

SUBJECT:

Video Tape Series
"About Integration"

PROPOSAL FOR:

Academic Development Fund

FROM:

Marsha Forest,
Faculty of Education

About Integration: A Video-Tape Series

Proposal:

To create a series of video tapes that will be useful for the in-service and pre-service teacher education programmes at York University.

Rationale:

Today a major issue in special education is the concept of "mainstreaming" also known as "integration" or "normalization". In connection with Gail Kenyon of the Centre for Handicapped Students and Bob McKenzie of Instructional Resources we plan to produce a three series tape on this topic.

Tape 1 - A mainstream model:

The Saturday-get-together, now the Summer-get-together, is a unique programme housed in the Ross Building of York University which proves that integration can work (see attached). A half hour video tape will be made of the programme to show the principles of "normalization" in action.

Theory and practice will be given, as well as on tape parent interviews, teacher and pupil interviews, etc. This programme also has an integrated teaching staff and will illustrate how disabled and non-disabled teachers function in the programme. The goal is to use the tape as a discussion point for the question: Does integration work? and what implications does this have for teacher-education programmes?

Tape 2 - The real lives of real people:

This tape investigates the lives of handicapped people who have been institutionalized or who have lived and been educated in their communities. The pros and cons of segregated service models will be looked at using the consumers themselves as guides.

Interviews will be done of small model programmes as Daybreak for mentally handicapped adults as well as the more traditional programmes in places like Orillia. A comparison will be made of the costs (both physical and

psychological) of keeping people in hospitals vs. at home care. A case history of three physically handicapped women (all graduates of York University) will be shown to illustrate the points made at the beginning of the programme.

Tape 3 - The A.B.C.'s of Mainstreaming

Disabled students talk to teachers. Using Norm Kunc (a student at York with Cerebral Palsy) as the moderator, this tape will talk about the day to day issues faced by students and teachers. Specific suggestions will be given with footage of actual classrooms where students are integrated in their community setting. Concrete suggestions will be discussed in regard to subject matter, psychological problems etc.

The idea for these tapes come from needs expressed constantly by teachers. York University can be a leader in the move toward integrating the handicapped especially in this year 1981 - The United Nations Year of Disabled Persons. These tapes will be useful for any education programme and may have wider use for related discipline areas, especially psychology, sociology and social science.

The success of the Tape Voices Seldom Heard (see attached) shows the need for materials of this nature. Voices Seldom Heard has already been widely used by our own in-service and pre-service programmes, has been shown at N.I.M.R., Ryerson, used by the Ottawa School Board, the Sir James Whitney School for the Deaf, an adult education meeting in Halifax, etc.



We can't help without your help...

ONTARIO MARCH OF DIMES
ABILITY CENTRE
585 Trethewey Drive, Toronto, Ontario M6M 4B8
Telephone (416) 248-6206

August 25, 1981

Dr. Marsha Forest
Faculty of Education
York University
4700 Keele Street
Downsview, Ontario

Dear Marsha:

Now that the postal disruption is over I can write and formally thank you for my rewarding hours at your "Summer Get-Together."

I found it most encouraging, that the able bodied children were so familiar with different disabilities that when I "wheeled" in there was no shock or fear. We could relate to each other on a human level.

The disabled children appeared to relate so well to their fellow students who were able bodied.

As you know the Ontario March of Dimes continues to work towards the intergration of adults who are physically disabled. I believe if there were more programmes such as "Summer Get-Together", my community development work would be much easier and we would be much closer to our mutual goal of total intergration.

Thanks again and much sucess in the future.

Yours truly,

David R. Graham

COMMUNITY DEVELOPMENT MANAGER
Metro Toronto

DG/pb

cc: Saul Zemaitis



University of Toronto

DEPARTMENT OF POLITICAL ECONOMY
100 ST. GEORGE STREET
TORONTO, CANADA M5S 1A1

Feb. 10, 1981

Mr. H. Ian Macdonald,
President,
York University,
Downsview, Ont.

Dear Ian,

I write to express appreciation and support for an innovative and exciting initiative of members of your faculty and student body in the sphere of education. It is possible that you are not even aware of the programme in question. I believe that you should be - particularly if there should be any doubt as to its future.

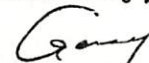
You may not know that Georgia and I have a son, Peter, with Down's Syndrome. Peter is a child with very special needs. At the age of twelve he is still without speech and he requires considerable guidance with simple self-help skills and with social interactions. Over the years we have done quite a lot of experimentation with schooling for Peter both in the public and the private sectors. Peter is a participant in a "Saturday school" programme which began at York University last fall, in consequence of the dedicated efforts of Marsha Forest of the Faculty of Education and a group of education students.

The programme caters to a wide variety of children, ranging from the academically gifted to those with handicaps of various kinds. It is an experiment in the proposition that all kinds of children can learn together when there is a suitable environment; that academic skills can be built at the same time that an effective community feeling in which all care for one another is developed. As a pilot programme in an area of considerable community interest the York Saturday school may well be unique in Canada. In any case, we are most impressed with what has been happening there. Our own child experiences both support from the teachers and encouragement from the other students. Peter is stimulated through the efforts of the teachers to create specific programming to meet his individual needs at the same time that he feels secure in a group of which he is a valued member. The special atmosphere of the school is one which all of the parents appreciate and have commented upon.

This pioneering experimental programme, with its demonstrated results, will be highly relevant to the discussions of the Province of Ontario's Bill 82, which is to guarantee education for all children. It is also relevant to the ongoing debate over "mainstreaming" in the U.S., where experience has not always been favourable, particularly when the necessary resources were not available to the school systems required to take on the new responsibilities for the handicapped. The York experiment appears to demonstrate that, with suitable support and the appropriate environment, "mainstreaming" can be extremely effective; for that reason, it is already attracting interest from the community and it is bound to attract more.

The students who run this programme receive neither pay nor academic credit for their activities. Marsha Forest, its originator doesn't either. But they and their programme should be a matter for great pride on the part of York University. It is when universities demonstrate this kind of relevant community leadership that all of us in the academic community, as well as in the wider world, stand to gain. I hope that this group at York will win your recognition and support.

Sincerely,



G.K. Helleiner
Professor of Economics

cc. Dean, Faculty of Education
Marsha Forest, Education