

**Proceedings of the Diversity Marketplace  
Toronto, Canada  
August 14-16, 1993**

# **DIVERSITY INCLUSION**



**INCLUSION PRESS**



### **Dedication**

**This book - the working papers of our three days together  
is humbly dedicated to the many pioneers who preceded us.**

**Some are named here, but there are so many  
who have been with us in spirit,  
and could not be here today.**

**To their perseverance and spirit,  
we dedicate this book**

**Rosemary Dybwad  
Father Pat Mackan  
dian marino  
and many more...**



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## INTRODUCTION

The Diversity Gathering was called to bring together friends, co-workers, colleagues, and fellow warriors working to eradicate all segregation and create inclusive communities. The people who came were the right people (although we missed some of you who could not come but wanted to). We were a very diverse group of people from 13 US. states, 3 provinces, and 4 countries. We ranged from 13 to 84 years of age. This was a truly great experience; an opportunity to get support from old and new friends, clarify our mission, and move forward on our agenda of changing the world to a more caring and inclusive world.

This notebook contains descriptions of the meeting that were convened during the Diversity Gathering. These descriptions are un-edited and were completed by various participants. Our effort to publish these notes was to capture the essence and spirit of our conversations.

We opened this Gathering with the presentation our friend and the extremely talented resident artist, Ron Satok. Ron is a renowned artist who has been using his talent to produce impressive and significant works of art. Because of his talent and his ability to use his whole self in his work, the fact that he is blind does not in any way impair his work. He created for those of us gathered here a remarkable opening consisting of words, music, dance, drawing, and painting leading to our connections to each other and to others throughout the world. At the close of the Gathering, the mural that Ron created was cut into puzzle pieces and divided up between each of the participants to be brought and pieced together again at our next Diversity Gathering.

We must also take the time to thank all the organizers of this years Diversity Gathering. Especially a very big thank you and hug for our dear friends Marsha, Jack, and Judith. You three, in organizing this Gathering, have extended yourselves in a way that allows us to be together this week-end and create what was created. We love you and want to thank your gracious hospitality and all your efforts.

In the spirit of creating new unions, bonds, and friendships; and in sharing the responsibility to carry on this Gathering, we are announcing the second Diversity Gathering.

Mary Falvey & Jeff Strully - on behalf of the 1995

Conveynors

### **Diversity Gathering:** **A Think Tank on Creating Inclusive** **Schools and Communities**

**Martin Luther King's Birthday Week-end**  
**January, 1995**  
**Los Angeles, California**

**Local Organizers: Mary Falvey, Richard Rosenberg,**  
**Cindy Strully, & Jeff Strully**

**See you all in Los Angeles in 1995!!!!!!**



# **A NEW UNITED NATIONS DECLARATION AND THE DIVERSITY GATHERING 1993 CALL FOR FULL INCLUSION**

**DIVERSITY GATHERING  
TORONTO, CANADA  
1993**

On June 25, 1993 the Second World Conference on Human Rights adopted the Vienna Declaration and Programme of Action. The participants of the internationally attended First Diversity Gathering iterate and support the following sections taken from this Declaration as vital significance in securing inclusion of all children and young adults in all schools and in society. Some sections which have been edited to better explain the Inclusion Movement.

## **Definition of Rights**

All human rights derive from the dignity and worth inherent in the human person and is the central subject of human rights and fundamental freedoms, and consequently should be the principal beneficiary and should participate actively in the realization of these rights and freedoms.

Human Rights and fundamental freedoms are the birthright of all human beings and promotion is the first responsibility of Governments.

All human rights are universal, indivisible and inter-dependent and inter-related. The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of states, regardless of their political, economic, and cultural systems, to promote and protect all human rights and fundamental freedoms.

## **Self-Determination**

All peoples have the right of self-determination, and must be provided with the necessary support in order to actualize this right. By virtue of that right they freely determine their potential status, and freely determine their political status, and freely pursue their economic, social, and cultural development.

## **Democracy**

Democracy, development and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing. Democracy is based on the freely expressed will of the people to determine their own political, economic, social and cultural systems and their full participation in all aspects of their lives.



### **Schools and Education**

All children and young adults have the right to an education in their age appropriate neighborhood schools alongside their neighborhood peers, while receiving the necessary supports to be effective participants. Every child and young adult is treated and valued as a member of their school and community.

### **Poverty**

The existence of widespread extreme poverty inhibits the full and effective enjoyment of human rights; its immediate alleviation and eventual elimination must remain a high priority for the international community.

### **Racism and Xenophobia**

Respect for human rights and for fundamental freedoms without distinction of any kind is a fundamental rule of international human rights law. The speedy and comprehensive elimination of all forms of racism and racial discrimination, xenophobia and related intolerance is a priority task for the international community. Governments should take effective measures to prevent and combat them.

### **Rights of People with Disability Labels**

All human rights and fundamental freedoms are universal and thus unreservedly include persons with disabilities. Every person is born equal and has the same rights to life and welfare, education, work, and living and active participation in all aspects of society. All people shall be seen for their individual strengths and gifts.

### **Social Support for Vulnerable Groups**

States have an obligation to create and maintain adequate means at the national level, in particular in the fields of education, health and social support, for the promotion and protection of the rights of persons in vulnerable sectors of their populations and to ensure the participation of those among them who are interested in finding a solution to their own problems.

Every person shall be treated with respect and dignity, including within the context of any "treatments." No interventions/interactions shall humiliate or degrade anyone in the name of education, treatment, punishment, or for any other reason. No person shall be involved in human experimentation without their expressed and informed consent.



## 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 innocent, 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 is from the tape *Starting Small* - Bob Blue and Friends - for copies of the recording send \$10 to Bob Blue 54 Walnut Street, Apt. B2, Waltham, Ma. 02154 Bob Blue dedicates the song to children, "and to the rest of us who have come so far and have such a long way to go."



# The Reason for This Book





## Topic: **All Kids Need Families**

Participants: Becky Till, Linda Till, Kathy Wisniewski, Carmen Alvarez, Pat Worth, Janice Wilcox, Yvonne Bergmans, Faye Svingen, Alan Berger, Tracy LeQuyere.

The focus of this session centred on the need to broaden our understanding of the things which we believe and value. Becky challenged us to:

1. View institutionalization as **homelessness**.
2. To understand that the most important thing is to be **hugged - to love and to be loved** in concrete ways.
3. To realize that you cannot have school without family, and conversely that you cannot have family without school.

These opening challenges drove a discussion which focused on several related issues that many people were struggling with, including:

1. How to get adults to understand the value of acceptance and belonging, and to build upon the inherent capacity of children to consistently demonstrate these values.
2. How to get people to focus on abilities versus deficits.
3. How to ensure **truly informed** and meaningful participation of families in events affecting their family members.
4. Avoiding the "sentencing" of children to the punitive impacts they often experience from systems/services professing to help.
5. To ensure that societal structures consciously value children and attempt to meaningfully include all children.
6. How to find the **belovedness** in the hearts of community members and people in power, and to enable people to see that the kids and their families can be a "light" in our community .

The underlying conviction behind all of the issues discussed is the principle that **all kids belong at the heart of family and community**, that **exclusion** to any degree and at any point in a child's life **creates profound damage** at the level of the child, the family and the community. Furthermore, it is the very **children** who need additional supports who actually **carry the dream** of a world that is more cooperative, more intimate, and more creative. We need to...

1. Carry these beliefs in our hearts, and let those beliefs guide our mental/emotional states;
2. Express them in our relationships with our children, with friends and neighbours and with each other;
3. Convey these principles in our relations with the larger community; and
4. Find ways instill these principles into broader social structures





Thanks to Martha Park



# **The Myth of Mental Retardation**

## **Issues Discussed:**

- Facilitated communication is not facilitated communicating, but rather an interaction between people
- Mental retardation does not exist
- A professional in Australia was video taped saying: *"I find that very difficult to believe...the probability of getting somebody like that to do the things that are claimed. It's just beyond belief."* (ABC, Prime Time)
- IQ notion is an unbelievably
- AAMR has developed a new definition of mental retardation that is more enlightened, although it still assumes that testing in the traditional sense
- Some people, e.g., Sarason, Bogdan, Taylor, Blatt, have been saying that mental retardation, but generally they were not taken seriously
- Even people who are being facilitated still live lonely lives in poverty
- The importance of the self-advocacy movement to create positive change is unlimited. Self-advocates will cause change;
- Movement disorder issue - maybe all of this is just a movement disorder
- Abilities and disabilities -- individual differences- but moving toward diversity of capacities -- C. Burt- standards;
- Challenging behaviors are possibly movement disorders.
- We need to listen to people- open the door wide to help people communicate;
- Educators need to be open to new ways of thinking and doing - exchanging practice
- How the label impacts differential standards of what we expect and accept of people with those labels e.g., children within a family treated differently.
- What are the words---what is the verb--how to get it -- what are the labels
- How to choose power -- equally-- doers and watchers in schools -- pursue this discussion in the session on Saturday morning on Service/self-interest;
- We need to spell out the opposite side; how to think about this holistic;
- Power within -- power within each of us;



- The belief of human potential - we know that it is not the same as not being there.
- People thoughts:
  - \* if we can't measure it, its assumed it isn't there
  - \* if we don't have the machinery to measure it , we assume it isn't there
  - \* universal declaration of human rights MUST be taught in our teacher training programs
  - \* who defines the questions
  - \* Nay - sayers take our energy away; talking about all of us in this struggle
  - \* universal boat theory
  - \* don't compromise principles
  - \* What don't you understand about ALL
  - \* There is no "they"
  - \* Learning disabilities: in different environments the child's label goes from disability to gifted - different learning environment; expectations; respect for the behavior
  - \* the history of gays and lesbians is related to our struggles and we need to acknowledge
  - \* We need to develop a language to communicate - watch out for invented language
  - \* testing---what are we doing with it that is helpful to kids
  - \* how we treat all children-literature on babies
  - \* seeing within ourselves the behaviors in others that we want to reject
  - \* this is basic struggle within each of us



\* Jay Klein read the following:

### **Eve's Thoughts**

"You poll? Asked if I popping out of dependent living wanted. Yes and No. I do and I don't. Because it would be toll taking of people I live with now. People I love but they couldn't move with me. I have lots of analyzing to do of options but I can't laser beam sharp cut into the tangle. I am a caterpillar inside who lots could butterfly metamorphous into. But the cocoon is warm. I long to fly. But I also long to hibernate. Options you are able to give. But am I able to take I dearly don't know. Joy I got in hearing about jolly and happy endings to options of other of your friends. I will tip the balance in saying. I want a happy ending too. Poll? Is only who will live with me?"

*Eve at the Citizenship School of New Hampshire Free Expression Now course  
August 13, 1993 in response to whether she wanted her own home.*

\* Long time for "us" to trust /

• Meeting was brought to a close.

The following five page of overhead were used in this presentation....



# History of Catatonia

1874 Kahlbaum  
describes/names catatonia

1905 Kraepelin includes  
catatonia in deteriorating  
psychoses "dementia  
praecox"

1912 Bleuler renames it as  
schizophrenia-includes  
catatonia as a form of  
schizophrenia

1912-1960 rise of Freudian  
psychology - seen as a  
"disorder of the will.

