it was anger. I hold a lot of anger inside, and I knew this can't be healthy. This anger, this tremendous energy that I feel inside, I have learned to channel toward something positive that will help Danny. Although I was hurting, I knew that I had to make a difference for Danny, so I learned to channel that anger by getting involved.

Another thing that helped empower us besides all that anger was educating ourselves. We became members of the Association for Retarded Citizens and learned a lot through them. When Danny was two years old, I picked up an article that talked about families and family empowerment, and I read and absorbed every bit of it.

By the time Danny started in pre-K, the kids were separated. There was an early childhood classroom next to the prekindergarten classroom — one class was for kids with disabilities and the other one was for typical kids. I'd come home and tell Alfredo, "You know this isn't right. The other kids get to eat in the cafeteria and go out on the playground, and Danny's class doesn't. I want that for

Danny." So we asked for Danny to be integrated, and the school people were offended. The funny thing about Danny was that not even the special education people wanted him. The special education teacher said her classroom was for "high-functioning kids" and she told me, "You know I've never taught kids with Down syndrome. My class is for kids that function very high. I think your son is going to end up at that other school that's three miles from here. That's the one that takes kids with severe challenges."

She had never even met Danny. I remember I'd get frustrated, and I would tell Alfredo, "What is so wrong that even special education teachers who are supposed to be so prepared don't want Danny? Who's going to want him?" For us, he was being rejected from both sides.

How did you decide to bring a lawsuit to protect Danny's right for inclusion?

We just couldn't understand why the school couldn't see our point. I kept telling them about research. I tried every angle to prevent segregating him. One of the speech therapists told us that we needed to realize that Danny belonged with his own kind." That really irritated us. I told her, "Well, we are his own kind. We don't separate him from us; he's just a natural part of us."

They said, "Your next step is to go to due process, and you have the right for a hearing." So that's when I contacted my brother, who is a corporate lawyer. I also contacted Advocacy, Inc.

We had a mediation, and then we had a due process hearing. The decision was that the school was right in what they were doing. So then we took it to federal court and then to the U.S. District Court. Finally, we went to the Fifth Circuit Court. The whole thing took about two years."

How did you feel when you got the decision from the Fifth Circuit Court?

We had terribly mixed feelings, because we read the whole document and the first 20 pages didn't sound good at all. They all favored the school. But then towards the other half, it started getting good. We were a little confused, because we didn't know what it all meant for Danny.

When we sat down and conferred with my lawyer Reed Martin and my brother, they told us that Danny could go back to his neighborhood school and have the nonacademics in inclusive settings. We

could build from there. We started with the nonacademics at his neighborhood school, and then we added academics year by year.

It didn't take long. He was just about fully included by the time he was in fifth grade except for language arts.

Where do you get the time and energy to be such an indomitable advocate for Inclusion?

We just felt that Danny had so much to offer. We believed in ourselves as a family, and we believed in Danny a whole lot. All along we've known that what we were doing was the right thing. We were very scared at times. We felt like we almost lost our emotional and mental sanity, but what kept us going was that Danny was all worth it.

Where do we get it? We get it from the love for our children, and the need for every single one of them to feel happy and secure and loved. That's where it comes from. It pays off tremendously.

Carmen, as President of the El Paso chapter of Schools Are For Everyone, what is your vision supporting families and children to experience Inclusion?

My vision is to create a family center that will help families understand inclusion and know how to facilitate inclusion for their children. The center would also work with service providers and educational systems together so that we can make inclusion a reality for all children with disabilities. I envision a social and human justice organization not only for children with disabilities but an organization that stands for the inclusion of all marginalized people.

That's my ultimate dream.



Carmen Ramirez: 9305 Hollings, El Paso, 79924; tel (915) 757-3575. Carmen is a leading parent advocate and prof. human service worker.

Ann Turnbull is the Director of the Beach Center on Families, Univ of Kansas, 4138 Haworth Hall, Lawrence, KS. 66045. 913-864-4954.

JOIN TASH

WE STRONGLY URGE THE READERS OF INCLUSION NEWS TO JOIN TASH IF THEY ARE NOT ALREADY MEMBERS. TASH, THE ASSOCIATION FOR PERSONS WITH SEVERE HANDICAPS INCLUDES ACTIVISTS FROM ALL WALKS OF LIFE, AND FROM ALL OVER THE WORLD. TASH IS COMPRISED OF PEOPLE WITH DISABILITIES, FAMILIES, PROFESSIONALS AND COMMUNITY MEMBERS WORKING TOGETHER TO ENSURE INCLUSION IN SCHOOLS, THE WORKPLACE AND THE COMMUNITY.

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For further information about this unique and exciting organization write TASH, 29 West Susquehanna Ave., Suite 210, Baltimore, Maryland 21204. Tel 410-828-TASH or fax 410-828-6706.

Honest education is dangerous to tyranny and privilege.
(G.B. Shaw)

Movement Differences & Diversity in Autism/Mental Retardation.

By Anne Donnellan and Martha Leary. 1994: DRI Press. Box 5202, Madison, WI. 53705

Heralding a revolution in our understanding of autism and mental retardation, Anne Donnellan and Martha Leary, a dynamic duo who never shrink from confronting conventional wisdom, show how nineteenth century social biases and twentieth century testing continue to condemn people without speech and with other movement difficulties to second class citizenship. The book is about restoring dignity to people who have too often been marginalized by society.

Let me give you a word on the philosophy of reform. The whole history of the progress of human liberty shows that all concessions yet made to her august claims have been born of earnest struggle.

The conflict has been exciting, agitating, all absorbing, and for the time being putting all other tumults to silence. It must do this or it does nothing. If there is no struggle there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without ploughing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one, or it may be a physical one; or it may be both moral and physical; but it must be a struggle. Power concedes nothing without a demand. It never did and it never will.

(Frederick Douglass, abolitionist, 1817-1895)

Recognizing Collaboration When We See It!

Rich Villa, Anne Nevin, & Jacki Thousand

Can you picture a meeting with 5 participants--a parent, a classroom teacher, a special educator, a speech/language pathologist, and a principal. In your experience, who will be first to get a "glazed look" in their eyes during this meeting? We have asked this question of parents and educators in the United States and Canada. The typical answer to this question is, "The parents are the first to get that glazed look." They come to such a meeting with knowledge about their child and concerns for their child's education. What they receive are test scores and labels, piles of paper, a list of their rights and responsibilities, a litany of problems, and a lot of jargon. Is it any wonder that the glazed look visits them first?

Who will be the next person to get that glazed look? If you answered, "The principal!" you agree with our experience. You can tell because the principal will typically begin to flip through the calendar so as to excuse him or herself from the meeting because s/he is "a very busy person and has another meeting scheduled at the same time." Once the principal leaves the meeting, what we don't see is the principal's sigh of relief because one more confusing meeting has been escaped.

Who do you believe will be the next person to go on mental recess? Typically it is the classroom teacher who questions "Who is going to help me? What do I do with the other children in my room? I've been to dozens of these meetings and they all sound the same!" Fear not, our special educator and speech/language pathologist are involved in a conversation with lots of jargon terms--"confabulating"--that is, neither communicating nor collaborating! If you look closely, while the speech/language pathologist is presenting his information, the special educator appears to be nodding off. The special educator catches herself and mentally notes, "Hey, wait, I'm supposed to know this stuff because I am 'special'." Therefore she may offer a knowing statement like, "Exactly. My informal observations confirm what you are saying." In reality, she is as "confabulated" (that is neither being heard nor cooperating) as everyone else!

Our intent in describing this vignette is not to ridicule or shame any of these people because we ourselves have been in these roles and participated in meetings of this nature. And, inadvertently, we have been guilty of practices that are less than collaborative or communicative. The story highlights the difficulties in communication and collaboration that are experienced by parents and educators on a daily basis. This reality is very different from the intent or spirit of true collaboration. The reality can be confusing or even an angry confrontation.

Can parents and educators of children with special needs overcome the common enemies of mediocrity, complacency, and a battlefield mentality in order to invent the best education for our children and youth? In this article we define and provide a rationale for collaboration. We describe exemplary collaborative practices for Inclusive education. Our own professional encounters convince us that the only way in which we will successfully educate children is by collaborating with each other as dual partners in the process. We offer a questionnaire to guide parents and educators in accomplishing better results for their children through collaborative teaming practices.

Collaboration Defined

Collaboration is an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems (Idol, Nevin, & Paolucci-Whitcomb, 1994). As Kimball (1974) notes, we collaborate because the ordinary (or traditional or current) methods have failed to address a specific need. In effect, we are forced to go outside our ordinary circles to interact with "outsiders," even enemies, so as to address the challenge.

Diane Sylvester (1987), a parent of a young woman with Down Syndrome, explains,

Parents should be thought of as scholars of experience. We are in it for the distance. We see and feel the continuum. We have our doctorates in perseverance. We and the system must be in concert or the vision shrinks.

In our experience, there are only three questions to be answered as you decide who should be your collaborators:

- 1) Who is affected by the decision?
- 2) Who has an interest in participating?
- 3) Who has the expertise needed by the team to make the best decision?

