

A FUNDING PROPOSAL FOR

THE CENTRE FOR INTEGRATED EDUCATION
located at Frontier College

We provide the vision, models and new
leaders for "Inclusive" Canadian Education
for the Year 2000!

Inclusion
Belonging
Quality Education For All!

Presented by: Dr. Marsha Forest
Director of Education at Frontier College and
Director Centre for Integrated Education

Dr. Patrick Mackan
Director, Centre for Integrated Education

March 30, 1989

Trudy Eagan
The Toronto Sun
Toronto, Ontario
M5A 3X5

Dear Trudy,

Here it is -- the proposal I promised you at our meeting. I hope you and your committee can help us in this vital work. I am confident you will and that this is the beginning of a terrific new adventure for all of us.

Thank you for your consideration of this proposal. I look forward to hearing from you soon.

Sincerely,

Marsha Forest
Director of Education

c.c. Mike Burke-Gafney

EXECUTIVE SUMMARY

We believe that by bringing children and teenagers with disabilities back into real classrooms and communities we can also bring back a necessary measure of love, decency and humanity sorely missing in our schools today. We believe:

- * All children can learn and develop.
- * All children have the right to live at home in a family.
- * All children have the right to share educational experiences with others their own age.
- * All children have the right to neighbourhood friends and relationships.
- * All children have the right to supports and services as needed, and these should be provided in the neighbourhood school, in a regular classroom setting.
- * All children have the right to an education that will prepare them to live and work in the real world.
- * All children have the right to acquire the daily social and coping skills that develop through life in the community.
- * All children have the right to become "just one of the kids"
- * Successful integration of a child with extra needs benefits not only the child, but also his or her friends and peers, the school system, and society as a whole.

We have excellent and exciting models in Ontario where "inclusive" education is occurring. We have found a home at Frontier College where for 90 years there has been a tradition of giving Canadian citizens a "second chance". We are well under way in creating a uniquely Canadian Education Centre that will train young people to do this work.

We know you won't say no!

We need financial support to keep us going. We need to hire an office assistant to keep up with the never ending flood of phone calls from parents and school boards who want our help. We need funds for dissemination of information, for travel, for more workshops for parents. We need to produce videos and books. With your help we can and will do it all!

INTRODUCTION

Historically, education for people with disabilities had been given a low priority. At the turn of the century, the education of a person with handicaps was viewed as absurd. People were treated like pets. Our loftiest expectations assumed people could merely be "trained." We tolerated people with handicaps, but we never expected them to be like us. Hence there was no need to ensure someone learned and received an education that prepared them for real work.

As time progressed, views progressed too. We began to understand that disabled people should be educated, but we were too short sighted to see that this education would create a place for them in the world among all of us. We let that hold us back, using it as an excuse not to teach.

THE YEAR: 1901 (Angela)

Angela was born -- a bright, fun loving youngster. By age two, she wasn't walking but she talked a mile a minute. She had trouble holding her head up. The doctor told her family it was "the palsy" and the best that could be done for her would be to place her in St. Agnes, a charitable asylum for incurables.

Angela's parents didn't want to give up their child; they loved her. But it was this unselfish love which demanded that the best should be done for Angela. If that was the asylum, then so be it.

By age three and one-half, Angela was living at the asylum. The nuns were kind, but very, very strict. She attended mass every day and, much to everyone's surprise, began learning the prayers by note. Angela did not go to school at age six, like her sisters and brothers. Her days were spent in the chapel, in her room, out in the garden on nice days, or in a central playroom. Once Angela's parents asked the nuns about her schooling, but they were told that Angela was too crippled to learn. School would be a waste of time, the nuns said. She should be content with her fight of memory. "Besides," they said, "look how happy she is, in her blissful state."

THE YEAR: 1965 (Chris)

The Beatles were singing, "Do You Wanna Know a Secret?" while Chris's father turned into the small driveway. This hulking, brownstone building was to be Chris's home for the next 15 years. He was very nervous about being sent to an institution. For ten years he had lived at home and now, quite suddenly, he was being sent away.