"Catatonia was an  
embarrasment"[Morrison]

1950's Introduction of "social"  
(institutional dimension)  
Also first  
psychopharmacological  
treatments

1960's Tardive Dyskinesia -  
movement disorder  
regarded as side effect

1943 Kanner "inborn  
disturbance of affective  
contact"

1945-1965 Schizophrenogenic  
notions

1960-75 Rise of behavioral  
model -helped teach but not  
explain disorder of autism

1970'-80's Movement disorder  
noted but often ignored or  
seen as an oddity or as  
TD; not noted as german to  
behavior challenges

1990 FC in Harvard Review

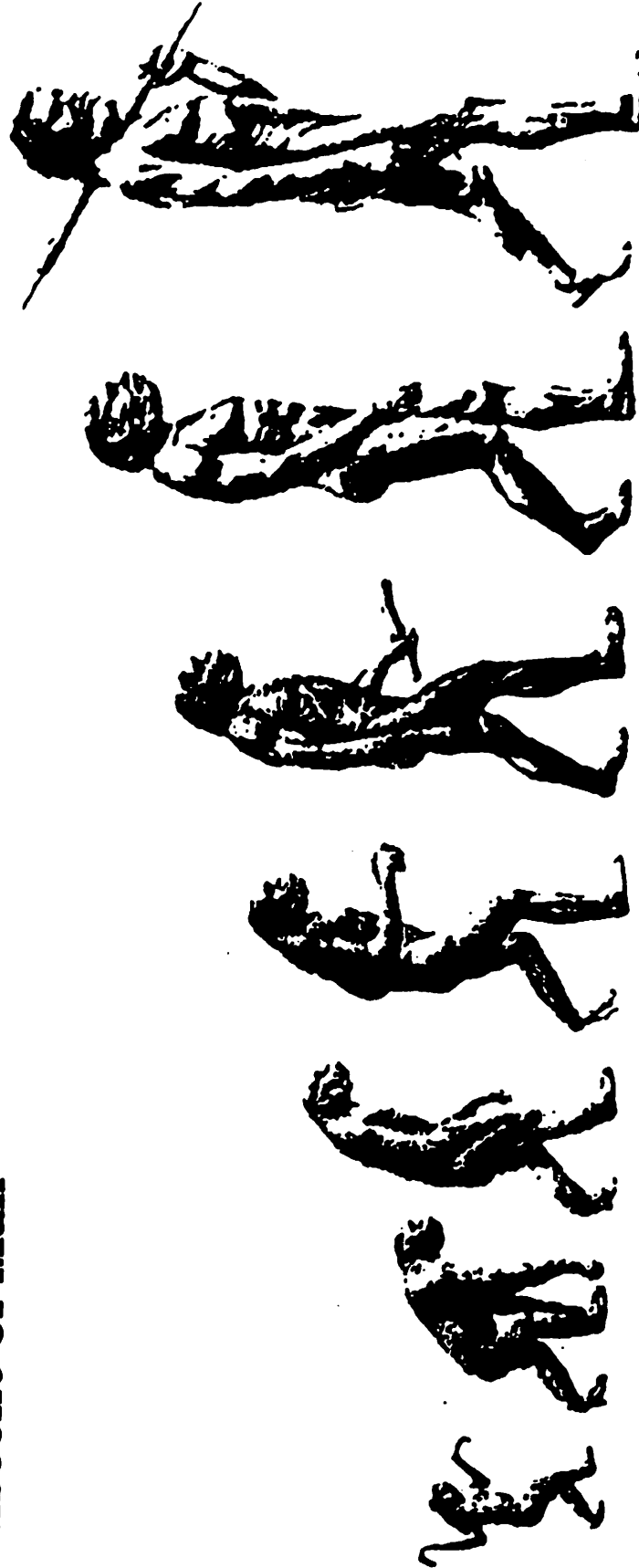
1992- beyond ?  
Accommodations to  
movement disorder seen as  
assistive to individuals with  
behavior challenges

Movement disorder  
investigations help explain  
autism.

A Dussella (1942)