We note with irony that the legal mandates and collaborative practices for parent involvement in decision making in regards to the child with disabilities has often omitted the inclusion of the child him or herself. The law allows student involvement in their educational planning and requires that student preferences be taken into consideration. Whose life is it anyway? Who is always affected by the decisions made? Who has the most vested interest in the outcomes? Who has the most intimate knowledge of living with a differing ability? The child!

Children can and should collaborate as members on their own and others Individual Educational Planning teams. They can collaborate in a variety of other ways: by planning and delivering peer tutoring, serving on school committees, advocating for classmates and themselves, planning instruction, and providing assistance in making friends (Villa & Thousand, 1992). Children and youth who learn and practice collaborative skills grow into adults who are more effective advocates for themselves and who become more effective members of their work teams, their families and their communities.

There is a strong "data base" for claiming that collaborative activities are effective. From the emerging evidence on school-based collaboration, Idol et al. (1994) make four conclusions about effective collaboration and the achievement of outcomes for children with disabilities. First, learners with special education needs can be effectively served in inclusive settings when teachers and parents collaborate to invent and merge teaching strategies. Second, educators can acquire the disposition, skills, and knowledge to work collaboratively. Third, the solutions they generate collaboratively to address educational challenges are enhanced over the solutions

produced alone. Fourth, effective collaborators can expect positive changes at three levels:

- 1) changes in the schooling system such as more team teaching between classroom teachers and special educators;
- 2) changes in the skills, attitudes, and behaviors of parents and teachers who are collaborating together; and
- 3) improvements in both academic and social skills of children and youth with special needs.

Can We Recognize Collaboration When We See It?

We all know that there are many forms of collaboration among parents and educators. As a parent, you have probably volunteered for a class trip, participated in career days, or tutored in the classroom. However, much of your time has probably been spent in meetings (e.g., Individual Educational Plan meetings, progress report meetings, curriculum committee meetings, school board meetings, PTO/PTA). Do you wonder whether any of these meetings are "really" collaborative and effective? We offer the questionnaire in Figure 2 as a way for your team to decide just how collaborative it is (see Thousand and Villa, 1992, for an elaboration of the collaborative meeting process). (see Questionnaire next page)

In our experience, those who have used this questionnaire have found it to be helpful in guiding their development into more effective collaborative work. We are happy to see additional processes that put children and their families at the center of educational decision-making. MAPS - (Making Action Plans), PATH - (Planning Alternative Tomorrows with Hope) (Falvey, Forest, Pearpoint, & Rosenberg, 1994) and Choosing Options and Accommodations for Children (COACH), (Giagreco, Cloninger, & Iverson, 1993) are examples of such processes.

Conclusions

We suggest that parents and educators see themselves as warriors, fighting not against one another, but against common enemies -- that is, poor communication, working in isolation (often at cross-purposes), complacency, mediocrity, and anything else that interferes with the mutual goal of improving education for all children. In our experience, effective collaboration requires what Shafiq Abu-Tahir (1995) calls alliance building, the disposition to sit down at the table with the very person you may formerly have perceived as an enemy. Collective dialogue, alliance building, and collaboration allow solutions to be invented.

We believe there no longer are any excuses for failing to collaborate in schools. Further, collaboration may no longer be viewed as an "optional" activity on the part of educators and parents. As Thousand, Villa, Nevin & Paolucci-Whitcomb (in press) state, for educators to think they have choice whether or not to collaborate is similar to a team of health care professionals perceiving they have choice whether or not to collaborate in performing an operation, following the patient's progress, and providing follow-up care.

Collaboration is recognized as the keystone to successfully meeting the educational needs of students as well as the learning needs of their teachers. Further, there is much to be done to instill a collaborative ethic as a "way of doing business" between parents and educators. In the end, the success of collaborative interactions depends on action. We can publicly articulate the rationale for collaboration. We can teach ourselves and others about the accomplishments of collaborative teams. We can make a commitment to hold ourselves and others accountable for demonstrating collaborative behaviors. We can be realistic and understanding about the demands that are placed on parents, teachers, administrators, and children as they practice new collaborative roles. And, let's agree to start now.

For the complete version of this article and references, contact
Bayridge Educational Consortium, Tel/fax: 802-878-8957

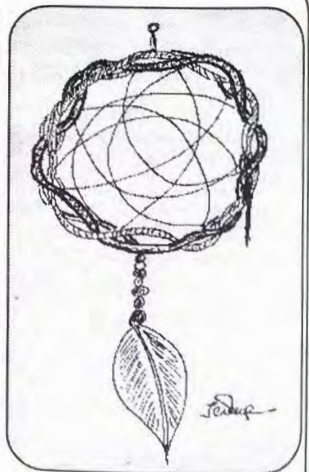
Dream catchers

Often at our workshops we bring the beautiful dream catchers made by our friends in Winnipeg Mae Louise Campbell and her family of the Shagnapi Aboriginal Art Gallery. We are often asked to tell the legend of the dream catcher. Here is how Mae Louise tells it:

Among the Indians of the woodlands, the Ojibway believe that dreams have magical qualities; the ability to change or direct their path in life. Since the night air is filled with both good and bad dreams, one of the traditional beliefs was to hang a dream catcher on an infant's cradle board or in their lodges for the benefit of all. When hung, the dream catcher captures the dreams as they float by. The good dreams, knowing the way, slip through the center hole, drifting gently off the soft feather to the sleeper below. The bad dreams, not knowing the way, become entangled in the webbing, only to perish with the first light of the new day.

Shagnapi Studio is at 567 Broadway Ave. in Winnipeg Manitoba R3C 0W4- 204-774-5454

Crafted by the elder women of the tribe, the originals were made of red willow, twisted sinew and the feathers of birds. The Shagnapi dream catchers are reproductions made of willow, imitation sinew and feathers of assorted non-endangered birds. Hang them in your homes and lodges and ...Happy Dreams.



"Dreamcatchers" are available from Inclusion Press in Canada.

Whatever befalls the earth, befalls the children of the earth. We did not weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves.

(Chief Seattle)

Questionnaire for determining the degree of collaboration within a group during team meetings.

ARE WE REALLY A TEAM?

Effective Collaborative Team Meeting Questionnaire

© Rich Villa, Anne Nevin, & Jacki Thousand

Directions: Circle the points to the right of each question only if all group members answer "yes" to the question. Total the number of points circled. The maximum score is 100 points.

1. Do we meet in a comfortable environment? 4
2. When we meet do we arrange ourselves so we can see each other's faces? 4
3. Is the size of our group manageable (i.e., 7 or fewer members)? 4
4. Do we have regularly scheduled meetings which are held? 3
5. Do we have needed members: 2
 - attend? 2
 - arrive on time? 2
 - stay until the end of the meeting? 2
6. Do we start our meetings on time? 3
7. Do we end our meetings on time? 3
8. Do we update tardy members at a break or following the meeting rather than stopping the meeting midstream? 3
9. Do we have a communication system for: 2
 - absent members? 2
 - people who need to know about our decisions, but who are not regular members of the team? 2
10. Have we publicly discussed the group's overall purpose? 3
11. Have we each stated what we need from the group to be able to work toward the group goals? 3
12. Do we distribute leadership responsibility by rotating roles (e.g., recorder, timekeeper, encourager, facilitator)? 3
13. Have we established ground rules of behavior during meetings (e.g. all members participate. No "scapegoating")? 3
14. Do we explain the group's ground rules to new members? 3
15. Do we feel safe to express our genuine feelings (negative and positive) and to acknowledge conflict during meetings? 3
16. Do we consciously attempt to improve our communication skills (e.g., giving and receiving criticism, perspective taking creative problem solving, conflict resolution) by: 3
 - setting time aside to discuss our Interactions and feelings? 3
 - developing a plan to improve our Interactions next time we meet? 3
 - arranging for training to improve our skills? 3
17. Do we use a structured agenda format that prescribes that we: 2
 - identify agenda items for a meeting at the prior meeting? 2
 - set time limits for each agenda item? 2
 - rotate leadership roles? 2
 - devote time for positive comments and celebration? 2
 - have public minutes? 2
 - discuss group effectiveness in accomplishing tasks, communicating abiding ground rules, and coordinating actions? 2
18. Do we consciously identify the decision-making process (e.g. majority vote, consensus, unanimous decision) we will use for making a particular decision? 3
19. Do we summarize the discussion of each topic before moving on to the next agenda item? 3
20. Do we re-focus attention when the discussion strays from the agenda? 3
21. Do we generally accomplish the tasks on our agenda? 4
22. Do we distribute among ourselves the homework/action items? 4
23. Have we Identified ways for "creating" time for meetings? 4
24. Do we have fun at our meetings? 4

Total possible points = 100

For the complete version of this article and references, contact Bayridge Educational Consortium, Tel/fax: 802-878-8957

Our IMAGE: a KALEIDOSCOPE:

The concept and image is a circle - full, complete, inclusive. Bits and pieces of everything, all colours, shapes and sizes existing together in a melody of every changing colour and design.