"It's just so you can go to school," his mother had explained, "Really, it's just like a boarding school. We'll see you on weekends and holidays..." But if it was so great, why was his mom trying to conceal her tears?

"Why can't I go to school at John A's again"

"We've been through that, Chris," said his father, gruffly. "We can't afford a wheelchair for you. You need a brace. You need dental care. That's very expensive. I know you don't know about money yet, but I do. It's a fact of life. If you live there, it will all be covered -- like a package deal."

Chris could see the sense in that, so he stopped badgering his parents. It just got them upset anyway.

Chris continued to do well in school. He enjoyed his studies and read insatiably. Soon he advanced beyond his teachers' resources, so the teachers had a planning meeting. After all, there were conflicting issues. Chris did have the intellect to deal with the course content but, it was agreed, even if he did get an education, it would be frustrating for him because he couldn't do anything with it. No one, after all, was hiring "the disabled."

So, Chris did time in the classroom: he was left to read according to his own interests and was made to feel useful reading to other kids. Sometimes he helped them with their writing or arithmetic. He never knew about the discussion the teachers had had. He never knew anyone had explicitly dismissed work as a goal for him. Chris resigned himself to a passive life. The implicit lesson was learned very well: his destiny was to be society's burden. As an adult, he lived and died at home.

THE YEAR: 1975 (Nancy)

Nancy was lucky to be enrolled in one of the new Special Schools for handicapped children. She had cerebral palsy and was not able to speak. At school, she spent half her day with therapists and half in the classroom. She was learning how to communicate with symbols but as yet had not had any instruction reading words. The professional team responsible for Nancy's progress

determined her to be an unlikely candidate for academic training, since she was having difficulty learning even the symbols. At age 12, she was to be removed from the academic stream so more time could be spent developing her leisure skills and life skills. By age 19, Nancy had still not received any reading and writing instruction. Despite her abilities, she should remain illiterate.

Now consider the following scenario:

THE YEAR: 2000 (John)

Society's assumption now is that all people have a right to quality service. People are also free to choose community-based programs, individualized support and service at home.

John was diagnosed as having Spina Bifida. At 10 years old, he clearly had an intellectual handicap which significantly increased the amount of time and trials he required to learn many skills. He lived with his parents, who received moderate support at home to better enable them to attend to John's needs. He has gone to his neighbourhood school since kindergarten. He attends classes with the other school children, of course, and has two half-hour periods per day for one-on-one tutoring. His tutors are students from the same school. He has been increasing his vocabulary and his recognition of written words, and substantial time is structured into each lesson to practice writing and spelling on a typewriter. John has been making steady progress academically.

As this age, he has started spending more time with his friends away from home, sometimes spending a weekend at a friend's house. John's teachers and family envision John working when he finishes school, but it will be some time before he will settle on a career.

After school, John continues therapy three times a week, usually at the gym where he pulls weights and stretches on a mat. His program was developed between a qualified therapist, the gym teacher, John and his parents.

In this scenario, it is clear that John will be a far different person, prepared for a wider range of options, than Angela or Chris or Nancy. This is not because he has a less significant handicap: indeed, his situation is more complex than that depicted by the other characters. The difference is that John's education takes place among his true peers, namely, other children his age in his neighbourhood. Everyone in John's sphere imagines him as a contributing member of his community, at ease with his peers. The prerequisite for this outcome is John's education in his own community. He is learning in an environment where he will ultimately live and work. John will live and work and not die of rejection, boredom and frustration.

A DYNAMIC-RECIPROCAL MODEL

This model is at once dynamic and reciprocal. John remains in society from the outset. He is not required to earn the right to re-enter society by proving his competencies against a professional's checklist. It is reciprocal because the rest of the population are learning about peers like John. One of John's classmates may even become his co-worker one day, or one may hire him.