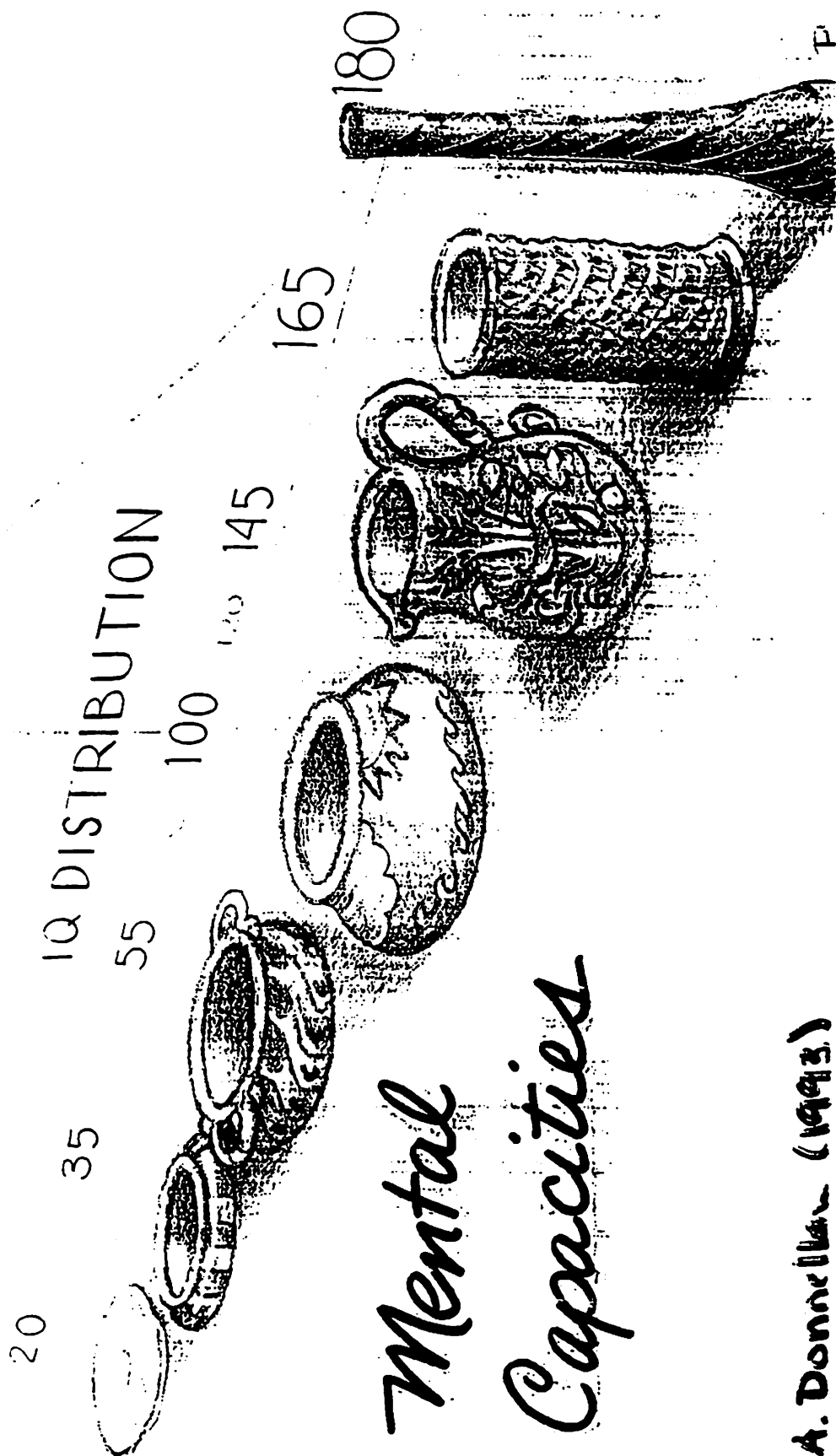
**"Ascent of Man"**



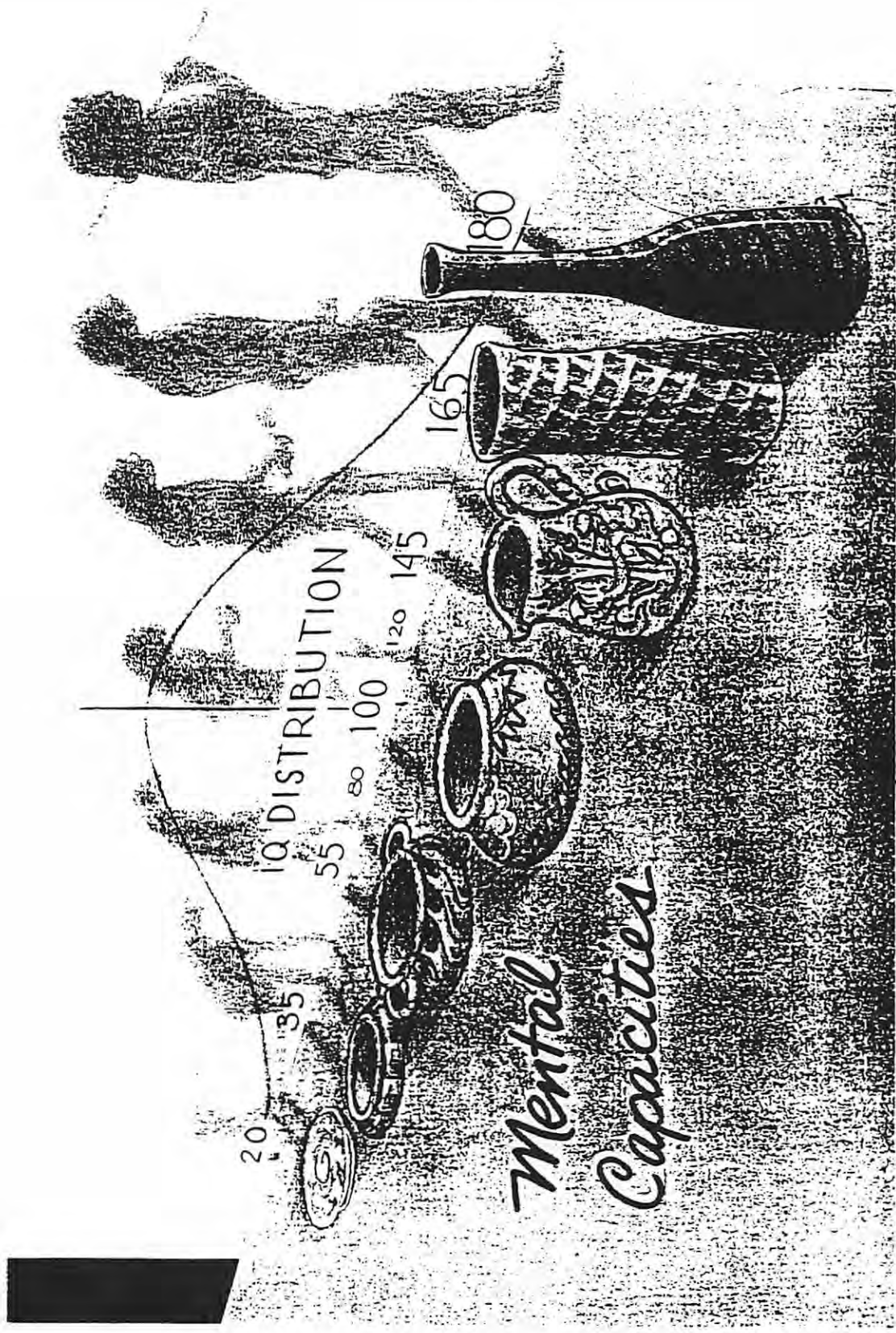
**"Ladder of Progress"**

**A. Darnell (1993)**





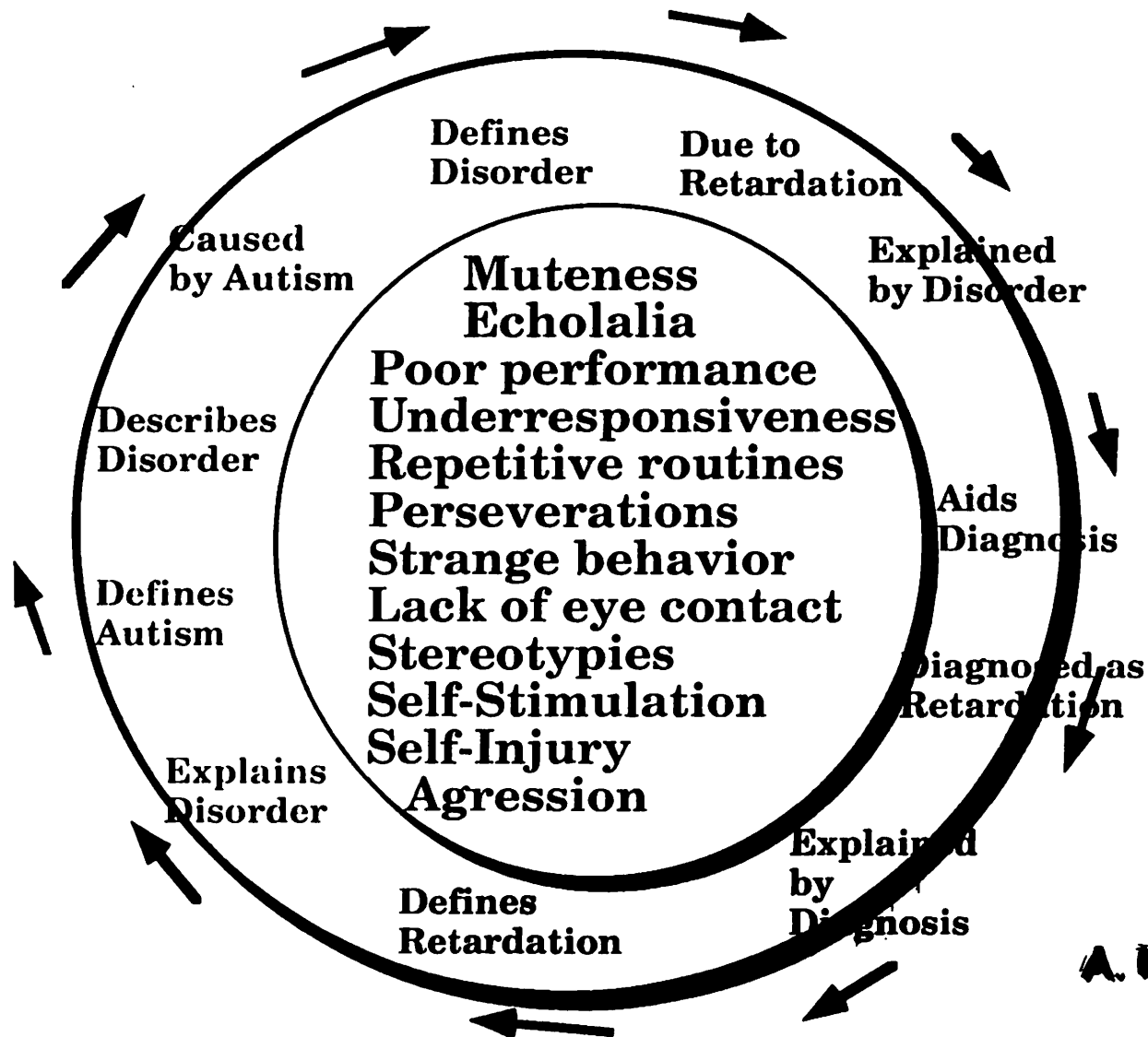




A. Donnellan (1993)



*Real*  
The Movement Disorder:



A. Donnellan  
(1993)



## **Helping Communities Understand and Value Differences**

**Convenor: Carmen Ramirez**

In our search for rejuvenation and renewed tenacity to the commitment of human value and diversity we feel the need to help our community understand and value the differences that each individual brings with them.

(Carmen Ramirez's Group) shared the following information:

1. Value one's own culture:  
Acknowledge the differences between one's own values to that of others.  
(networking within one's own culture)
2. Appreciating the level of understanding for each individual or community as a whole. Facilitating and educating parents and professionals in cross cultural communication through the levels of:
  - a. awareness
  - b. understanding
  - c. knowledge
3. Networking (with mainstreamed agencies)
4. Utilizing human resources



## **Building Organizations Which Support Caring And Hope.**

Charles Lusthaus  
Kenn Jupp  
Sheila Jupp  
Jim Erickson  
Carol  
Carmen  
Kathy  
David Wetherow  
Kim  
Yvonne  
Cheryl  
Susan  
Alan  
Janice  
Melinda  
Budd Hall

Good organizations start with good intentions but can end up doing terrible things to people. Why does this occur ? Why is that well intentioned people developing and working in well intentioned organizations lose heart and soul? how to do we build and renew our organizations so that they continue to care and have heart and soul?

How can we clearly articulate our goals and principles and allow for discussion. Often we get so hungup on "doing" things that we sometimes lose sight of our own goals and principles. What we need are opportunities for remembering and organizations which are flexible in their delivery. Inclusion is not merely a disability issue but should have a much broader application, taking in ALL people no matter what package they may be wrapped in. It applies to people of all races and cultures, people of both genders, people of different sexual preference, people of all ages and people of all abilities. This means that inclusion is not a minority issue but one which encompasses our total brother and sisterhood. Therefore the narrowness and undue righteousness of an organization can only serve to dilute the overall potency of what could otherwise be a combined effective force of associated groups working towards a common goal. Inclusion is a civil rights issue and because it is encompassed under a broad umbrella it means that there will be many different ways of implementing it. No one way has the monopoly on being the correct one.

As our schools begin to make a place for all children, they are discovering that they also contain people who have all types of opinions? Inclusion is not a dogma and should allow all these opinions to be aired and reviewed? We need to create a space where people can be listened to. We have to be sure to acknowledge and deal with people's anxieties about what inclusion is going to mean for them in their schools, workplaces and communities. Inclusion is simple but it is not easy. Whilst the concept itself is simple in essence, it is often difficult to implement in practice. In finding out how to live, learn and love together, we need to listen to those who are struggling to make it happen and make available to them some effective support. If we don't hear the resistance the resistance will take up our energy?

Sadly, whilst inclusion has had a major influence in many places, people working in all sorts of human services find that they have to build an independent organization outside their own State services in order to meet people's true needs. It is time that we worked out



ways in which we can assist individuals within human services to get these services to fully understand what inclusion is about and to make the change. There are three essential ingredients to remember when encouraging people in positions of power to assist in making the change from exclusion to inclusion. First there needs to be AWARENESS. If there is no awareness that a problem exists, then nothing is going to change. Secondly there needs to be COMMUNICATION. Dialogue about the difficulties and narrow lives that some people are forced to live will have to take place continually if skeptics are to be helped in cottoning on to what the fundamental paradigm shift is all about. Finally, there has to be REALITY. Those who plan and run services for others who have additional needs, must be given personal and direct experience of what it is actually like to be on the receiving end of those services which they are responsible for delivering. Most professionals are kind caring people, but many of them are totally unaware of the severe constraints that they are imposing on those whom they are paid to serve.

All over the world, most bureaucracies seem to operate around mechanisms which are designed to preserve their own power and status but have no real shared vision at the heart of what they do. In forming groups and organizations to enhance opportunities for inclusion, we have to be very clear about our declared philosophy. What do we actually mean by inclusion? What will it look like when we live in a world where inclusion is fundamental to our lives? Below is just one written statement that might be used as a foundation for inclusion.

We have an opportunity to expand our own vision/boundaries to come into connection with other groups embracing 'other' agendas. One example might be the people who are interested (and successful at) developing local economic initiatives which are: democratic, inclusive, working in harmony with the environment, and which contribute to the larger community. SHARE (in Massachusetts), the Mondragon cooperative movement (in Spain), the Mennonite SEED projects, the community circle banking system in Bangladesh, are relevant examples. All of these movements are potentially inclusive; each of them can become allies; all share a world vision which is non-exploitative, focused (but non-competitive), and honour the earth.

What other groups are our parallels? What are our natural connections in the peace movement? The movements related to recovering aboriginal culture and language? Other organizations supporting and celebrating diversity?

GOAL - For each individual, irrespective of their race, class, gender, creed, ability or sexuality, to have the same opportunities, choices and status that everyone else enjoys.

A community lifestyle which is founded upon:

Mutual Trust.....	rather than.....	Crime
Collaboration.....	rather than.....	Competition
Mutual Care & Concern.....	rather than.....	Violence & Fear
Peace.....	rather than.....	War
Mutual Respect.....	rather than.....	Prejudice & Bigotry
More Freedom of Choice.....	rather than.....	More Blind Bureaucracy

IDEAL SCENE- A community lifestyle where all children learn together from a curriculum



which gives priority to developing mutual trust, collaboration, mutual care and concern, peace, mutual respect and the responsibilities which come with the freedom of personal choice.

A community in which locks and keys have become obsolete. Where everyone works and plays together sharing the same broad goals. Where nations have learned to collaborate and invest their resources into improved health as opposed to improved defense. Where the qualities of gentleness and sensitivity have replaced the glorification of violence and aggression. Where people's rights are recognized. Where the life and health of a child is prized above cash. Where people can walk alone anywhere and at any time without fear. A world in which we are proud of our youth. Where elderly citizens are held in esteem. Where everyone is made to feel welcome and share a sense of belonging. Where we have all become empowered by the strength of our interdependence. Where people mean what they say and above all, a place where love is found.

We have some things to learn from commercial enterprises like McDonald's who have discovered how to survive by continually growing and expanding and at the same time managing to maintain the quality of their product and the high standards of the way in which it is delivered. Our movement also needs to grow in a way which ensures that inclusion is fully understood and applied without compromising any of its fundamental principles. One way of doing this could be to use the techniques of Multi Level Marketing. A rapidly expanding network can be created simply by one person who is fully conversant with the inclusion philosophy, making it their business to make three other people fully conversant with the philosophy of inclusion. Each one of these three people in turn finds three others and so on ad infinitum. In this way, no matter how fast or how large the network grows, nobody ever has to support any more than three people.

We may have much to learn from new forms of task-oriented organization such as the 'virtual corporations' that are emerging in the commercial sector (time-limited, focused, organized to capture diverse capacities). Organizations such as La Leche League (which support, but do not *provide* solutions, and which touch people's lives *lightly*) may be instructive. Also, there may be organizational forms which have emerged in other cultures (or at other times) which may be more adaptive than the military-industrial models so prevalent in the West.

A final reminder: Small is beautiful. Electronic communication and self-publishing may significantly reduce the need for top-heavy systems of getting the word out. One of the beauties of development by consent, rather than control, is the law of two feet.

When you start to build organizations which support caring and hope you are in for the long haul. Never try to do it alone. Remember, if enough people hit their heads against a brick wall it will fall down!



## **Families in Daily Struggle**

**Host: Jeff Strully**

So what is it really like in a family? What is the wonderful story behind the story. People stand each other up. How do we deal with this? How do we deal with the daily struggle?

How do we deal with the tension of only finding 3 friends out of 2000 in a high school?

There is a sense that we were "lying to people" because we were minimizing the hurt and struggle to create a circle of friends. We made it look easier - we glossed over the real nuts and bolts so as not to scare people away. We Now as we move to a deeper understanding, how much do we say? How do we not scare people? What do we say?

Is it just a matter of trying harder?