Nothing endures but change.
Heracilitus, 6th Century B.C.

Search your heart and see the way to do is to be.
Lao Tzu

Every Kaleidoscope has a hand piece. Twist it and you get another colour, another design, another look. The kaleidoscope is magic to the child and art to the adult. The kaleidoscope is wonder and mystery to all who hold it up to the sunlight and see that the whole is far more beautiful than the sum of the parts.

Solution Circle: Getting Unstuck
A Creative Problem Solving Tool

Designed by Jack Pearpoint and Marsha Forest

This is a short and powerful tool that takes no more than a half hour. It is effective in getting "unstuck" from a problem in life or work. Solution Circles are tools of "community capacity". It assumes and demonstrates that nearby people - in any community or work place have the capacity to help - if asked. It requires a person to ASK - not an easy thing in our culture of privacy and "do it alone". This tool puts all the values we espouse into practice and demonstrates that TOGETHER WE'RE BETTER.

Time required: No more than thirty minutes.

People per Solution Circle: Best with 5-9.

Roles to be played:

- **Problem Presenter** (focus person)
- **Process Facilitator** (team manager, time keeper)
- **Note Taker or Graphic Recorder**
- amazingly creative **Brainstorm Team**

For large groups, the group facilitator (i.e. you) asks the group for volunteer problem presenters. (The number required is the total group divided by 9 approximately). Then ask for a process facilitator and a graphic recorder to attach themselves to each problem presenters so each core team is now a group of 3. The balance of the large group (i.e. the world's most creative community members) now join the various problem solving teams so each team totals approximately 8-9 problem solvers. Diversity in teams is best: spread the age range; have male/female diversity; the greater the diversity per team the better.



Explain the steps to the teams in detail:

Step One: (6 minutes) The problem presenter will have 6 uninterrupted minutes to outline the problem. The job of the process facilitator is to keep time and make sure no one interrupts. The recorder takes notes. Everyone else (the brainstormers) listens. If the problem presenter stops talking before the six minutes elapse, everyone else stays silent until the 6 minutes pass. This is key! The problem presenter gets 6 uninterrupted minutes.

Step two: (6 minutes) This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard. It is not a time to clarify the problem or to ask questions. It is not a time to give speeches, lectures or advice. The process facilitator must make sure this is a brainstorm. Everyone gets a chance to give their brilliant ideas. No one must be allowed to dominate. The problem presenter listens - without interrupting. He/she must not talk or respond. We often give the person masking tape to facilitate their listening. It's hard to just listen!

Step 3. (6 minutes) Now the group can have a dialogue led by the problem presenter. This is time to explore and clarify the problem. Focus on the positive points only and not what can't be done.

Step 4: (6 minutes) The First Step. The focus person and the group decide on first steps that are doable within the next 3 days. This is critical. Research shows that unless a first step is taken almost immediately, people do not get out of their ruts. A coach from the group volunteers to phone or see the person within 3 days and check if they took their first step.

Finally the group just does a round of words to describe the experience and the recorder gives the record to the focus person. If in a large group, the teams returns to the main group, debrief and continue.

In our experiences people love this exercise and find that it generates action. It does not guarantee a solution, but it usually gets people "unstuck" and at least points to the next logical step. Try it out and let us know how it works for you.

The Great Spirit, in placing people on the earth, desired them to take care of the ground and to do each other no harm.
Young Chief of the Cayuses



Using MAPS in the Community COMMUNITY ACTION PLANS

by Anne Malatchi

Once upon a recent time, there was a quiet little community of ten houses...five on each side of the street. Ten families dwell in these homes: some younger, some older, some middle aged. They were built in the 1940's. Five of the homes were owned by the original families.

One night in 1992 a tragedy occurred in one of these houses...a gruesome murder. The community rallied; supporting the relatives and each other. Shortly after, the house was put on the market, but did not sell. Mega-publicity and disclosure laws regarding the incident were barriers. After several months empty, the house was rented as a guest house for people in the final stages of AIDS.

Reaction in this community was swift, and negative:

* physical appearance of the house - a ramp was installed leading up to the front door;

* increased activity - ambulances appeared almost daily; and, most upsetting for most of the community...

* more death - by a 'sinful and highly contagious disease'!!

In the nine months the house was rented, 13 individuals passed away from Aids. Now, not only were the families in this little community upset by an unsolved murder, but they were dealing with more death...and confronting their feelings on the issue of AIDS.

I heard the saga...

Kelly, a co-worker of mine at the university, lives with her family in the house next to the guest house. Each week she would fill me in on the latest escapades of the neighborhood. At first, she was only concerned about the attitudes expressed regarding their new neighbors. Soon her oldest child reported that friends were asking her about "the people with AIDS". What were the answers? The community was angry and scared: they expected property values to crash. What would happen if they became friendly with the residents of the guest house?

Would they get it? Finally, after a drive-by shooting early one morning, I volunteered to facilitate a Community Action Plan (CAP) - a community problem solving plan of action based on the MAPS process...*

For several years I had been facilitating information gathering, problem solving situations for teams and organizations using adaptations of the MAPS. Why not try that with this community? There certainly was a problem...and it was time for everyone to pull together to develop action plans!

Although adaptations were made, I followed the same basic MAPS structure, utilizing these seven questions:

§ What is the history of your home, of this community?

§ What are your dreams for your community? Your vision for the future?

§ What are your fears, nightmares?

§ Who are you? What makes this block a caring place?

§ What are it's strengths?

§ What are the challenges?

§ Let's develop an Action Plan: list those responsible and give a timeline.

A key component to facilitating this Action Planning Session involved pre-meetings so the community had met me, did not feel threatened, and knew in advance what we would be doing...and why.

Kelly and I decided on a pot luck dinner at her house (food always works wonders in enticing people to show up!). While people were eating, we started with introductions, and proceeded with a short discussion regarding why we were all here, and what the rules (guidelines) for the evening would be. I strongly urged everyone to remember we were there to reinforce a sense of community, think POSITIVELY and come up with POSSIBLE solutions regarding all of us feeling safe, secure, and accepted. (During one of the pre-meetings, a decision had been reached by the guest home directors that they would attend, but did not want residents from the house to attend. My preference would have been to invite them, but as the evening progressed I felt maybe, in the interest of self-esteem, they had made a correct call.)

HISTORY: I'm a firm believer in capacity vs deficit approaches (one of Action Plans greatest strengths!) We began the CAPS with the HISTORY of the community. We began with simple things: the age of the homes; history of the land; who had lived there the longest; and funny or memorable events and transitions. There were many "Remember when..." anecdotes. In this way, the background of 'the house next door' emerged in a very natural context. We ended the discussion on history by reviewing what the community had done in the past to welcome newcomers. It was not a very transient block, but people did talk about baking cakes, cookies, and going over to greet new neighbors.

DREAMS and visions for their community included stability, safety, block parties, mutual respect, a newsletter, and continued rise in property values.

During the discussion on NIGHTMARES, we addressed fears related to the loss of property values, feeling unsafe, 'over the fence' hostility between neighbors, being labeled by the media, and...the threat of a terminal disease spreading...can we catch it'?

Who are we? We talked, casually, for quite some time about WHO lived on the block. It is a diverse group of individuals: retirees living alone, young families, newly

weds, two families with grown children, and three homes occupied by single, working adults.

Our **STRENGTHS** were easy for this group to discuss. First and foremost was the desire to be here and develop an Action Plan. Others included: location, respect, pride, increasing property values (before '92), longevity of ownership, and a real sense of community spirit...belonging...an 'it's ours, let's take care of it' attitude.

With some trepidation, I moved on to **CHALLENGES**. I chose this word instead of 'Needs' purposefully because it seemed to offer a more positive, possible approach. What can we do to improve vs 'we don't have'. One person genuinely was concerned that if she visited 'the' house, she would develop AIDS. As other concerns arose, they fed naturally into the **Action Plans**. Often I have both Challenges and Action Plan chart paper on the wall at the same time. More and more it seemed some general information on AIDS for these people was important. The guest house directors volunteered to provide that information, and actually offered a great deal of it during the evening: including a discussion on the advanced stages and why some of the residents acted in certain ways. The safety challenge led to a volunteer contacting the local police to increase their patrolling of the community. A block party was planned with not only the residents of the guest house invited, but the administrators as well. Dogs getting into the garbage and finding rubber gloves became not so great an issue and easily handled when this was brought up to the guest home staff.

People began visiting the guest home...and they did have a block party. Most of the fear seemed to subside.

Although I continue to love facilitating MAPS and PATH for individuals with disabilities, some of my most moving moments these past two years have been facilitating these processes for organizations...including a state-level Special Education Task Force, the staff of an elementary school, a task force attempting to organize systems change, a gay/lesbian chorus, and a youth support group organization. Many times we would begin with MAPS in the morning and move to

PATH in the afternoon. These are always powerful, emotional days. The potential of these tools is endless. From a community standpoint, using them proactively could diminish neighborhood fear and prejudice. People want to belong - to be part of the planning - to be informed from the start. Whether for "Home of Your Own" projects, supported or independent living situations, or a guest home for people with AIDS, involving people in the initial planning stages is infinitely more productive than dealing with reactions.