The reason for the vast differences in each character's life is not the sign of the times, that people are becoming less handicapped or that there are more ramps now. The reason each person had a different destiny is because each received a different kind of education.

VISION FOR THE - FUTURE

The question we must ask today is, "What do we want for people with disabilities by the year 2000?" We can no longer afford to operate in the present time. We are operating for people who will be products twenty years from now of our services today. And so, at the very least, we have to be twenty-five years ahead in our thinking and planning. Once we have established our vision of people's futures, we have to reflect on aligning our services, supports and attitudes in that direction. People with handicaps will then be better able to meet their new roles as they choose them to be, roles chosen based on knowledge and experience in the real world. The issue remains that all people, regardless of handicap, deserve to control their own lives and be part of our society.

Five years ago, due to the generous funding provided by the Laidlaw Foundation and Imperial Oil, an exciting Summer Institute began in co-operation with Syracuse University and the then National Institute on Mental Retardation. These courses laid the foundation for a leadership network across the country to train educators to assist school boards to integrate children labelled mentally handicapped into the mainstream of our education system.

McGill University Summer Institute

1985:	2	courses,	with	50	students	attending
1986:	3	courses,	with	75	students	attending
1987:	4	courses,	with	100	students	attending
1988:	6	courses,	with	200	students	attending
1989:	6	courses,	with	225	students	attending

In the past three years major breakthroughs have occurred in this dynamic and emerging field. The Summer Institute has been a factor in increasing the tempo of this trend. School boards across the country are asking for consultation with our staff. The Summer Institute is now self funding and running on its own. (see brochures)

School Boards, Associations and Ministries The Centre is currently providing consultation to (partial list):

- Hamilton-Wentworth Roman Catholic Separate School Board
- Wellington County Roman Catholic Separate School Board
- York Region Separate School Board
- Waterloo Region Separate School Board
- Saskatoon Separate School Boards
- Government of Northwest Territories Baffin Region
- The Ministry of Education for New Brunswick
- U.S. Office of Education
- Colorado Association for Community Living
- Michigan Association for Retarded Citizens

THE NATURE OF THE CONSULTATION

An example of a school board we have provided consultation to is the Wellington Country Separate School Board, located in Guelph, Ontario. This board serves 5,000 students with a staff of approximately 300 teachers and a budget of \$18,600.00. The district, which has had policy of complete integration since 1977, spent \$1,100,00 for special education services for the year 1985-86, including \$961.000 for salaries.

The Centre works directly with school board leaders. Our consultation with this board has been in the area of building support networks for the students with disabilities, and creating an after school bridge to community activities and work. As well, we have developed peer tutoring models, particularly in the area of reading and writing.

Another board we consult with is the Hamilton-Wentworth Roman Catholic Separate School Board located in Hamilton, Ontario. This board has 25,000 students and it, too, has had a policy of integration since 1968. This board still has several partially segregated classes and our consultation involves looking at these classes and making changes toward further integration. As well, we are involved in activities similar to those outlined above for the Guelph board.

We are also consulting extensively with the Waterloo Region Separate School Board, the York Region Separate School Board and the Ministry of Education in New Brunswick. We have recently contracted to do work with in Manitoba and British Columbia.

In all the above we are providing leadership training with senior special education staff, especially in teaching them the McGill Action Planning system (MAPS) and stressing the importance of building "friendship circles" for the students with special needs.

We expect requests for our consultations to increase in the years to come, which is another strong reason for the urgent need to train a new leadership core who can assist schools and school boards make the necessary changes for quality integration.

LITERATURE REVIEW: INTEGRATION

As more and more children are returning home from institutions and group homes and as earlier intervention is increased for young families with a handicapped child, more parents want their sons and daughters to attend local neighbourhood schools with their brothers and sisters.

The trend in Special Education is moving away from the two-part or two-tiered model (special vs regular) and into a one tier system that will meet the needs of all children in the most "normative" and "enhancing" environment. The work of many researchers (Biklen, Brown, Stainback, Pivato, Dunn, Blatt, Forest) has shown the efficacy of this approach. (See Stainback article attached).