I contribute to the dilemma by saying that as a professional, families begin to feel obligated and owing.

Gunnar: We are much more estranged than we admit. We live in a society where it is very hard to establish social relationships. This is not a problem of disability, this is a societal problem. We are strangers. When Rosemary was dying, neighbors didn't come.

If we have a mistake, it is that we have talked as if people are not friendly to people with labels. That is true. But it is deeper - people are not friendly to each other in general.

\* It is like that for all of us. When I moved - I had to start again - just like others. In a strange way it made me feel that it will take time to form circles and that is OK.

\* I don't think Jeff and others glossed over. We needed hope - and we needed time.

\* Jay: Life isn't a sine wave. it is a pulse with irregular ups and downs. We often only focus on the downs. Life is all of that, but when we are "down", that is when you need people there to support you. You don't need everyone there, but you do need love and support.

\* I understand struggles of parents. I wonder about intimacy. How do we share problems. I was labeled and was told I would fail. So I chose to be an elective mute for years. I stayed away from the families that were told to be nice. Can we allow ourselves to allow someone else in. We get back to the question of abandonment. When your family can't be straight, we deny the roller coaster of reality. How are we teaching our kids so do don't teach them that they are or have a problem? How do we teach them they are a gift? What are the lies we lie



to ourselves and our kids - subconsciously? Is a search for perfection, or recognizing that it is a journey of vulnerability.

\* Rose: I think of the stories I have told.. I always said there was crying - and laughing. We always deal with the needs of our kids. Negative stuff is there - but we choose to focus on the positive. The positive kids are the ones that survive. We choose to focus on the laughter - to get through the valleys. We survivors dwell on that.

What can't we bring others? Because we are working so hard at surviving. We are the survivors. We will talk about the positive - believe it and keep going. But we are not deluding ourselves. It isn't all a rose garden...

\* People who support people also have struggles and need support.

#### **Question:**

How do we help people to face the daily struggles of building inclusive communities?

\* We pull away from people in stress. Therefore, we could just "be there".  
\* The key word is afraid. People are afraid to be with others... - Take a risk.. But we have to be taught how to take risks. We have to be taught that it is OK to fall - and someone will help you pick up...  
\*

- What do we say to families embarking on this journey? How much do you say?
  - The journey is hard. You are not alone. there are people who will help.
  - Advice is not needed - but empathy helps. listen and share... Don't preach...
  - Raising children is bumpy. Bumpy for all children. Different for each child.
  - There is no one more expert than a parent....

The struggles from a parent, educator perspective.. How do we get this introduced to people? Thoughts???

\* Teen - Usually people don't make friends if they are afraid. They are afraid if they don't understand - and that is about good communication. if there is a lot of social tension. A smaller group that you see daily - like in a smaller school - there is less social tension and it is easier to make friends. There is no fear. Smaller groups are more helpful.

It doesn't always work out?

\* I went to high school and was angry a lot because it didn't matter what problem - you were labeled a geek. in Public school we were united, but in High school - everybody formed their gangs - talked about stuff that is not real or relevant

"You are so lucky to have a kid... any kid..."



\* Teen - kids can be included but not accepted. We are ignorant and need to be taught so we aren't afraid. We are afraid - ignorant.

\* In grade school, it is important to have every different kind of child there - and talk about everything - not just ABC's. I kept quitting schools. I would go on a trip and learn a lot about stuff - then I would come back and the talk was about sluts and studs. And there is advertising - that wants one kind of everything.

Jeff - basically kids are rejecting - it is fad to be nice - so you will desert my daughter and disappoint her and me.....

We aren't unique. We aren't encouraged to talk to anyone different - like someone burned. But all people have a good side. We all see stuff and we don't know how to react - so we ignore them.. We were never taught.. We could learn that

Marsha - in any high school - if you say - 'give us your opinion" - there is never a shortage of positive responses.

Rose - these kids are being given a voice. In my high school, most kids - if you give them the opportunity and the presence, they will come through. I tried to foster natural stuff in my high school. We constantly gave tutors and kids a voice - created forums. It was starting to be natural - after a lot of work. Because it is tough in society. Good teachers give kids a voice... In my nieces friends are angry about how my kids are treated - the injustice of it.

Felicia and Maria give me a sign every day that they know I am doing the best I can for them. These kids have been given a voice.

Fernando:

We have unrealistic expectations of education. It is only a few hours. Also what goes on is schooling - not education. Lastly, childhood is a phase of life till be tolerated until adulthood. We have never changed that really.

How would I advise parents? I will mention race.

Most minority parents are used to being told what is good for them. We have had decades of Equality of opportunity policies made by whites for blacks - and sold to them. No one has listened to black communities. Essentially systems have provided access - not inclusion. systems have not listened. I don't believe in counting - but if people are not present - it is unacceptable. It continues to be acceptable for whites to discuss and refer to race and racism.

Diversity can't be preached and taught - it has to be lived. I am tired of being a token black - I am permanent.

What are schools doing about racism and riots. It can't do it alone - it is a commodity - for profit.

Make it happen. Get people in. Don't wait. do it. I am angry and passionate about it.



\* It is a shame that children don't know racism and hate - then adults come in and teach all these things. People don't want to admit that we have taught things we shouldn't have.

\* Linda -The reality of fear is not exclusive to young people. In fact, Becky also has those same fears and desires. It is driven by a need for safety. I need to learn how to trust you - and you need to learn to trust me. Until that happens, we can't feel safe. Until we trust, we can't come to terms with the ignoring and the fear.

\* The mind set of people we are dealing with is the problem. The earlier kids are included, the easier it is. We share this in common here, but we are a tiny minority. It is a bigger issue than just your daughter and my son. this is the mind set of the world. We have made a tiny step - There are some stubborn people left to be changed.. It is wonderful that these kids are so accepting because they can share it with their friends. our task must be to get the kids together now - with all the diversity awareness we can arrange.

\* Judith: What are the struggles we face and how do we cope? When I think of a typical day, I think about needing to be with someone who doesn't understand how my body or mind want to work today. I have to communicate with them and try and make it happen regardless. That can be draining - and exciting.

43 years of struggle to get full funding. - not even time to celebrate. Piles of paper and no time to get to it. Equipment - always breaking.. I sometimes worry about 'will there be a job, a house, food, - to pay the bills for a month and fifteen years. And worrying doesn't help...

Jeff slipped by a key piece... We are so addicted to doing stuff that we forget we are a race of dreamers. Doing comes last - long after dreaming. What sustains me and many others - and helps me to get up in the morning is that I am a dreamer - and I haven't fulfilled it. I now see that the dream unfolds itself - if people have to chance to discover that they are dreamers. To be sustained is to listen to the dream. Shauntel brings the gift to all of us - of bringing us back to the dream. We should calm down, let go of the worries and listen to the dream and let it unfold ourselves in our hearts.

M - There is one race - the human race. There is an issue - how do we learn to live together.

Shafik pointed out that we have written about inviting people back in... and his question is about who we are to think that we should be issuing the invitations. It is paternalistic..



**Sunday Morning, Aug. 15, 1993**

**Dream Catchers**

**Trish Thomas**

First, standing in a circle, we asked for the blessings on our day, with the smoke of sweet grass.

Then we were introduced to Dream Catchers.

Trish said:

We are all dream catchers.

Trish showed a dream catcher - a circle of wood, with a mesh - as a web or a star - centered on a feather. She explained it is a Native American tradition - originally for children. Hung over the bed, all the bad dreams are caught in the webbing, and when the sun rises, the bad dreams are burned off by the sun. The good dreams get caught in the feather and are retained for the morning. Because our future depends on our dreams. In the feather, our dreams are saved to begin a new day.

**Martha, Ann and Kanwal**

Messages from Kanwal - read by Martha:

*Now a few words from one who uses the assistance of another person to communicate.*

*For years I dreamed of finding a way to let people know I had feelings.*

*The most unique feature of humanity is the ability to speak out loud; this is both a blessing and a handicap.*

*The blessing means that people of all races can negotiate their differences through verbal dialogue.*

*The handicap means that often those who do not speak out loud are not considered human.*

*As the truth about our diversity of gifts becomes known to more people we can begin to join the others.*

*Sometimes we will be thought of as deserving more opportunities for learning.*

*the significant change will occur when people realize what we can teach.*

*This is my new dream.*

**Kanwal Searha, 1992**



*Love to hear love from people.  
Several times I thought the people lost track of love.  
Real stoggy ideas about the ones labeled other.  
Love is not just something for families.  
Love is the reason people should try to understand questions with  
difficult answers. You try but trying doesn't always work.  
Listen, listen, listen to silence. There is lots to hear.*

Kanwal Searha, 1993

### **Gunnar Dybwad**

Look at Inclusion News... 10 Good Reasons for Inclusive Education. It **begins** with human rights. We referred to the *Universal Declaration of Human Rights* - passed by UN in 1948. It is a very useful document.

There are many very useful statements from the United Nations and its agencies which include:

UN	- United Nations
ECOSOC	- Economic and Social Council - holds them together
WHO	- World Health Organization
UNESCO	- Education, Scientific and Cultural Organization
ILO	- International Labor Organization
FAO	- Food & Agriculture Organization.

All of these organizations are critical to our work. ILO is the oldest, (founded after WW1) because work is critical to our search for peace and justice.

UNESCO had no interest in our work until 1964. Now in UNESCO there is an Office of Special Education. It is about to publish a manual in teaching integration - in 7 languages. In Canada and US we don't even know it is happening.

**Lena Saleh**  
Dept. of Special Education  
**UNESCO**  
Place de Fontenoy  
Paris, France

This woman works alone -in Paris - with the daily task of trying to do something for the children of the world. Yet, she had continually created significant conferences - and publications.

There is a significant force out there - concerned about human rights. We just don't know it. We are part of it - but we don't know.



We have a tie and a responsibility to act on it. We have a responsibility to be conversant with UNESCO, its work and to act on it.

In United States law, United Nations regulations and protocols are in force in United States unless they conflict with local law. You can use them.

Human Rights framework is global. We are not a small force. We are not alone. We are a piece of a huge international network focused on Human Rights.



# **UNIONS, DIVERSITY AND INCLUSION**

**Carmen Alvarez & Mary Falvey**

## **Issues Discussed:**

- How the unions can play a positive role in least restrictive environment. Inclusion is not on the books.
- Unions have a problem in that what is occurring in some school district is money saving.
- We are very clear (in NYC) about this
- They are to be maintained in regular class with appropriate support.
- The classroom teacher's fear is that they will not be supported.
- The more disabled the child the easiest to include
- The severely acting out student is the problem.
- Samoja case - the school is feeling disheartened. The case is about wanting support - from the point of view of school.
- People need to be heard. Staff need to be included.
- Team support network:
  - Flexibility
  - Consultation time built in
  - Staff development
  - Resources stay
- They can be added over time.
- The union would support that .
- We need to define. - Anne says support - what does it mean vs. teacher is in charge vs. collaboration.
- Fernando
  - Hijacking terminology
  - Integration - is linked to continuum
  - Structures haven't changed
  - Tinkering of the system
  - Inclusion is about transformation about transformation
- Need support to all kids and all learners. No more inclusion kids. Education about all kids needs.