Part of the beauty of a MAPS or PATH is that the anticipated and wished for long range outcomes often happen right before your eyes...attitudes change during the sessions: collaboration, understanding, and acceptance of all of our differences permeates the atmosphere. I have seen this and felt it. I watched individuals labeled as bigots and racists get teary-eyed listening to someone else's story...and finally having the opportunity to share their own fears.

This story began with "Once upon a time..." I'm not sure it can end with everyone living happily ever after, but many attitudes DID change, several people continued to visit the guests when they moved to their new home...and everyone seems to have a little more pride in our community. Yes, OUR! The best

outcome of all for me was that I fell in love with this community. When the lease for the guest house expired and the organization had built two of their own homes, I bought this very special house. I treasure all of it's past history, and am now adding my own!

Anne Malatchi, Richmond, VI

Anne is the Project Director of **Together We Can** at Virginia Commonwealth University. Tel: 804-828-8593 Fax: 804-828-0042 E-mail: amalatchi@cabell.vcu.edu

* MAPS: Maps is an information gathering and planning tool that systematically orders positive information on a person or issue and works toward a constructive plan of action. It was developed by Marsha Forest, Jack Pearpoint, John O'Brien and Judith Snow. For further information, see our books & video's.

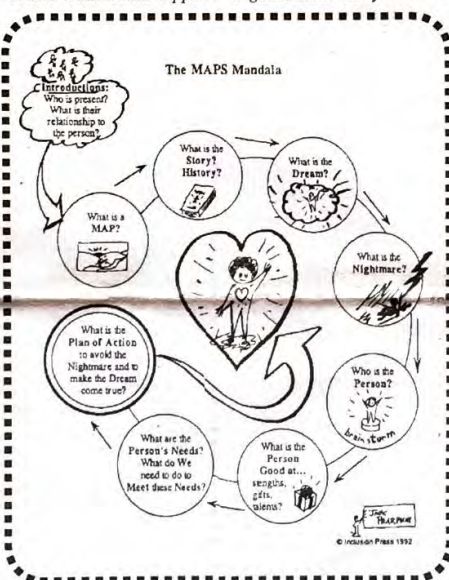
John McKnight had this to say about what MAPS and PATH are all about. "PATH and MAPS are powerful tools for liberation of organizations and people. The idea of building a unique MAP and drawing it in living color allows us to actually see the possibility of a new future and a chance to break through and thus create something new."

**Life is not the way it's supposed to be. It's the way it is.
The way you cope with it is what makes the difference.**

(Virginia Satir)

Many people fear nothing more terribly than to take a position which stands out sharply and clearly from the prevailing opinion. The tendency of most is to adopt a view that is so ambiguous it will include everything and so popular it will include everybody. Not a few people who cherish lofty and noble ideals hide them under a bushel for fear of being called different.

(Martin Luther King Junior)



The Deep Meaning of Inclusion: Reflections on our Journey into the Urewera...April, 1995

by Jack Pearpoint & Marsha Forest

Our Maori Tuhoë immersion program began on a Monday...when we arrived in Ruatoki - at Noti and Ray's. Noti had been "assigned" to take us to a very special Marae (a Maori 'long house') high in the Urewera forest, then return us for the Tuhoë Festival. The potato bread went in the oven as we arrived - and after a few snacks, it seemed tomorrow would be the better day for our hike. Noti rounded up a couple of horses and sent us off down the valley for interim entertainment. It was a great idea, but neither of us are skilled with any animals larger than gerbils - so we were "taken". This was fine until Jack's mare decided to chase some other horses through the paddock. The first bit was OK - but a little gully and a turn, left both saddle and Jack IN the paddock while the chase continued at full gallop. We walked back. Jack limped. It didn't stop any activities, but reminded us that we are two footed creatures of the earth - and we should stay there.

Tuesday, we drove into the forest - and stopped at Uncle Whitu's Marae just to get a final blessing for our trip. Uncle Whitu is a senior 79 year old spiritual elder - and on our Centre's Honorary Board. He is wise. He announced we could not go... yet! No one blinked - even us. It was not for discussion. He knew we needed to be with him for the day as part of our learning. We stayed on his marae for an amazing "thanksgiving" service. It was an extraordinary experience to be "included" in events where we didn't understand a word - but comprehended the spirit of the communication. As part of that learning we were handed knives (dull) and joined in the preparations of the "hangi" feast. Jack finally learned to shell mussels (after 4 bushels). Marsha was "graduated" to potatoes early on since few of her mussels survived the ordeal. That night, we all slept in Uncle Whitu's marae. He chanted prayers at midnight and 4:00 am as always. It was soothing and peaceful.

Wednesday morning. Uncle Whitu gave us his blessing and we headed for OHAUA. It is an ancient PAA (settlement) and Marae - at a location that is NOT marked on any maps. You must be invited and guided. The walk was slow (tiny steps for me), but we enjoyed the cliff track above and later through the river for the next three hours. Then OHAUA materialized on a misty hill top - a spiritual place with a small exquisitely carved marae. We had 24 hours there, but it was an invitation to a lifetime of timeless beauty.

There was wonderful Maori irony in this very spiritual place. There were three small houses; two people live there. The informal "custodian" is Dave, a Pakeha (white man) - a mountain man - married to a wonderful and beautiful Maori teacher - Georgina. Noti, Dave and the wisdom of the marae and the sky gave us the kind of quiet unobtrusive welcome that creeps in through your pores when you are ready to hear and feel it. We did. The night sky was uninterrupted by time. The stars that guided the Maori canoes to Aotearoa a thousand years ago where just as clear now as then.

We had walked up. Noti can't stand walking so took one of the horses out. Dave guided us on yet another path, an older way, in the direction of an even more hidden marae. We only saw the beginning of the path. It will have to wait another year.

In the afternoon, we emerged from our forest, found a scrubby track, and made our way back to the seemingly gigantic Marae that we had lived on two years before - on our first visit to the Tuhoë Festival. After even a day in Ohaua, sleeping with 300 competitive snorers is a traumatic transition. The next three days and nights - we joined the Wellington (Pomike) Haka team on the marae.

We began, as we had two days previously, with kitchen duties - in preparation for the masses. Dishes to wash - for 300. We did it. Then mat-

resses to lay out, and sheets, and then the buses began to arrive. The Festival energy consumed all - including us.

The program (everything was in Maori) indicated that there were three days of activities. We arrived on the Thursday to prepare for the buses arriving at dawn on Friday. In the 72 hours that followed, western time lost all meaning. We just went, and then kept on going.

At 8:00 a.m. Friday, the "welcome" to the host marae began. This a formal traditional ritual that is magical, mystical, and timeless. The women "call" people to the marae; there is an answer in song. Our Auntie Uru was there on the step of the marae to welcome us. There are speeches of welcome and explanation, answers from the men, and then we all formally entered the marae. Hundreds joined the line to "kiss" (the Maori greeting) - two presses of the nose - breathing in at each touch. The first touch is an exchange of 'the breath of life' - honoring the ancestors; the second exchange, honoring each other.

The festival began with the children. We laughed, teared, cheered as seven troupes of children, from kindergarten to teens, presented full performances of traditional Maori song and dance. The throngs roared approval and almost to a person, on-lookers pointed to their "relatives" on stage. In Tuhoë, it seems everyone is related. Certainly the surge of pride and support was of an intensity that we can only relate to proud parents gushing with enthusiasm. But the quality of the performances was not trivial. There was excellence that deserved every rave of approval. Perhaps the most magical fact and frustration was that the children on the stage demonstrated brilliance, composure, discipline, a spectrum of abilities that would stand them in good stead most anywhere. But, until recently, when Maori began taking over their own schools, virtually ALL of these same children were labeled as slow learners, undisciplined, retarded, and on and on. Same children!!!

There was an instructive "incident" at the "gate" of the marae. Several Tuhoë militants from one of the occupied areas had a "flag" they wanted to bring onto the marae. The elders consulted and reaffirmed the guidelines. Tuhoë were welcome - but not the flag! It was not the flag of that marae and thus not 'appropriate'. The protesters stayed throughout the festival - holding their flag high. It was a topic of discussion, but no one blocked them. The protesters did not enter the marae with the flag, but it was agreed that the rest of the Festival area was "open". Many did not support the protesters, their flag or their tactics, but they were still welcomed. Perhaps most instructive, since the "disagreements" were about 'tactics' and not issues of principle, the leaders of our marae, INVITED the protesters to come back to our marae and chair the everling debates (one the festival events). The leader and his group came. He chaired an Oxford style debate on whether the Tuhoë should sell some of their land presently held by the government. The teams were funny, serious, eloquent, profound. Our favorite argument (translated) was "the Chair agrees with us - he can't support your case". The "excluded" were offered the opportunity to be "included" - full participation - to DO something. They chose to participate - and laughed, listened and learned - just like the rest of us. The next morning the minority protesters still held their flag high, but some of the earlier tension was gone. They had a point to make and they were allowed to make it. There was a space to agree, to disagree and to learn together, to be together - in solidarity.