The literature is replete with documentation of the effectiveness of practices which involved serving even the most severely handicapped persons in regular schools and preparing them to live and work in community settings. There is overwhelming evidence to suggest that students with severe handicaps benefit from being served in regular schools:

- * Integration breeds acceptance. Mere physical integration yields greater acceptance (Towfigh-Hooshar & Zingle, 1984). Taught or structured interaction produced even greater tolerance, acceptance and interaction than mere proximity (Biklen, 1985a; Knoblock, 1982; and Voeltz, 1982).
- * When interaction between disabled and non-disabled students is systematically supported, the resulting increased student-to-student interaction has been shown to predict greater success in achievement of Individual Education Planning goals (Brinker & Thorpe, 1984). In other words, where it once seemed that interaction would be a side benefit of integration, it now appears to constitute a significant factor in skill development.
- * Integrated schools provide expanded options for informal learning, utilization of natural environment instruction and natural cues (as opposed to highly structured, laboratory-like situations), all of which are now seen as beneficial,

particularly when used in conjunction with looser behavioural teaching techniques that frequently were used in the past (Brown, 1983; Coon et al., 1981; Halle, 1982; Liberty et al., 1981).

- * Several recent follow-up studies in post-school employment of special education students suggest the benefit of early integrated schooling (Brown et al., 1984; Wehman et al., 1982; Wilcox & Bellamy, 1982).
- * Educator's expectations for student performance appear greater for students involved in functional (and more integrated) rather than non-functional (and potentially more segregated) activities (Bates et al., 1984).

The wide acceptance of these practices is evidenced in other ways as well. For example, these practices have been incorporated in national policy statements and directives communicated by the U.S. Office of Special Education and Rehabilitation. Through her writings and speeches, Madeline Will, Assistant Secretary of Special Education and Rehabilitation, has expressed the need to teach the skills that will allow disabled students to function in adult environments. She stresses that the integration of disabled students with their non-disabled peers is a necessary component of a program that seeks to achieve maximum involvement in the vocational and social fabric of American life (Will, 1985).

Dr. Forest and Mr. George Flynn, Director of the Waterloo Region Separate School Board recently (March 9,10,1989) did a consultation with Madeline Will and her staff in Washington D.C. (see enclosed letter).

THE MCGILL ACTION PLANNING SYSTEM (MAPS)

One major outcome of the first two Summer Institute courses has been the development of the McGill Action Planning System (MAPS). this system is a process, a planning tool developed specifically by the staff (Dr. Marsha Forest and Ms. Judith Snow) and students of the course in curriculum development (Summer Institute, McGill, 1986).

MAPS is a tool, a system, a process, a method to help administrators, teachers or parents write a plan of action with detailed goals, objectives and outcomes for a school year beginning with the school day.

MAPS has been legally registered under Dr. Forest's name as a systems tool to assist in the integration of students with mental, physical or behavioural challenges.

The MAPS plan of a student named Carla is attached as Appendix 2.

A MAPS consultation team has already been formed. The people designated as MAPS facilitators thus far include: Marsha Forest, Dr. Patrick Mackan, Rose Galati, Judith Snow, Rosemary Deeley, Julie Stone, David Hasbury and Annmarie Ruttimann.

NEED FOR A LEADERSHIP NETWORK

Dr. Forest and Dr. Mackan have recently been invited to Sweden, New Zealand, Holland and a variety of states in the United States (Colorado, California, Michigan, Minnesota, New York and Georgia) to lecture and describe Canadian examples of Integration, the McGill Action Planning System and building Circle of Friends.

In order to continue to meet the demands from ministries of education, school boards, parent and advocacy groups and international requests, we must train a leadership core that knows not only the philosophy, but knows how to put quality integration and thus quality education into practice and knows how to implement change.

But there is a gap between theory and practice and school systems, as all systems, are slow to change. Leadership is needed at the school board and classroom level to change old attitudes and to help and support teachers as they welcome children with handicapping conditions into their classrooms.