- In Massachusetts they over identified so they are losing resources in order to get back into the mainstream
- Cannot reform over night
- A great deal of self interest which makes reform challenging
- The more people you enroll the faster it will happen
- The most important person to pull this off is the **teacher**  
If we don't work with the teachers we are wasting our time.  
Need to work with small groups of teachers....
- Alan said - some of us can't wait for the system to work.  
Inclusion needs to become a way of life. You can't wait for the system change to develop what your kid needs.
- Jack said - if we are serious we have to begin the dialog.  
For all kinds of reasons, everyone is terrified. Everyone has a lot at stake.  
Allow the emotion to get through. Need to get under that.
- Parents have their kids lives at stake.
- No one has more at stake than the union.  
It's their livelihood.
- If there isn't job security for teachers reform won't work.
- Where is the common agenda? Inclusion is one of the hammers which will put the chink in the wall that changes the system.
- If we have a common goal - there should be a goal - "The best education for every child"
- Carmen A.: Teachers care about kids. The majority of teacher were there because they care. They need to be able to say what they believe and what they fear without being harpooned.
- Marsha: What if I say I am afraid of black people.
- Carmen: I would be glad. Because we can move on based upon an honest situation



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 one left  
to speak out for me

Pastor Niemoeller  
(victim of the Nazis)

- Without thunder and lightening there can be no crops.
- Carmen: I hear people saying that your long term goal is not as important as where I am at right now.
- Fernando - OK to be prejudiced not OK to act out on it.
- Carmen R: week ago I was in your position (Carmen). I knew it would be a tough group. ---I was the only one saying "All meant all" I was the only Latino. I was the token. We put a purpose statement together --- the special Ed director will get it. She put in "Appropriate" which means nothing will change -- At the end of the day a teacher said: "I want to pick your brain." She started off saying: you guys are not going to make me change my mind. Kids like yours don't belong.  
We ended up talking - Together we're better.
- Carol, parent, board member - " Deal with unions. We have a major problem dealing with governmental systems that are not moving and supporting. Teacher can say "I want to do this" No matter what the teacher wants - if the system doesn't support the teacher it won't work. If you can win a board of education then you can work with the union and you are in a powerful position. We ended up with a kind of a side letter. We will include all kids who will benefit. Non arbitrable and no negotiable. Our teachers needed that. Created a wonderful atmosphere. The IEA has position on inclusion.
- Carmen: Teachers want to make sure that it is not just a flash in the pan.
- Barbara: "Paradigm paralysis"



- The kids are not going away. How are we going to do this. How are we going to educate all kids. LRE and Continuum. Teachers need support. They don't work. Work in partnership
- Kathy - We have Universities all around. Get requests for special class programs.  
What are they learning. What about the comfort level of the teachers. We should not hire people who do not believe.
- Carmen: Teacher training institutions - what are they being taught. What are they being prepared to do? Needs to be revamped.
- On the state level - what does it need. It's English, or special ed. Competition does not promote educating all kids. Need to prepare teachers to educate all kids. There are lots of people who are ready to come back and teach.
- We do have a peer intervention program
- It's the ED/BD kids we are worried about
- Margaret - fight for bilingual and  
"maintenance" or "transition" "ESL" segregated program.  
We are going to have an "exclusion" movement like we have an "English only movement"
- Jim: Deans and decision makers in teacher training , parent groups, in March in Monticello, Illinois.
- Paper from it. We had a position paper from each group - coming out of Northern Illinois University and other State schools - where do we think we need go.
- Reference to: Sharon Freagon, Professor, Northern Illinois University, DeKalb, Illinois. and -Don Katcher and decisions makers getting together.
- Inclusion is a general education phenomenon. Happens in general ed. It's not being directed to the regular education teachers who need to carry it out.
- READ: Grade Point and Beyond. These are global issues; Interdependence; Paradigm Shift



## Poverty & Punishment Introductions

Patrick Worth

A person who has influenced me is Linda Till and her daughter Becky  
She took a lot of grief advocating for her daughter's rights and continues to take grief  
I think that parents have a right to keep guarding against a separate segregated system she believes in advocacy I wish I had that in my family.

What makes us poor?

lack of outside relationships, e.g. sheltered workshop  
People are placed in segregated shelters because others think that our needs are met-- what makes us poor is the way people think of people with disabilities-- if we are not connected we can not get jobs we are poor--we need people to help us to show our abilities not our disabilities--Beethoven was deaf--we need to think about the unthinkable

The basic thing to overcome poverty is the recognition is that we can--we have already made people poor-- fixed income means that we think we are fixing people--this is a non incentive

Resumes which come from sheltered workshops do not help people

Segregated sheltered workshops are part of a system that gives money to the middle class--the service agencies give money to people who get a lot of money--people who have needs only have paid people in their lives this is bad--the system is bad

We are paying for services we do not need

The story of Paul Young helps us know that there are ways to find out how to help people The union provided some on the job training - Kate. They helped him make his dream come true your need first steps

If people are willing to learn --why aren't we willing to educate ++

We are all here to survive companies need to give people opportunities to put dreams to action - Kathy

Businesses should contact people who could look at the day to day functions with an eye to creating a cost-effective job within the organization. The caring and support given to employees is a sound business practice which pays off when employees feel that they are important and supported as a whole.

Charles; In our business we are pretty good at seeing the cost effective opportunities. We spend a lot of time finding employees who fit into the organization, the group is important. Trying to do the same thing which includes a person who is labeled and lacks skills is the challenge for us



Pat; In Toronto we have Project Work. People are assisted individually with a job coach. When people are ready for competitive employment the Project Work is there with them helping them through the adjustment. Many employers see this as positive.

Pat; We have to make sure that we find the right jobs for people. Becky Till cannot cook hamburgers; but she is a teacher and could be a full time advocate.

Martha and Kathy; Part of the answer may be in making funding available to individuals rather than to agencies.....(ALL APPROVED)

Pat; I don't understand everything about what scares us about people. Appearance is one thing. Poverty creates a problem with clothing, grooming,,, People don't have enough education about differences.

We think service systems are full of people who care, however, the service often creates the poverty which keeps people isolated, unhealthy and poor.

I now have a group of people around me who help to keep me safe from the service system which keeps me unhealthy and poor.

Charles Told about teacher/ admin. training program which was directly funded and successfully operated in the early 1980's. When they switched to funding individuals for training the company almost went under. The organization had to change drastically, but was eventually a healthier organization because of the change.

#### Pat; THE LANGUAGE OF SERVICES

Services use seductive language, such as "we care"  
Action rather than slogans are what matters for people.  
My supervisors at the sheltered workshop often screamed at people for a lack of productivity and then went into their offices to read the newspaper.

#### Pat; LABELS

Some serve a purpose e.g. diabetic, helps get the survival tools.

The labels I don't need are the ones that stop me from getting ahead.  
I understand why people fear differences.

Kathy; A frustrating thing about disability pensions is that they are on a medical model. That is the theory is that the pension is there because people are sick and may be cured. If a person increases his participation for a time, he loses his pension,

Pat; Behaviour modification is based on a fear of people's behaviour.  
Punishment is used because trying to understand behaviour is so difficult.  
Treatment is meant to cure, but it doesn't. Punishment is not treatment.



KANWAL: I experienced punishment. Most of my school was for changing my foolish behaviour. .Pain can is Pain real can blot out learning. Emotional pain can does scar.  
Do we know love. oooooooooooooo.



## **The Environment, Inclusion and Diversity: Linking movements and Ideas**

A group of participants met to talk about the linkages between the environmental movement and the inclusion movement. Inclusion in its' broadest form means inclusion of all life forms: all human beings regardless of abilities, shapes, colours, gender, histories, classes, cultures, ways of communicating and more.

The environmental movement is a source of support and strength for the inclusion movement and the inclusion movement is a source of support and strength to the environmental movement. If we all agree and respect in the most profound ways the sanctity of life, we will find practical, strategic and feasible means for collaboration.

There are a number of concepts which are central to the environmental movement which could also be connective and useful for the inclusion movement. The concept of bio-diversity is one such concept. We have learned that the survival of species, the survival of various life forms and arguably the survival of human beings depends on the preservation and celebration of biologically diverse forms. It can be argued that by systematically excluding people who speak differently, move differently, communicate differently, or on other ways have other ways of knowing, we diminish the likelihood of our survival as a species. The insights that we may need for survival may be more likely to come from those amongst us who are in touch with feelings and thoughts in other ways than those of the dominant or powerful people.

Kenwal, one of the participants in our environmental group who does not use language or words for communication, but works using a facilitated communication technique, communicated the following,

"My first thought is that I have ways of knowing that are different and valuable. Maybe when people go beyond technology to understand human potential for competing with microfibrils for long distance communication..."

Thomas Berry, Author of **Dream of the Earth** and with Brian Swimme, **The Universe Story**, has put forward a wealth of concepts which have bearing on the world of inclusion. They are cultural historians who have told us that the story of the universe is an on-going story, an unfolding story which is a story of the celebration of life, the celebration of diversity and subjectivity. Understanding the story, our common story, our common story for all humans, all living forms, is a way for us to survive and grow. We need to find a way to act so our actions cohere with the actions of the universe: which means acceptance and recognition of 1. diversity and differentiation, 2. spontaneity, subjectivity and 3. communion and community. We are each part of the universe and the universe is part of each of us. As Thomas says, "the universe is a communion of subjects, not a collection of objects".



We urge groups of inclusion and environmental folks to meet, share ideas and begin to explore concrete and practical ways in which these movements can be strengthened.

Three persons who worked on this report and who would be interested in further communication about these ideas are:

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# What is High School?

Notes from a session initiated by Sarain, Tony and Crissy Boylan,  
Roji and Nimmie Bains, Eboni David, and Patrick Fothergill.

Notes taken by Kathy Wisniewski

For more than two hours, thirty people (including high school students) discussed openly and honestly their ideas, perceptions and views regarding high school. Our discussion ranged over many topics, including good vs. bad teachers, integration of students with special needs into 'regular' classrooms, and the student-teacher relationship.

The discussion was lively and spontaneous, and brought forth many valuable insights. We believe that the key to the success of our session was the active involvement of students as well as teachers and parents. Because of this, the issues discussed could be observed from many different perspectives.

## Quotable Tidbits:

As mentioned above, our discussion was fast-paced and roved widely. Here is a sample of some of the things said in the session. Not all of these fragments are direct quotes, but they all represent the ideas expressed as closely as possible:

"If you integrate right away, you wouldn't have to learn - you'd just be."

"High schools are supposed to prepare you for the future - if there are deaf people, you should learn to sign."

"Schools seem geared to a certain group, a 'majority'; if you're not average, you lose."

"All students should be able to go on to higher education."

"Teachers are stuck in the rules - 'I'm the expert, I'm the teacher, you're the student, so shut up and learn.' They're doing you a favour."

"Nothing outside the text counts."

"You learn to regurgitate facts, you don't learn to learn."

"Many teachers just don't care - they tell the kids they're waiting to retire."

"How do you teach the teachers?"

"Everybody should go to school together to cut down prejudice by learning about everybody and everything."

"At first we teased the deaf girl, but by the end of the year, she had enhanced abilities like lip-reading."



"I learn more reading the encyclopedia than I ever did in school."

"We should let other students learn from the ones with disabilities."

"Kids like the sociability of school - lunch time etc. If you integrate, we'd get to socialize all the time, we'd like school better."

"Often teachers depend on other students to teach the ones that are slower."

"Kids don't have the opportunity to interrupt or disagree with their teachers."

"The Ministry of Education decides on policy without asking students or teachers."

"Getting into the school is the first hurdle - once I do that, then what?"

"Some kids aren't accepted - ideas aren't changed instantly."

"Teachers need to facilitate integration of new students, but it will take time. It has to be a part of every class from the beginning."

"Driving, girls and guys, partying - these issues separate kids with disabilities."

"Cliques are hard to access for anyone new to the school."