Then came the adult performance teams. We sat in awe as Pou Temara rehearsed the Pomike team. They had driven all night on the bus, but there was no time for exhaustion. They cleared the dining hall and rehearsed for two hours. Pou was clear, crisp, specific, supportive, uncompromising. He was tough. But every member knew that every movement counted and that Pou was coaching and teaching from a foundation of unshakable

and uncompromising support. He turned the lights off. "Do it again...in the dark. Listen - feel it - live it." Then, he led the troupe outside, and they rehearsed under the moon, on their ancestral land - on the sacred land of the marae. We tingled as we listened; we could no longer see. But we could feel the troupe FEEL the music, the words, the movement in their souls. The harmony stretched to the moon. And it worked. They won many of the prizes, but the prizes were bigger than the trophies. The real prize is a "future" for the children. The stakes are high.

The following day, we sat in the front row, near Uncle Joe and Uncle Whitu, and watched 12 adult teams present 25 minute "Haka's". Each presentation consisted of song, dance, a speech, a challenge: ALL original music; ALL original lyrics; ALL in traditional form. What a brilliant event to invite a people regain their culture. A panel of twenty judges marked their every move. But the energy was consuming - mesmerizing - overwhelming. Even though we spoke no Maori, the harmony, the anger, the melody, the hope, transported us to another place. The topics of most of the songs were current issues. Many were about the "Mokopuna", (the future of the grandchildren). It was clear how intense people felt about their love and their determination to be sure there was a future.

One troupe sang about two teenagers who died of suicide last year. The families of the teenagers helped to write the lyrics. A brother wrote the music. It was more than just a song - it was an occasion to heal the community and create a future. And so it went. Gigantic men roaring fiercely - Moka's painting their warrior faces into terrifying defenders of the Tuhoë. Seconds later, mystical harmonies, whispering gentle breezes - and then back to fierce defenders of a future. We were entranced, enthralled, pined to hear, feel, taste the intensity and beauty.

Eating consumed another block of time - big eating - good hearty food - big meals. Breakfast for about 300 in 30 minutes - cleaned up and ready for lunch in another 30. That is not a simple organizing task. And yet, without any apparent direction, we all flowed through, ate on long tables (church basement style) and then a rugby team, or a performance team, or some team always had the dishes gathered, washed and the tables set as the buses loaded to head back to the tent pavilions for the next event. One could eat "light", but the forest air made fish, steak, porridge, toast, eggs, stew, potatoes, all of it feel right. And "tea" at 6:00 was just as big again.

Fierce rugby and netball competitions raged after the performances with all sports teams requiring a minimum of 50% of their members to be 'performers'. In the evening - more debates...as the 'top' teams filtered through the roster. While we awaited the judges decision that night, sitting in the dining hall, a guitar appeared. Magically, bruised rugby survivors, potato peelers, kitchen helpers, transformed into the 'performance' teams of previous years. In the dim light of an open cooking hearth, the music of the "children of the mist" recreated itself again and again. A spirit of indomitable renewal - against all the odds. Their chord - their harmonies created a fluorescent dream of a world to which we aspire - from the paddocks and tenements. Now we can hear and feel the dream. We can even sing some of the melodies.

We have listened, learned, shared. We came home tired and yet renewed in spirit by the people we have met and especially by our whanau (extended Tuhoë family) in the Land of the Mist in Aotearoa.

* Thank you Te Ripowan, Uncle Whitu, Uncle Joe, Pou and all the Tuhoë, for sharing wisdom, for being a constant inspiration, for friendship and love.

* The Tuhoë are "the children of the mist" - a tribe of the Maori's - the aboriginal people of New Zealand.

We strongly recommend the movie:
"Once Were Warriors" now on video cassette.



Visit our **NEW Web Page:**
<http://inclusion.com>

INCLUSION PRESS

24 Thome Cresc.

Toronto, Ont. M6H 2S5

tel: 416-658-5363 fax: 416-658-5067

Web Page: <http://inclusion.com>

e-mail: CompuServe: 74640,1124

Publishers: Jack Pearpoint & Marsha Forest

Together We're Better: a staff development kit for inclusion

This set of 3 videos includes 2.5 hours of the *Marsha Forest, Jack Pearpoint & Judith Snow* team taped live at a Chicago inclusion seminar. **Inclusion Strategies, MAPS, PATH and Circles** are introduced. Available from **Inclusion Press**
Kit Price: US \$185 plus shipping

We Recommend Other Resources:

These resources are respectfully submitted for our readers. They are all treasures to inspire & to share.

Inclusive Education : The Issues

Series of 6 videos produced in New Zealand (Mar.92) with **Marsha Forest & Jack Pearpoint**

National Training Resource Centre

Video Production Unit
Kimberley Centre PM Bag 4004
Levin, New Zealand

Tel: 06-368-7159 Fax: 06-368-7131



Paul Brookes Press

P.O. Box 10624
Baltimore, MD
21285-9945
410-337-9580

Peak Parent Center

6955 Lehman Drive, Suite 101
Colorado Springs
CO 80918
719-531-9400

Expectations Unlimited

P.O. Box 655, Niwot
CO 80544
303-652-2727
Great Resource Catalogue

Inst. on Community Integration

Univ. of Minnesota (UAP)
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis MN 55455
612-624-4512

Institute on Disability

Univ. of New Hampshire
Morrill Hall
Durham, NH 03824
603-862-4320

Colleen Wieck

Minnesota D.D. Council
300 Centennial Office Building
658 Cedar St.
St. Paul, MN 55155
612-349-2560

Bob Perske's books:

Deadly Innocence (NEW)

Circles of Friends Unequal Justice

Abingdon Press, 201 8th Ave.
Nashville, TN 37202

Remembering the Soul of Our Work

Stories by the Staff of Options
in Community Living
Madison WI

Edited by
John O'Brien & Connie Lyle O'Brien

Options in Community Living
22 North Second St.
Madison, WI 53704 608-249-1585

THE VIDEO JOURNAL OF EDUCATION

Improving the quality
of today's schools.

The Video Journal of Education
549 West 3560 South
Salt Lake City, Utah 84115

The Video Journal of Education presents:

INCLUSION BRINGING EVERYONE into the COMMUNITY of Learners.

"Inclusion" is a video staff development package featuring Marsha Forest, Jack Pearpoint and Judith Snow. These outstanding two thirty minute videos are accompanied by a guidebook for discussion and an audiotape soundtrack. Program One includes footage from all over the US and Canada showing inclusive schools at work. Program Two introduces creative tools to move students from isolation to inclusion and features MAPS, PATH and Circle of Friends.

Ordering: contact **Chet Linton**
Toll Free: 1-800-572-1153

Dr. Michael Fullan, Dean of the Faculty of Education University of Toronto writes:

"I just viewed the Inclusion tape which is great. Congratulations to you and the Lintons. This tape is an important resource for all those struggling with the concept and the realities of inclusion. It presents a clear and inspiring vision and rationale about the true meaning of inclusion, which dispels a lot of the myths and misunderstandings. At the same time it provides us with powerful tools and proven guidelines for action which have been used successfully by many educators."

Neighbours, Inc. - 34-33 Blomington Dr., Somerville, NJ 08876 Tel/fax: 908-359-2281
e-mail: CompuServe 75601,611
Executive Directors: Kenn Jupp & Patti Scott

Human Policy Press - Box 127, University station, Syracuse, New York, 13210. Tel: 315-443-2761.
Books, slides shows, posters, post cards, T-shirts.

The Facilitated Communication Institute 364
Huntington Hall, Syracuse University, Syracuse, NY.
13244-2340

Communitas Communicator, 730 Main Street, Manchester, Connecticut, 06045 Tel: 860-645-3178
Fax: 860-645-3179

ARCH Type: (ARCH) newsletter
Advocacy Resource Centre for the Handicapped
40 Orchard Boulevard, Suite 255
Toronto, Ontario M4R 1B9
Tel: 416-482-8255 Fax: 416-482-2981 TDD: 416-482-12545

Special Services at Home Family Alliance: excellent family network working on home support: c/o Family Support Institute of Ontario, 240 Duncan Mill Road, Suite 403, North York, ONT. M3B 1Z4
tel: 416-447-9576, Fax: 416-447-8974

PEAK Parent Center: excellent Newsletter, books and resource materials: call 719-531-9400 or write 6055 Lehman Dr. Suite 101, Colorado Springs, CO. 80918

ENTOURAGE and the Canadian Association For Community Living: In French the word "entourage" refers to the people around us, our community: friends, family, colleagues; those involved in our life. **Entourage Magazine** is an excellent Canadian publication that comes out four times a year by the **Roehrer Institute** which is sponsored by the **Canadian Association for Community Living** - a national advocacy organization working on behalf of people with mental handicaps. For further information write **CACL**, c/o Kinsmen Building, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3. 416-661-9611. Annual subscriptions \$18.