Through the Summer Institutes and the Centre for Integrated Education a new leadership network is emerging.

PARTNERSHIP IS THE KEY

The trend in education today is to include those traditionally left out. But old ideas die hard and teacher education in particular is not taking the bold leadership necessary to meet the demand of a new breed of parent and a vocal consumer movement.

A new type of teacher in an innovative teacher training endeavour is crucial if the above factors are to be put into effect. The way the program is run is as important as the content. The way the program is run is as important as the content. Good principles of adult education must be applied and a co-operative community of learners must be established. This is why we must have a co-operative endeavour between McGill University, The Centre for Integrated Education and Frontier College.

We are confident you will give this proposal your serious consideration and that your decision will be to support this project, which in turn will support hundreds of children and their families with new leadership trained through our Centre and supported by your foundation.

WHAT WE'VE ACCOMPLISHED SO FAR

1. Canada's first and only graduate level program to support leadership in integration/education and dealing with the children "hardest to serve."
2. Assisting in helping create a national parent movement across Canada -- The Integration Action Group. Several of our Summer Institute students are leading parents in this movement. Rose Galati (Toronto), Rosemary Deeley (Hamilton), Nancy Amos (New Brunswick), Marthe Woronko (Toronto), Collette Savard (Hull), Heather Raymond and Paul Kohl, Alberta.
3. Another major outcome of the Summer Institute network has been to locate and associate with leading figures in integration across Canada. Dr. Mackan has created Summer Institute courses at University of British Columbia, University of Manitoba and University of Lethbridge.
4. As of January 1, 1987, Project Work was funded by a Job Corps grant from the Ontario government to place unemployed adults labelled mentally handicapped into jobs. This is a direct consequence of the Summer Institute. The proposal for Project Work has been cited as one of the best of its kind by the Ontario government. It was projected by two graduates of the Summer Institute, Tracy Carpenter and Rose Galati (report attached).
5. A slide tape show, produced by Annmarie Ruttimann and Dr. Forest that has travelled extensively all over Canada.
6. Books - video tapes and numerous articles by Dr. Forest, Dr. Mackan and their colleagues.

Education/Integration (Forest)

Making a Difference Vol 3 (Forest)

A quarterly column in Entourage magazine. (Canada)

Jenny's Story (video 30 minutes)

A regular column in "New Ways" magazine (U.S.A.)

With A Little Help from My Friends (video 60 minutes)

7. Participation in Professional Development Days and workshops by Summer Institute students across the country.
8. International recognition. Invitations to conferences in Holland, New Zealand, Sweden and the U.S.A.
9. The Summer Get-Together. An integrated summer camp which runs seven programs. Students from the Summer Institute are hired as camp directors. A slide show was produced on this model project. The Toronto Board of Education indirectly funds three of these camps. Annmarie Ruttimann is the Director of this project.

10. A policy paper on integration challenging the assumptions of the predominant special education model. "The Kaleidoscope: A challenge to the cascade: by Forest and Lusthaus.
11. And most important, hundreds of students and families whose lives have changed through this project and the subsequent effect on the lives of Katherine, Carla, Maria, Felicia, Matthew, Jane, Susie, Bobby, Kim, Carrie, Briagh, Steven, Ted, etc.

CLOSING

Canada has the potential to be one of the leading countries advocating this trend of inclusive education. Countless visitors (over 350 per year) flock to the School Boards where integration is put into practice daily under the board policy of EACH BELONGS. The trend is occurring all across the country and most notably in the Northwest Territories, Ontario, New Brunswick and British Columbia.

We are just on the verge of something very special in Canadian education. Children once living in institutions are bringing a gift back into our classrooms. They remind teachers to individualize instruction and, more importantly, they remind all of us about what education is really for -- not simply reading, writing and arithmetic, but living humanely and understanding the needs of one another. Through these "throw away and difficult" children we regain our humanity.