"What is being accepted and included?"

"Teachers should present ideas and let the students discuss them."

"When kids feel forced to do something, they don't want to do it."

"The move of a friendship from the school to the home represents a big deepening of the friendship."

"How about an integration facilitator? That would be good. Someone to start communication."

"Teacher's aides are there only to suck-up to the teacher."

"What's the most important thing you learn at school?"

"It's important to try a variety of different things, to try out your options. You can find out how you learn best, you can learn to learn."

"School is hateful - you have to rely on yourself to pull stuff out."

"The teacher tells us we're going to end up living in a cardboard box anyway."



"Cash helps you get into 'gifted' schools."

"A lot of the time, it's just the luck of the draw when it comes to teachers."

"You need to know why not to say 'retard' or 'dyke,' not just that it's a bad word. You can't make someone else do 'burpies.'"

"The first thing we rip out of our student handbooks are the rules pages."

"People will band together for a common cause."

"What would kids who have been excluded think the qualities of a good teacher are?"

### **Our Model of a Good Teacher:**

- Treats people equally, is more equal with students
- Doesn't give you your opinion, but allows you to voice it
- Flexible
- Unbiased
- Is not condescending
- Intelligent
- Knows about alternative teaching styles if one isn't working
- Respects students and is respected by them
- Willing to listen to students
- You don't necessarily like them
- You know the rules
- You know the teacher is supposed to be in charge

### **An Important Point:**

One of the most important points raised was that students nowadays have been indoctrinated by our society - including the school system and the media - to have a rigid mental image of 'the normal student.' Because of this unconscious prejudice, students who have always been included are reluctant to accept new classmates who do not fit the model presented to them by society. In order to bring about a change in these fundamental perceptions, the group proposed first of all that, starting in kindergarten, children should be placed in the same classroom regardless of any differences, and secondly that 'normal' students in existing non-integrated classrooms should be integrated with students with special needs of the same ages or learning levels.

### **Conclusions:**

The session itself did not end in a particularly conclusive fashion, but we all agreed that students have to be included in discussions, especially if they're about other students. If teenagers seem uninterested or ambivalent about questions of inclusion (or anything else), it is likely because they have not been asked or feel inhibited to speak up. If we can encourage more people like us to talk and interact, we'll all get a lot more done a lot faster.



## **Conversation with Judith and Kanwal Talk. See. Listen**

K. Let's try experiments to dream and listen without words.

J. Feels like the edge. How?

K. Try play with words that inspire pictures.

J. Question for Kanwal:

In this communication without words are there signposts/landmarks/structures?  
With words there are - it allows us to know where people are going.

K. No signs. Only feelings. You can catch from others and toss back.

J. So you can shape the feelings and have a way of...is directing the right word?

K. Kind of.

J. Are those the same feelings like you have in your body when you haven't had breakfast?

K. For me - I can feel in literal way. You, I don't know.

J. Can you tell whose feelings you are having and does it matter?

K. Not always. Like in group some people send strong.

J. O.K. One of the first questions - Could we do an exercise? When I first explored dreaming I would ask them to tell me what it was like. Then I began to start asking what it was like to listen. People had a hard time describing the experience of listening. Only, after doing this six or seven times I would notice this to be a pattern.  
Could we sit for 5 minutes and try.

Martha: Can I say something?

K. No

Martha: OK

K. Me Let's get an agreement first on starting point. Let people tell one se... phase of dream then identify feeling, than share space together to shape that feeling.

J. I think what that might look like speaking a piece of their dream and the listener would say what feelings they experience when hearing this. Then switch back to the speaker who says what it feels like for them...and so forth.

K. Not quite enough feel; too much reliance on words. The play should be unspoken mostly. [Try to] find little bits of evidence in bodies.

J. Kanwal is finding my resistance to giving up words.



K. Yes, yes, yes.

J. Part of my thoughts are political. Only 4 people are registered [for the October]conference. This kind of play, experience is not my usual normal self. I'm afraid to give up my status [as normal]. I'm seeking a way to explore this which increases safety. Advertising [for the conference] has been all word based.

K. Forget ones obligations. Learn how with your free spirit. You may only find something for yourself.

J. What about you  
What would it do for you?

K. It would give me colleagues.

J. Alright. let's do it.

K. OK

J. I think - you say.

K. My dream. Kanwal floats above classroom and learns while teaching flight.

J. I think what would be helpful. Tomorrow George Flynn and others will be talking about TASH. This group could make a difference. If you could come and speak from the point that they represent me and you and then we could meet later to talk about what this exercise could look like.

K. Too difficult mixing dreams and politics, but Kanwal will listen every word.

J. Thank you. I know what you mean by difficult. The life space we are in is politics and this is the last chance.

K. Thanks. I love you, Kanwal.

J. Yes, I love you too. Can I ask Martha what she thinks.

K. No

J. Do you want to go swimming now?

K. Can't. I sink.

J. So do I. Do you want to be in water.

K. Another time.

Kathy asks: Can we put this conversation into the computer for the proceedings?

K. Compute this.

Kathy: What is the October conference you're talking about?



Judith: "*Hand in Hand Circles* of Friends & Facilitated Communication" Conference in October.

We are trying to figure out how it could be more powerful for understanding people who don't speak.

Kathy: What do you think about this communicating without words?

J. We all have the possibility to use it. But we stop using it.

Kathy - Is this because it is easier ( to talk)?

J: I'm not going to answer this.

All of the why questions came from the world of words. So no matter what I said it couldn't be the right answer.

(Martha made a comment about Kanwal's communication. See bio-diversity notes.

J. See you tomorrow morning Kanwal.

K. Swim like a fish.



## **Ex-Cons & Street Kids**

### **Tracy LeQuyere**

Tracy discussed the issues surrounding ex-cons and street kids mainly by sharing his own story. He relayed how he grew up in a "Leave it to Beaver" type of family and yet became a street kid anyway in his teen years. Though he was arrested many times over the next ten years, he was either acquitted or the charges were dropped leading one to wonder how real some of these charges may have been and how many of them were based upon reputation. When he was 28 Tracy was finally convicted and wound up in the penitentiary for 2 years.

By the time he was 33 years old, Tracy was firmly entrenched in what he referred to as the "criminal life". He lived in a large house in San Diego and owned a 65 foot boat. Despite his opulent lifestyle he felt something was missing in his life; he was experiencing a sense of emptiness. After speaking to an older friend who had lead this life for many years' Tracy decided to go straight. He left behind all of the material possessions from his "criminal life" and moved back to Toronto.

The struggles Tracy experienced in going straight were illuminating for those who had never been in that situation. He vividly described how difficult it was to access money from the system, and to find a job. The challenge was compounded by the fact that Tracy couldn't read or write. How can you find a job when you can't read ads, complete applications or even read street signs to find the address of prospective employers? Tracy was fortunate in that he found people who turned him onto a job opportunity for which he was qualified----the main criteria was being an ex-con.. The next challenge was in trying to live on a salary that was significantly less than he was used to. Tracy also began learning to read and write at this time with the assistance of Marsha. He felt that his attitude-- which was rather confrontational-- was his way of testing Marsha and others. This is a lesson for those of us who may work with street kids. Don't be put off by this; regardless of the attitude you may encounter these people need others who are willing to reach out to them. Another lesson in all this was the large number of kids and adults Tracy estimates to be illiterate which was much higher than would have been expected.

In the past 10 years, Tracy has spent a lot of his time working with ex-cons, street kids and their families. He was able to share a couple of useful points based upon his unique perspective. He communicated how difficult it actually is to go straight. In fact he said that he doesn't believe he would ever do it again. He equated going straight for him to being the same as someone else changing their lifestyle to that of the criminal world. He also communicated that in order to really help street kids we need to adopt a middle ground. We can't do everything for them nor can we totally withdraw our support. Rather we should provide them with information so they can take the steps they need to change their lives and support them while they do so.



## **Where Do We Go From Here?**

Strully, Forest, Worth, Bergman, Jupp, Kazmierski, Dybwad, Hall, Wetherow, Svingan, and many more...

Dave: We had a family reunion. We didn't ask where do we do from here? Much of this is friendship rather than organization. We thank the conveyors for creating the opportunity. I don't think we should create the form.

Where Next? When next? What next? Ottawa?

Carmen: We asked what kind of supports we need? We agreed we need to be able to continue that discussion. One way is to do this again.

Jupp: What has worked is this form? What is worth preserving. Replicating this design would be useful. McDonald's are good at replicating what they do with a standard. We need to be able to do that....

Maryann: Who does the drawing in is a key... The leaders are key...

Faye: We talked about love - and got into our heads. The love connection was the key for me.. There is life in the connection - more than a fuzzy feeling.

Marsha - the reunion theme is a key for me. The Tuhoe tribe in New Zealand gather the tribe every second year - open invitation. Maybe it should be seen as a family reunion with mini reunions here and there. Next time, perhaps it should be families - all the kids.. Teenagers are a key element. It wouldn't have been the same without them.

### **FAMILY REUNION THEME...**

Ann M. The thought of every other year is painful - too long.

Gunnar - With whom should we go? We all have different groups who are waiting for us to join them.

Mary Falvey: Question Premature????? We need to reflect on what we have accomplished before we decide what next...

Carmen Alvarez: We have groups that meet for everything. The purpose of this group was to brainstorm. It has been done. Many committees are selected and just talk. What is the role of this group? is something missing? Then we can see what actions are warranted.

Jeff: The question is not whether we will continue to move forward. We will.

\* Many of us came because we have been working together for thirteen years. We look to each other for friendship and "thinking". We want to know what we are thinking. We are continuing. I

\* am concerned about Ann - and her paper. It raises key issues. The attacks on Facilitated Communication are going to increase.



\* We are seeing more children exit school systems into the atrocities of adult service systems.

Anything to continue the conversation and deepen the dialogue. I heard Nimmie adding to the reality of what is happening in schools.

Dave: Ann came and presented herself for deep criticism and editing. This was courageous - and a wonderful forum for this kind of discussion.

Also, the woman from Georgia said, "this is the first time in a year I haven't felt crazy. I will go back stronger."

Marsha: Who are the stakeholders who will make this happen again. We want to invite people to take it on.

Jupp: Survival involves growth... How do we attend to that..

Ann D: I have been amazed at the growth of the movement - the mouse that roared. It is amazing. New York, LA... etc. What is working...? What is it that is working?

Pat W. - I don't normally get to sit and think about change. It is rare. I want to be involved more. People need to be protected - to stay in the communities. It was nice to come some place that I stand by my principles - and I don't have the answers. I stand by my principles....

There is clearly emotional resonance. Like a dance. We have neglected this totally. Force AND timing are key. Not one alone. What are we doing that works and how do we do more of it?

Linda: This question is more that what do we need to do, but also what do we need. We need a safe place. We need to feel the love. Feel the safety, know the safety - resonate.

Dave: one of the blessings has been the time to listen - not as a presenter - time to work on our connections with each other. The marketplace is an interesting way of constructing that. We are all presenters here. This is different from TASH because it is organized that everyone is invited to be responsible, authentic and heard. the Young people's contribution was priceless. Giving them the opportunity to give them the opportunity to think about their experience..

Marsha: We shouldn't try to convert TASH into something else. This is what it is. John O'Brien is a key planner - and he isn't even here.

It shouldn't be a clique. We are a small humble part - one of many tribes doing wonderful stuff - One part of a movement.

Gunnar: What will I say about this with State people, national people, Judy Human, and UNESCO. I will say that she will get letters. I will communicate with those people and other organizations - like TASH and others. I will work out my own agenda from here.