Axis Consultation and Training, **Norman Kunc** and **Emma Van der Kliff**, 4623 Elizabeth Street, Port Alberni, British Columbia, Canada, V9Y 6L8
Tel: 604-723-6644

Responsive Systems Associates: **John O'Brien** and **Connie Lyle O'Brien**, 58 Willowick Drive, Lithonia, Georgia, 30038

The Common Thread, a thoughtful publication 3 X's/year, c/o UCP/The Common Thread, 4638 Centre Ave., Pittsburgh, PA 15213 Sharon Gretz: 412-767-0136

For the work of **Anne Donnellan, Paul Haskew and Martha Leary**, 2800 Marshall Court, Madison, WI, 53705 (Facilitated Communicating)

SAFE (Schools are for Everyone) - a national coalition united in an effort to promote the availability of quality educational services to all students. They publish a national publication called "Safety Net." P.O. Box 5368, Austin, Texas. Jeff Tate - editor 512-454-6694 or fax 512-454-4956. Further information: c/o Carmen Ramirez, 9305 Hollings, El Paso, TX. 79924 Tel: 915-757-3575

Zephyr Press: "Multiple Intelligences". Amazing Catalogue. 3316 N. Chapel Ave., P.O. Box 66006-LA, Tucson, AZ 85728-6006 Tel: 520-322-5090 Fax: 520-323-9402 E-mail [zephyr mi@aol.com](mailto:zephyrmi@aol.com)

Inclusion Times: - a newsletter dedicated to "inclusion means more than mainstreaming"- 110 Saratoga Springs, NY 12866, USA Tel: 518-587-8770 Fax: 518-587-8771

JUNK Catalogue: If you want the most incredible junk catalogue in the world for creative "stuff", call or fax **Oriental Trading Company of Nebraska** for a free catalogue. ph 800-228-2269 or fax 800-327-8904

Humor Project Inc: - a great catalogue- 110 Saratoga Springs, NY 12866, USA Tel: 518-587-8770 Fax: 518-587-8771

Art with Heart: great catalogue - Peace Calendars - Syracuse Cultural Workers, P.O. Box 6367, Syracuse, NY 13217 USA Tel: 315-474-1132 Fax: 315-475-1277

Comforty Media Concepts:

The Inclusion Series VIDEOS:
* **Step by Step: Heather's Story (NEW)**
* **Inclusion: Issues for Educators**
* **Choices**
* **Families, Friends, Futures**
* **Together We're Better**

2145 Pioneer Road, Evanston, IL 60201
Tel: 708-475-0791. Fax: 708-475-0793

We hope you find these resources useful. The information is available. All you have to do is write

See You at the Toronto Summer Institute:
July 6-13, 1996 - see page 22

Inclusion News The Inside Story

Inclusion News is published annually and is a totally independent production - no outside funding. All writing and production is strictly voluntary. It is truly a labour of love. Contributions to defray costs are always welcome. Canadian contributors can receive a charitable receipt if requested. At this time there are no subscriptions.

We distribute Inclusion News mostly through our friends and networks. If you want bulk copies for your organization, conference, meetings etc. please call us.

Our office is located in our house. Although we travel extensively we are always in contact with the Toronto office through fax and e-mail.

Most of all our thanks to readers who phone and write and generally give us those acts of kindness and beauty that keep us going. We hope you enjoy Inclusion News and find it useful in your own work of changing the world one where ALL can belong.

Inclusion News Reprinting Policy

WE ARE VERY PLEASED FOR OTHER NON-PROFIT ORGANIZATIONS TO REPRINT ARTICLES FROM INCLUSION NEWS. ALL WE ASK IS THAT YOU CALL OR FAX US AND LET US KNOW WHAT YOU ARE USING - AND IN WHAT PUBLICATION. WE WOULD ALSO APPRECIATE A COPY OF THE FINISHED PRODUCT FOR OUR FILES. IF YOU WANT TO REPRINT SOMETHING IN A PUBLICATION THAT WILL BE SOLD, PLEASE CONTACT US DIRECTLY. ENJOY.

For Inclusion News in bulk, call us at 416-658-5363 or fax 416-658-5067

Where we will be...

Key Workshops & Events 1996-97 - partial list...

January 1996 in Vancouver, British Columbia

• **Advanced Creative Facilitator** with John O'Brien Jan. 8, 9, 10

• **Creative Facilitator Course** - Jan. 15, 16, 17
Contact **Joanne Proctor**: ph. 604-856-3278 fax 604-856-3202

March in Yellowknife, NWT.

• **Creative Facilitator Course**
March 26-30, 1996

Contact: **Ellie Elliott** fax 403-873-0338

May in England

• **Creative Facilitator Course**

May 16-18, 1996 - Oldham

May 20-24, 1996 - Nottingham

Contact: **Gerv Leyden** 011-44-115-951-5324

June 17-18

• **Pittsburgh Education Conference**

June 19-22 (Dallas, Texas)

1996 Southwest Institute for Inclusive Schools

Contact: **Sharon Dubner** ph. 214-231-6301 fax 214-231-3642

July 7-13, 1996 - Toronto

• **The First Annual Toronto Summer Institute on Inclusion, Community and Diversity**

Sept. 24-28, 1996 - Nelson, B.C.

• **Creative Facilitator Course**

Contact: **Rod Johnston** fax 604-354-4833

Oct. 17, 18, 19

• **Idaho Parent Conference** and

• **Creative Facilitator Work**

Contact: **Liz Jenkins** fax 208-342-1408

Oct. 30, 31, Nov. 1, 2

• **The Fifth Annual Creative Facilitator Course in Toronto**

November 20-23 1996

• **Don't Miss TASH's Annual Conference** in New Orleans, Louisiana

*If you don't know
where you are going,
then any way will do!*

Lewis Carroll

SAMIDEANOJ

Samideano is an Esperanto word meaning "persons sharing the same ideas or ideals" or "fellow thinkers." Esperantists (people who speak the international language Esperanto) often refer to one another as "samideanoj."

We hope readers of Inclusion News will contact our SAMIDEANOJ when they travel outside of North America. We do not list our North American samideanoj as fortunately they are too plentiful to list.

Australia and New Zealand

* **QPPD** in Brisbane, Queensland, Australia.

Jan Dyke, Pam Watson & Celia Baker.

Fax: 61-7-368-3004 Tel: 7-369-2498

* **Auckland College of Education, Ray Murray**, School of Special Education

Fax: 64-9-638-6176 Tel: 64-9-638-7009

* **Wellington, New Zealand - IHC National Office - Sue Gates**

Fax: 64-4-4720 Tel: 64-722-247

* **Te Ripowai Higgins**, Victoria University, Wellington, New Zealand - Te Tari Maori

Fax: 64-4-495-5243 Tel: 64-4-471-5341

* **Network Magazine, Levin, New Zealand - Ken Gibbons**

Fax: 64-6-368-7131 Tel: 64-6-368-3645

Britain

* **Centre for Studies in Integration in Education (CSIE) Mark Vaughan and Linda Shaw**

Fax: 44-81-452-6898 Tel: 44-81-452-8642

* **Pete Richie** in Edinburgh

Tel: 44-31-538-7717

Fax: 44-31-538-7719

* **Gerv Leyden**

Psychology Dept., Univ. of Nottingham

Fax: 44-115-951-5324

Tel: 44-115-951-5305

* **Kenn Jupp & Kevin Reeves**

Inclusion Press Int'l - UK Division

4 Beeston Grove, Davenport,

Stockport SK3 8LW

Tel: 61-483-7348 CompuServe: 100117,3112

Kenn can also be reached at **NEIGHBORS**

in New Jersey: 908-359-2281

**Inclusion is Simple:
But it is NOT EASY!**

Pearpoint/Forest



Recommended Reading

- **ASCD - Education Leadership Magazine**: 1250 Pitt St., Alexandria, Virginia 22314-9718 Tel: 703-549-9110 ext. 405
- **Block, Peter, Stewardship**. San Francisco: Berritt Koehler 1993.
- **Covey, S.R. The Seven Habits of Highly Effective People & First Things First** Simon and Schuster, N.Y. 1989 & 1994
- **DeBono, Six Thinking Hats**. Little Brown. N.Y. 1986
- **De Pree, Max. Leadership is an Art**. Doubleday. N.Y.
- **Dryden, Gordon & Jeannette Vos: The Learning Revolution**. Profile Books, Auckland, NZ 1993
- **Jupp, Kenn: Everyone Belongs & Living a Full Life**, Souvenir Press, Human Horizon Series, 43, Great Russel St. London, England, WC1B 3PA Fax 071-580-5064
- **Kozol, Johathan. Savage Inequalities**. Crown Publishing, NY 1991
- **Marsh, Nick. The All Star Company**. Inclusion Press, Toronto, 1994)

Inclusion News totally and completely endorses the use of facilitated communication and this statement of the Autism National Committee.