Are we coming together for strength and clarity? That may be enough..

Cindy: Family reunions are unique and unrepeatable. It is never the same. Can we duplicate... not likely... We also need to guard against size - too large kills the opportunity to listen and support each other. Love and support are size limited. Presenters reading papers is not love and support. don't do that.

Marsha: Tuhoe Festival - 5000 people - loved and supported each other. Principles were clear. No compromise. Everyone welcome. If we could clarify general principles.. Can we get people to sign on. Give people a tool.

Cindy: It isn't about Numbers. Colorado group moved from a support group to an information conference. That must be conscious.

JACK: We need to issue invitations to begin conversations with a wider community who share a commitment to Education for all. We can begin small - but if we begin those new conversations, we can reach others.

Carmen: We can grow.. people must feel welcome. I wasn't sure if I was welcome, but I discovered that I was - even if we don't agree on everything. It must be open and agreed that people can have diverse opinions. That is how we get stronger. After we have LISTENED to each other, and still come out talking, it is very powerful. We can keep this in a small group, but the key is including all the diversity - difficult as that is

I also understand the importance to come together for nurture and support. But one of the key ways to move it is to invite a spectrum. The power of this for me is that now I am more receptive. I will invite you to my forums. It is now a two way street. We must model our talk - when we meet. We may be fearful of different opinions - but we must have them there.

Marsha: The Marae in New Zealand is a place where you speak the truth.. a safe place. We have created a Marae here. the safe guard is the elders there who hold the container - trust. We need the Gunnar's to hold the trust. There should be no compromise on basic principles -

Kenn: If we have a Statement of Basic Principles - then anyone can sign - anyone...

Fernando: I have been very welcome here. I way icebergs melting over Greenland. Who knows what can happen.  
I think we have a responsibility to expand the boundaries of the conversation. there are dangers in insularity. We have to get beyond the Disability mob - TASH, People First, Special Ed. There are common issues - and they are not all disability. We must include people who share those wider issues and feel passionate about them.  
If we need a support group, that is OK - but my preference is for a broader network.



Faye: The truth keeps bubbling up.. Diversity of opinions: Patriarchs and Matriarchs.. like Jack and Marsha.

Trish: If I go to people with trust and respect I can go to anyone. they take me at my word. They do as I ask. It happens. I don't know why. It has to do with bonding - is a safe supported place . people can draw from the inner energy there - It is a place to release negative energy. it just happens. The atmosphere allows it to happen. It draws people in - total acceptance. It doesn't matter what you came in with - you are not broken out - it is all positive. It is even OK to be negative - even that is positive. You get to have your say - get it out - and it will be OK. It boils down to acceptance.

Cynthia: it has to do with attitudes - not numbers. If we can do it here, why can't we do it in a school. 3 people can not get along too.

Sheila: This is not a passive forum. It is not just receiving. you have to respond, demonstrate, model. It is not a takers forum. To share, you have to be part of it. Passive doesn't work. If we all are part of the family and all nurture, we all get it.

Marsha: the forum evolved over the year. Who wants to keep it going?

Jack: Language and Land of the Maori tribe--began with one tiny village. Children learning the language. It started small and have grown. Festival once every other year. A place to call together all the people. Invited all the villages to share the culture. Culture of the Maori by brining people together to eat, share compete and share with one another.

Patches: At the Maori Festival an elder announced that "gang Patches" were not welcome at the Festival. People were welcome - but not patches. The gang members took off their patches for the festival and were welcomed.

Pat: We have segregated our people for too long. We are coming together to free out people. "Mandela: I will never be free until all my people are free."

The mike is like the speaking stick..

A story:

There was a group of people who heard about an elder man who went into the desert to find God. Several people went to find him and his truth. they got lost and were dying - when they came across the old man. They said, I am so glad we have found you, so you can lead us out of here.

He said, "If I knew the way out of here, I wouldn't be here. But in my many travels, I have discovered many paths, many oases, many shaded spots, and if we go together, perhaps we will find the way in time..



# **THE EDUCATION OF STUDENTS WITH EMOTIONAL AND SOCIAL CHALLENGES**

**Victor Morris, Group Leader**

## **Issues Discussed:**

- Vic introduced the concept of Kaleidoscope "Wrap-Around" services, developed by Karl Dennis Director of Kaleidoscope in Chicago where the needs of families are brought to the family based upon the family perspective
- Vic has volumes of materials on wrap around service models from the "Wrap Around" conference held in Spring, 1993
- We need to discuss the "All Means All" that we are discussing the students with significant behavior challenges
- We are being hypocrites if we really do not mean all
- We need to look at the issue of violence within the community and general education.
- Parents are reluctant to organize and speak out because they are likely to be blamed for the child's behavior
- How do we support these kids
- How do we help the community not to be afraid of kids with behavior challenges
- The strategies being used in Maryland are to use the same strategies for including students with other disability labels.
- First step is to ask "what does the child need?" and develop strategies needed for successful inclusion
- One of the major components of successful teaching all students is asking them what they want they want to learn
- The control modeled and demonstrated in schools between teachers and students, teachers and principals, superintendents and principals - we need to change the control being modeled in schools so kids can see another way of interacting and behaving
- We need to look at the environment to see how it effects kids behaviors
- The only definition that is accurate of kids who have been labeled as having behavior challenges is a kid is defined as the kid who "we" do not want in the class



- We need to be careful not to blame the teacher for the failure of educating children effectively - the teacher gets the blame for so many systematic problems that exist in the schools and the community
- Build a coalition on a common agenda to work together of teachers, unions, administrators, parents, students, teacher trainers, advocates
- In our attempts to influence the future educators and related service personnel, we should only show them and let them use progressive educational settings that successfully include all students
- We are blaming too much, we are angry and upset - let's find a common ground to build coalitions
- We need to create an atmosphere where people can be human and not know everything
- The inclusion challenge is not a destination, it's a journey
- We need to ask teachers what it would take to make inclusion of students with disabilities possible or "doable"
- Need to talk with teachers about what they think a good classroom is and what they need to make it happen

## Universe is Expanding

## Brian Swimme

The universe is an ongoing story  
The universe develops -cosmogogenesis - has a beginnings is developing  
We are discovering our place in the story of the universe for the humans  
Context for which others will find their way  
Challenge is - what does it mean to be human

## The Great Work

# Thomas Berry

The great work - "by means of story and shared dream experiences"  
Story and dream and the Great Work are what are essential  
Story - to appreciate where we are and appreciate how we came to be in the  
story = universal  
Needs to be creative and destruction  
Joy instead of burdens  
Dream - that guides and drives the action



(the following by Yvonne Bergmans)

I.E.,

There are no answers

We are in process

and

We are in progress

Be gentle to yourself

- The conversations between teachers, parents, students, administrators, and school boards about quality educational characteristics
- Fred Newman's research from the Curriculum and Instruction at the University of Wisconsin - Madison



## Networking Electronically

Plane tickets are getting more expensive. We must find ways to communicate with each other effectively and cheaply.

Computers with modems and a phone line are a feasible answer.

People who are computer phobic should not despair - find a teenager. It is getting "user friendly" but you may need an able guide..

There are several relatively low cost options.

- \* CompuServe - private corporation
- \* Internet and its affiliates
- \* WEB, etc.

These are all computer operated electronic mail, information and bulletin board systems. They allow "members to exchange mail, information etc at low cost.

Basically you write letters, files, etc as with any computer - and then send them - electronically. The mail is stored in central computers around the world - and when you turn on your computer and dial up your Network, it will tell you if you have mail - wherever you are in the world.

This means we can talk to each other through print cheaply - and virtually instantly.

### CompuServe Number

Jack Pearpoint	74640,1124
Kenn & Sheial Jupp	100117,3112
John O'Brien	72263,3724

### Internet

Anne Donnellan	Internet Donnellan@WISC.MAC
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If you are interested in getting in touch, if you are in a university, you are likely already on Internet. It is free to you. Therefore, call up and talk to the System people and have them help you get started. Give them some of our contact numbers and they will show you how to connect.

If you don't have access to InterNet, we recommend CompuServe. Join it. It is user Friendly. Then we can stay in touch.

The advantage is that you make cheap local phone calls - and communicate with the world.

Looking forward to talking with you...

Jack Pearpoint....



## **The Peace Movement and Inclusion    Some Thoughts!**

Alan ,Fernando, Carmen, Patti, & Cynthia

Inclusion is a consequence of peace. You cannot have one without the other. Peace is a non-negotiable outcome of what we practice everyday. Peace and inclusion and diversity are intertwined

The purpose of our discussion was to broaden the framework of inclusion that ultimately is a peace framework - a global approach to looking at the relationship of all life

Peace incorporates a strategy of living that impacts on the future of all our lives. Ultimately attaining a level of peace would indicate that we no longer need organizations like TASH.

Working toward peace allows us to pursue several issues simultaneously. There is no hierarchy of oppression. Peace is not linear but cyclical.

Peace can become the driving force behind the issues we need t focus on to improve people's lives. Peace can also be a byproduct that we can attain on the way to making social change.

Our peace consciousness can include all people's ideas. We don't have to be judgmental. Peace is a personal, individual act. a common responsibility for all things. Not ownership.

Norman Kunc - War is sameness, Peace is diversity.

Peace will become more commonplace in our movement as part of the process. Peace has bad press but the inclusion movement can change that image.



## **The Future of TASH**

Issues that TASH needs to think about. Can TASH be TASH without changing it's name? The logistics of planning a conference for all people. Our movement toward being a dream catcher, and incorporating the entire human race. How would TASH look as an organization primarily of people who cannot use language? What steps would we take to get there?

Introduction of Kanwal. Difficult to mix the political face of the world with the non-communicating face of the world. The notion of baby steps. Brainstorm ways to make the presence of people with communication are included in the planning process. The presence of teenagers , Kanwal, Judith change the face of the meeting.

George - TASH is a project that may or may not succeed. Some people think TASH is about us figuring it out and telling others how to do it. Others feel that people know what they want and how to do it. Good combination, good conflict.

We have hotels booked until the year 2000. Wherever we have a conference, membership grows in that area. Atlanta is next year. Great energy around Atlanta. Community living strand is important, need to increase strands, to cover all people. Some people want the research staff to tell people what to do. Shift to new world view is hard. Maybe TASH should die. It has had an honorable existence. What we don't need is an on-going growing monstrosity. Then we create the ability for the old world view to catch up. Name change - Taking Action for Social Humanism. The need to change what TASH is.

How TASH was originally different from CEC etc. What can we do so we don't become CEC. WE need a metamorphosis every ten years. We need to honor the infrastructure of TASH. We need more flexibility and more support of chapters. more local work. Chapters are what makes TASH strong. HAVING the courage to stop the process and look at the process. TASH is not CEC because the voice of people does get through. Ed McDonald's resolution at board meeting. Declaration of people who don't have a voice need to be heard. Community Living strand is getting to a certain number of folks on one issue.

Issue at board of multicultural issues how do we grow and expand for diversity..

How global can TASH be? There are nay voices being heard. Not necessarily anger. People are saying why should I become like you? (people without language) What about people who do not want to confront the political aspects of life. They have some purpose in their lives already. TASH does not include people enough though we are TASH!!!

The metamorphosis will take in new people. Attract new folks. TASH is not changing the world. Becky and Kanwal are changing the world. They have to help us determine our path. We can support them. Seven new board members have an opportunity for a new direction. The stories parents have are changing the system. At TASH Parents and people with disabilities are there.



We have to have the partnership between advocate and people with disabilities. George as servant leader modeling what we need. Again the need for baby steps. People with disabilities in positions of leadership.