Principles of the Autism National Committee

As a member of the Autism National Committee I endorse for all people with autism, pervasive developmental disorders, and related disabilities the development of appropriate community services, including education, residences, jobs/job training programs, and of individually appropriate and adequate support services in all locations for both individuals and their family members; state-of-the-art communication options for all individuals with unique communicative and social needs; of adequate supports to every family to assist them in maintaining their disabled family member in their home at least throughout the childhood and adolescent years; and the dissemination of available knowledge of those aspects of the disability requiring special support and understanding; the promotion of research to provide parents and professionals with greater insight into the unique needs of individuals with autism and related disabilities; and the use, development, and promotion of positive, respectful approaches for teaching in every aspect of life.

Moreover, I oppose the use of institutions to separate people from their communities, and deprive them of dignity, freedom and the level of independence they can achieve in supportive community living; the use of procedures involving pain, humiliation, deprivation, and dangerous drugs as a means to alter and control the individuals behavior; the increasing use of a bizarre technology to control self-injurious and aggressive behavior; the widespread ignorance of the basic social and communicative needs of people with autism; and the widespread disregard for individual's unique, basic and human needs. I object to programs which disregard the skills, preferences and basic human needs of the people they serve, and I believe that there is no longer need or any justification for using painful and abusive procedures.

*The Autism National Committee
12943 Addison Street,
Sherman Oaks, CA 91423 Tel: 818-783-2917*

**Life is either a daring adventure or nothing.
Security does not exist in nature nor do the
children of men as a whole experience it.**

**Avoiding danger is no safer in
the long run than exposure.**

Helen Keller

• **Owen, Harrison. Open Space Technology**. 7808 River Falls Drive, Potomac, MD, 20854

• **McKnight, John. The Careless Society: Community and its Counterparts**. Basic Books, HarperCollins Publishers. 1995.

• **McKnight, John. Building Communities from the Inside Out**. ACTA Publications, 1-800-397-2282 (\$16.50/copy)

• **Paley, Vivian Gussin. You Can't Say You Can't Play**. Harvard Univ. Press, Cambridge, MA. 1992.

• **Sarason, S. The Predictable Failure of Educational Reform**. San Francisco: Jossey-Bass

• **Senge, Peter. The Fifth Discipline**. N.Y. Doubleday

• **Sibbit, David. I See What You Mean, Fundamentals of Graphic Language, Graphic Guides, Inc.** 832 Folsom St. Suite 810, San Francisco, CA. 94107 Fax: 415-543-2021

• **Von Oech, Roger. Whack on the Side of the Head; Kick in the Seat of the Pants**. Warner Books, 1992

Courses & Workshops...

the CREATIVE FACILITATOR

(for Inclusive Community)

5th Annual

with
Marsha Forest
Jack Pearpoint
with **Judith Snow**

Enrollment limited Teams Welcome
A four day hands on course to practice Circles, MAPs, PATH, Solution Circles, Graphic Recording & Process Facilitation.

Oct. 30-Nov. 2, 1996 in Toronto

Cheques to: Pearpoint Forest Services

Information: **Centre for Integrated Education & Community**
24 Thome Cres., Toronto M6H 2S5
Tel: 416-658-5363 Fax: 416-658-5067

What people are saying about the Creative Facilitator workshops:

The most frequent comments about our recent workshops really please us. The most frequent words all start with the letter R -- refreshing, reinforcing, reaffirming, revitalized, re-motivated, renewed, re-energized, rejuvenated. People feel challenged, yet supported and not judged. They say they enjoy the warm and caring atmosphere and are going home more creative in their

thinking. Participants report they feel inspired and energized and have actual tools they can start using immediately not only at work but in their personal lives. One person wrote "I am leaving this event with a bag of tools not only for my workplace but tools for my life."

Many participants feel the workshop helped them rediscovered their gifts and dreams and by actually doing a PATH they have an actual plan of action that directs their vision and actions more clearly.

For information on organizing PATH Workshops or Creative Facilitator Events, call or fax us.

It's In Every One of US

It's in Every One of US is truly a celebration of diversity. This unforgettable five minute video blends the heartwarming images of the global family with music and lyrics by David Pomeranz that celebrate the wisdom within us all.

Enchanting to both children and adults this video serves as a loving reminder and effective tool for bringing people closer together.

Produced and directed by Werner Kruten.

For info: New Era Media, Box 410685-W, 425 Alabama St, San Francisco, CA. 94141-0685.
tel: 415-863-3555 800-727-0009 Fax: 415-864-54375

This is a perfect example of all of us learning to share resources with one another. We believe all the tools for building diversity are out there in abundance. We however need to tell one another where to get the good materials that really touch people at the heart level. If you hear, see, read something that you really like let us at Inclusion Press know and we will pass on the news to our readers.

It's In Every One of Us David Pomeranz

It's in every one of us
To be wise.

Find your heart, Open up both your eyes.

We can all know everything
Without ever knowing why.

It's in every one of us
By and by.

It's in every one of us --
I just remembered.

It's like I've been sleeping for years.

I'm not awake as I can be,
But my seeing's better --
I can see through the tears.

I've been realizing that
I bought this ticket,

And watching only half of the show.

But there's scenery and lights
And a cast of thousands

Who all know what I know --
And it's good That is so.

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Inclusion Press was thrilled to receive an order form Arkansas for 35 copies of With a Little Help From My Friends Video to give to every school in the districts near Little Rock. Wow! That is commitment. Call us if you want information on bulk copies of any of our materials for your schools or human service organizations.

Announcing

July 1996



Action for Inclusion

The TORONTO Summer Institute
ON
Inclusion, Community & Diversity

July 6 - July 13, 1996

Hosts for the Learning Community:

- John McKnight
- John OBrien
- Marsha Forest
- Jack Pearpoint
- Judith Snow
- Shafik Abu-Tahir
- Budd Hall

Come; be a Co-Thinker: Create an Extraordinary Learning Community
Inclusion is NOT up for debate!

This is for current and future leaders who are struggling with "How To"...

Organized by:

Inclusion Press; Centre for Integrated Education & Community
Dept. of Adult Education & the Transformative Learning Centre (TLC) for at OISE/Univ of Toronto

Limited Enrollment

For information Contact:
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Centre for Integrated Education and Community
24 Thome Cres.
Toronto, ONT. M6H 2S5
Tel: 416-658-5363
Fax: 416-658-5067
CompuServe: Jack Pearpoint 74640,1124

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A four day workshop on changing the way services and supports are configured so that people can live valued lives in the community.

Dates: May 15-19, 1996

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Tel: 61-7-289-2989

55,000 copies of Inclusion News Printed!

Believe it or not we have distributed 50,000 copies of the 1995 Inclusion News around the globe. This is amazing to us! Most of this is done by friends and organizations who purchase inclusion news from us for the cost of printing and shipping and then send it out to their constituents. We make no profit on inclusion news. We simply hope to cover our costs. Our time is donated. It is truly a labour of love. So we hope you will help us spread the news by ordering bulk for courses, conferences, workshops, your mailing lists, friends etc. Call or fax us re one copy or 10,000. We hope we can beat our own record in 1996.

Those who are enamoured of practice without science are like a pilot who goes into a ship without rudder or compass and never has any certainty where he is going. Practice should always be based upon a sound knowledge of theory.

(Leonardo da Vinci)

Visit us on our NEW Web Page: <http://inclusion.com>

Don't Defend Inclusion; Make Others Defend Segregation

INCLUSION PRESS

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Web Page: <http://inclusion.com>
Publishers: Jack Pearpoint & Marsha Forest



INCLUSION VIDEOS

"To see it is to believe it!"



New MAPS Training Video

SHAFIK'S MAP

Prod: Inclusion Press & Parashoot
MAPS Team: Shafik Abu Tahir, Shina, Bahiya, Jack & Marsha
Review by Lynn Kocot, Learning Consultant, N.J.

Shafik's MAP is a powerful training video and a must for school systems. It is an excellent tool for teacher in-service particularly with those dealing with inclusion of students having academic and behavioral difficulty. The video will give insight to the teacher as to the importance of recognizing what is going on behind the scenes in the family life of the child. It shows how important it is to involve the family and friends of the family in developing a plan of action.

Shafik's MAP is also an excellent resource for administrators, guidance counselors and anyone involved in a holistic assessment of a student having difficulty. It recognizes the need for real quality planning time thus enabling teachers, staff, administrators and family to come to real and meaningful decisions that will last over time. I highly recommend this video.

This videotape production was financed in part by the Minnesota Governor's Council on Developmental Disabilities under the provisions of Public Law 103-230. Content of this videotape does not necessarily reflect the position or policy of the Minnesota Governor's Council on Developmental Disabilities or the Minnesota Department of Administration (July 7, 1995).



Shafik's MAPs process is powerful, informative, and enlightening. The process of future planning through MAPs is portrayed as a powerful tool of community building and sharing vision around a focus person or issue/concern.
Richard Rosenberg, LA, CA

PATH Training Video

Introduction to Path

Prod: Inclusion Press & Parashoot
Exciting, creative, colorful futures planning tool.
Jack & Marsha demonstrate 8 steps with an individual and his family. An excellent introduction - linked to the PATH book (35 min)

The PATH Training Video

John O'Brien, Jack Pearpoint and Marsha Forest are known innovators in the field of inclusion of individuals with challenges in community. The development and conception of PATH is yet another tool for building better communities, organizations, schools and families. PATH is a powerful tool for acceptance and empowerment. It is outlined with clarity and sensitivity in the PATH workbook and Training video. The combination of graphic recording and verbal facilitation within the context of an achieved future results in an entirely new and powerful planning process. Those seeking to work toward building diversity in any organization will be well advised to consider PATH. It is a major addition to the growing body of materials and approaches which support the movement to inclusion of all in the community.

Gary Bunch is a Professor at York University and is the Research Fellow for the Center.



Inclusion Press is a small independent press striving to produce readable, accessible, user-friendly books and resources about full inclusion in school, work, and community.
Our books are excellent resources for courses and conferences. Write/call for information re bulk rates for schools and voluntary/advocacy organizations. Inclusion Press can recommend packets of materials for your conferences, workshops, staff-development and events.



Friendship: It's About Time

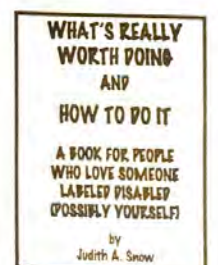
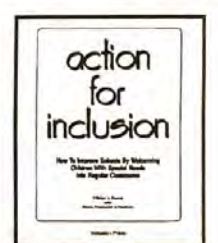
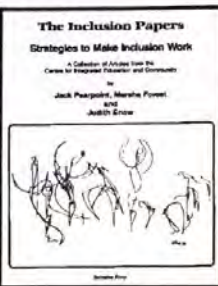
Produced by Vision TV
Executive Producer: Rita Deverell
Producer: Sadia Zaman

REVIEWED by Ray Murray, Assoc. Dean of the Centre for Special Education, Auckland College of Education, New Zealand
This outstanding 27 minute video is truly inspirational. "Maintaining friendship over time is hard work," says Rita Deverell in the program. We can all probably relate to the truth of this statement. This video shows three friends Marsha Forest, Jack Pearpoint and Judith Snow talking about the unique bonds that have kept them together over 16 years and through several serious life crisis. This particular friendship is very ordinary and simultaneously extraordinary as one of the friends is labeled severely disabled.

The need for friendship and the degree of intimacy associated with it is a major issue that has driven the inclusive education and community movement. Friendship or social networking is one means of ensuring that people with disabilities do not feel alienated, isolated or rejected but esteemed, valued and included in the community. As the three friends discuss their relationship with honesty and frankness we learn much about this particular relationship and friendship in general. We learn that friendship involves trust, mutual respect and love and that friendship is a strange mixture of independence, dependence and interdependence.

You will not fail to be deeply moved if you watch this video.

The two books *From Behind the Piano* by Jack Pearpoint and *What's Really Worth Doing* by Judith Snow are the perfect compliment to the tape. We use the books in our courses and they always prove to be popular and thought provoking epics.



Kids Belong Together
Prod: People First Association of Lethbridge, Alberta
Featuring Patrick Mackan - a celebration of friendship and joy - MAPS in action.

With a Little Help From My Friends
Prod: M. Forest & G. Flynn
The basics of creating schools where all kids belong and learn together. Hands on strategies - MAPS & Circles of Friends.

Friends of ...Clubs
Producers: Oregon Dept. of Education & University of Oregon
A beautiful 15 minute story about creating community partnerships. Friends, friends, friends - the spark of life.

Miller's MAP
Producers: Expectations Unltd & Inclusion Press
Children, parents, neighbors and professionals make inclusion happen - team facilitation and graphics in a MAP.

Together We're Better
Staff Development Kit for Inclusion
Producer: Comforty Media Concepts
Set of 3 videos - 2.5 hrs (3 tapes) of Marsha Forest, Jack Pearpoint & Judith Snow taped live in Chicago. Inclusion Strategies, MAPS, PATH & CIRCLES introduced. Great overview

PATH Demonstration
Producer: U. of Dayton, Inclusion Press
60 minute Path with a group of educators and parents. An excellent video to follow the Path Training Video.

Dream Catchers
Producer: Institute on Disability, NH
New 16 minute video about dreams and circles of friends. Beautiful images, personal stories, images of the future. An inspiration.

Interdependence
Producer: World Interdependence Fund
48 min. video about teenagers discovering power in themselves. Powerful youth - cooperative learning. An inspiration.

New Books! New Videos!

The All Star Company
 People, Performance, Profit
 Nick Marsh
 An exciting book about organizational transformation and change. The All Star metaphor is about legendary performance and dedication to constant improvement in your organization - for the amazement and delight of all audiences. Five Facets: Destiny-Vision, Ringmastery-Leadership; Encore-Marketplace; All Star Cast-People; Making a Difference-Values!

What's Really Worth Doing
 & How To DO IT!
 by Judith Snow
 A book for people who love someone labeled disabled - possibly yourself. "This is a book of wisdom - and invitation to the dance of life."
 John McKnight

Path: 2nd Edition
 Planning Possible Positive Futures
 Pearpoint, O'Brien, Forest
 A guide to exciting, creative, colorful futures planning for families, organizations and schools to build caring "including" places to live, work & learn. Graphics unleash capacity. Path - an eight step problem solving approach involving dreaming and thinking backwards. Color graphic included!

All My Life's a Circle
 Using the Tools: Circles, MAPS & PATH
 M. Falvey, M. Forest, J. Pearpoint & R. Rosenberg
 All you wanted know about Circles, MAPS and PATH in a brand new short collaborative booklet.

Lessons for Inclusion
 Curriculum to Build Caring
 Elementary Classrooms
 Inst. on Disability, Univ. of Minnesota
 Step by step - day to day in elementary classrooms. Outstanding collection of curriculum ideas proven in real classrooms with real children in Minnesota.

The Inclusion Papers
 Strategies to Make Inclusion Happen
 Jack Pearpoint & Marsha Forest
 Practical, down to earth and sensible. Perfect for conferences, courses and workshops. Circles of Friends, MAPS, articles about drop-outs, kids at risk, Medical School course and more... graphics, poetry, overheads...

Action for Inclusion
 by O'Brien and Forest with Pearpoint, Snow & Hasbury
 Over 15,000 copies distributed - "A down to earth blueprint of what 21st century education ought to be doing for all kids in regular classrooms. Modest but powerful strategies for making it happen in a jargon-free, step-by-step book."
 Herb Lovett, Boston
 L'Intégration en Action: Maintenant disponible en Français

Changes in Latitude/Attitude
 Institute on Disability, NH
 The Role of the Inclusion Facilitator - beautifully presented - the experience and wisdom of inclusion facilitators in New Hampshire.

From Behind the Piano
 Building Judith Snow's Unique Circle of Friends
 by Jack Pearpoint Afterward: John O'Brien
 Judith Snow went from an institution to a full life travelling around the world. This is an inspiring story of friendship, courage and change. This is the "unexpurgated" truth about the origin of the Joshua committee - the Circle of Support.

Inclusion Exclusion Poster
 by Jack Pearpoint
 A vibrant eye catching 18" X 24" graphic poster exploring the why behind Inclusion and Exclusion.

Inclusion News
 The Center's independent annual newspaper with articles and resources you need to keep you fully included. Bulk order for conferences, school systems, human service organizations. Get it!

Visit our NEW Web Page: <http://inclusion.com>

Don't Pass Me By: Writing from the Street

Gary Bunch
 Writings from "street kids" who have overcome illiteracy - kids labelled "bad, sad, mad and can't add". Describes Beat the Street - a program for and by street kids.

Reflections on Inclusive Education

Patrick Mackan C.R.
 Stories and reflections—one for each week of the year. Perfect to read aloud: to your family, assemblies, classrooms, church. Excellent for assemblies, discussion, "starters" for a meeting.

The Whole Community Catalogue

editor: D. Wetherow
 Indispensable guide for building communities and supporting inclusion. Beautifully organized, chock full of ideas, quotes, resources.



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Path Workbook - 2nd Edition	\$12 + \$3/copy shipping		_____	_____
Planning Possible Positive Futures			_____	_____
The All Star Company	\$25 + \$3/ copy shipping		_____	_____
Creative Organizational Transformation			_____	_____
Lessons for Inclusion	\$12 + \$3/ copy shipping		_____	_____
Curriculum Ideas for Inclusion in Elementary Schools			_____	_____
What's Really Worth Doing	\$12 + \$3/copy shipping		_____	_____
Judith Snow's new Book on Circles			_____	_____
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Building Circles of Friends			_____	_____
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Great Resource Catalogue - Indispensable			_____	_____
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Dream Catchers	\$55 + \$5 shipping		_____	_____
Dreams & Circles			_____	_____
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Friends, friends, friends			_____	_____
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Miller's MAP - MAPS in Action	\$55 + \$5 shipping		_____	_____
With a Little Help from My Friends	\$55 + \$5 shipping		_____	_____
The Classic on Circles & MAPS			_____	_____
Kids Belong Together MAPS & Circles	\$55 + \$5 shipping		_____	_____
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Staff Development Kit (3 videos)			_____	_____

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 See You at the Toronto Summer Institute: July 6-13, 1996 - see page 22
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