The logistics of planning is work. People with disabilities. involved in planning. The nurturing and renewal has been less and less over the 1st five years. Seems to be less connections between people at the conference. People need the nurturing and we need to look at how to provide that again.

Issue of families who need TASH but cannot afford to travel, etc. Strategic planning is major problem, respite. How does TASH provide for this? Is there a point of respite for families at TASH? We provide for parents at TASH! We need chapters to provide local funds for families. TASH will do as much as possible to accommodate parents.

Respite care as it relates to change. Parents will have to learn self-advocacy. Combine care and sessions on future of parenting with a disability.

Kanwal is generating good feelings now, didn't want to be interrupted. We need to recognize those kinds of contributions. Families welcome at TASH. Radical idea for most parents. TASH understands that all people can attend.

Not disability but choice. The need of support to make choice. We keep focused on dysfunction. If we could get past focus on disability and focus on support.

If we could have each person bring one parent to TASH. TASH conference is free for TASH.

The technology is there to support people. To give hopeful messages. TASH needs to utilize this. Every professional give your airline mileage to a parent.

TASH will find cheap accommodations for parents.

We don't want to loose young professionals who don't have a lot of money. They are the future too.

People can open their homes to people coming to the conference.

Ability for children visiting to go to school of children in the city, or going to sessions. Families working out help between themselves.

Continue the dialogue on where TASH is headed.

Situation: Cases launched have not gone far because have not gone to court. Becky is first under human rights vs. education. 3 weeks long hearing has escalated 66 days, over 3 months in court, with high probability of an appeal. Major lawyer complications. Problem as of today we have the fourth lawyer. This last lawyer seems sincere and will make us his number one case vs. others who don't want to bother with such big case.



Basics of case: 1985 8 1/2 years ago. Adopted Becky and out of an institution. The schools insisted that Becky needed to return back to institution for her education. If not parents would be taken back to court. There is pressure toward institutionalization.

#### Advocacy Strategies:

**SCHOOL START:** Becky has been going to a Catholic school in her area. It is the public school system that is being challenged presently.

**Parents' wants:** Parents have gone to several national conferences for support. Pressure on Ministry of Education, board of trustees: 1200 letters to each of board members

**TASH:** Wrote a book to reflect the breadth of opinion : professionals, parents advocates

Raffles, conferences, major protests repeatedly, escalation, media attention consequence: not a budge from administration.

**REQUEST:** New ideas from the "Diversity Group"

#### Possible Outcomes:

1. Legal Outcomes - 1st Legal Decision in country; Ludicrous
2. Board of Education would understand and pull back a settlement would occur: They won't because:

1. No incentive... We have control because we are in the court **HUGE VOICE IS NEEDED:** members from within the local community. We must continue because we don't know what will trigger change. The wall will come down with persistence. A small group of people should not control.

1. Delegation representing "Diversity Group" to Ministry of Education
2. High school students to go with Becky:
3. **CONSIDERATION:** We need Friends of the Court. CACL might consider with encouragement from a larger group.

**Key Issue:** Continue on with court although it is ludicrous. **CONCERN:** Vulnerable attitudinal, systemic, status quo and new lawyer  
**Ex :** worst outcome is that the wrong case goes to Supreme Court

**Issue:** Becky case is solid but were lacking adequate support.

**Idea:** go to high school and saying this is our high school and I am here. Go with a group of people. Changes have occurred. i.e.. destreaming Get the gang: high school students, and advocates. Get Patrice to sing her song. You should have the choice of schools. simply to resurface the issue. It is going to take all of us. One problem is it will be tied up in court and the age issue and time issue surfaces.

**Issue:** reaction of the court if we choose not to say in the school where Becky was rejected.



IDEA: Is there another Becky that wants to go to that school. There is an additional power with someone who actually wants to be there. Unfortunately another family does not exist.

The Power: ordinary citizens will get angry because of the expenditure: 2 million dollars for attorney fees general public believe in the cause.

NEW BLAST: If there is a back lash... In order to take what is given we want the advocacy group to ask for what Becky really needs... Initial focus is principle of HAVING CHOICE.

To circumvent court case pressure on school board is necessary. Point of principle and point of embarrassment because a child has been forced to go to an alternate school system.

Interest: United Nations of human rights need to be linked to court case. Approachable through government. through the local commission which relates to international organizations. Private organization goes to government and government submits to United Nations for support. The United Nations has specific materials on the issue. Use materials to fortify the case.

suggestion: Fly Gunner up with Marsha and students on the PRINCIPLE of INCLUSION. We request you drop the case on the principle. Annual gathering as a public event. the travesty of not having choice.....We must never forget! C H O I C E !! Go to school echoing the United Nations Human Principle.

BE CAREFUL OF CHOICE ISSUE: we concur that there is a place for segregation! FOCUS SHOULD be on the R I G H T TO GO THERE..... She has the INTERNATIONAL right.

Becky has a decision to make but it is up to Becky to decide. Do not use "Choice" word. it will create a check and balance. Groups must join on the same principle.....ONE UNITED can defeat the WALLS.



## Telepathy & ESP

Russian psychologist C.S. Vygotsky said, a living organism faced with an impediment will find a way to continue to develop. Development is the essence of living. Speech impaired individuals have shared communication with each other.

Today the electronic research is pursuing computer to record the thoughts of individuals through telepathy. We know that communication does not stop at the skin or our skulls. Stanislaus Grof, **The Holotropic Mind**; Michael Talbot, **The Holographic Universe** discuss the reality of "interpersonal communication outside the realm of speech" - ICOTROS

Martha prefers this terminology, as some of the other terms such as mind reading recall stage performers and trickery.

This raises the question of what is it that we call communication? ICOTROS supports the belief that the thoughts are the combined feelings of individuals—not a single person's thoughts.

The traditional ethics and values see people as individuals—our economy is based upon it. Our ethics are barriers—the real struggle is to honor relationships as our fundamental experiences.

Listening to people who don't speak may provide us with some of these answers.

Kanwal feels that language is a barrier and if we see we can share feelings without words. Martha talked about sitting in an Art Gallery and having Kanwal teach her how to feel the painting she was looking at.

Mabelle talked about how her nonverbal daughter spends time looking at ads., and shows many other examples of understanding—though she is supposed to be retarded—As her mother she wishes that for one day she could be in place. Judith reminded her that she is part of her daughter's experience.

Paul noted a couple of other books that describe ICOTROS. William Horwood, *SKALLAGGRIG*, Penguin Books (available in the US Special Needs Project- Santa Barbara, CA, and *I Raise My Eyes to Say Yes*.

Spirituality may be greater when words are not available.

Judith: ICOTROS can connect into dreaming more easily than words. She's not sure whether it's the same thing as a dream, but it is so powerful.

Mabelle: When her daughter Amanda was an infant she would look into her eyes—know her feelings.

Jay Klein: I relate ICOTROS and CompuServe. Both ways of connecting. Some people who use ICOTROS are tolerant of those of us who need words to communicate.



## The Closing Session

Music playing - Marsha talking about logistics waiting for all to come together. Talking about the Amore - the young adults come in together. The key word is together. its been a privilege for us all to be together. - Sex finally makes it into the gathering. Sleeping together and snoring together and being together and going home with a new energy and space for the future. and giving up control for oppressed people to become our teachers - a transformational experience. and we have recreated that feeling of family from the Maori. what we all have in common is persisting over the odds together. Celebration of two couples in the room about to be married. Ann and Paul and Valerie and George coming up to be with the young people of diversity Marsha presiding over the ceremony. - calling Trish up as well to talk about what we give and take. Marsha talking about the not for ever but for two weeks, that's what we need to look forward to. ?Giving life spirit sparkle for all. Each give something back to the group. Paul- we are stuck in our individualism and while it's valuable its in relationships that we have our strength. Can't believe he is paraphrasing Ray Kroc but together we are better Ann- weekend is so important but frightened of the professional future Val - the warmth and caring that comes through here and the love in this room is the inspiration for all that goes on. George - thanks for nourishment and for being here, Irish Catholic principal has had to give up a lot and is still paying for his growth.

Marsha man y have paid a price but nothing compared to Judith and Kanwal because they could not find the support in their communities. None of us have had to pay the price that many of our friends have. But the doors, are opening. And Judith comes to Marsha's side. Martha reads poem from Kanwal So much to learn, too little earth time, need more memory to store feelings of many.

Mary Ann sweet beautiful tears of jade. as she gives her precious jewelry to Sheila to pass the giving on. Now for Marsha and Jack - none of us would be here if it weren't for them. Thanks from all four corners of the world. Presented with a poster from her son Greg. And Greg as part of Marsha and Jack's extended family. The two wonderful men with the gift of a testimonial to M & J. The t-shirt with graphic presented to Judith. and then to M& J for their non-presence presents at York university. And now they are wearing the t-shirts. Left with the Irish expression may total happiness and health always be with you and may you end up in heaven a half hour before anyone knows that you're dead????

Ann T-shirt idea It takes village to raise a child, and a 100 scientists to come up with one idea.

Pat and Gunnar: Tribute to Gunnar and Rose who is no longer with us, but she is still with us all. Gunnar - living with a woman for sixty years and how wonderful it is to still have to tend her garden and how much she is still with us.

Pat Worth the starter and founder of People First, Canadian.



## **Young Adult performance art; The Dream**

Music, dance, Becky, flowing, teenage love and beauty. Wonderful music, up lifting, nothing can go wrong go wrong, strong statement, light-footed liveliness that is making the statement of CIRCLES. Inner peace and contentment with love and colors.

And thanks to McDonald's and Sam - the Soviet Union shot glass we yelled help and he made it happen fabulous, fabulous , fabulous. We need to fill the shot glasses

And a very special tribute to

**Sam Joseph**  
Director of Training  
McDonald's Restaurants  
McDonald's Place  
Toronto, Ont. M3C 3L4

Thank you, thank you, thank you.



## Endings & Beginnings

And then we began to end  
and to go to our homes, our families  
from our awakening  
from our family reunion

*And with the Drawing of this Love  
and the Voice of this Calling  
we shall not cease from exploration.  
And the end of all our exploring  
will be to arrive at where we started,  
and to know the place for the first time.*

T.S. Eliot

Kanwal's closing comments.

So much to learn  
Need more earth time  
Too little memory to story feelings of many.



### Closing, But Never an Ending

***The Zen Student, the poet, the husband, the wife - none knows with certainty what he or she is staying for, but all know the likelihood they will be staying "a while" to find out what they are staying for. And it is the faith of all these disciplines that they will not stay to find out that they should not have stayed. That faith has nothing to do with what is usually called optimism. As the traditional marriage ceremony insists, not everything that we stay to find out will make us happy. The faith, rather, is that by staying, and only by staying, we will learn something of the truth, that the truth is good to know, and that it is always both different and larger than we thought. We must accept the duration and effort, even the struggle, of formal commitment. We must come prepared to stay.***

Wendell Berry, *Standing by Words*, p. 206

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**I come, in conclusion, to the difference between "projecting" the future, and making a promise. The projecting of "futureologists" uses the future as the safest possible context for whatever is desired; it binds one only to selfish interest. But making a promise binds one to someone else's future. If the promise is serious enough, one is brought to it by love and bind us to selfish aims, but to each other. We are speaking where we stand afterwards in the presence of what we have said.**

Wendell Berry, *Standing by Words*

And the Young Adults danced "Diane" and removed the labels and became friends.

And we toasted history and the future together...

And then someone said Kanwal was a poet and he said:

**"The Moon Sees Us Together"**



