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Support Circles: The Heart of the Matter
Mascha Forest, Jack Pearpoint & Judith Stein Nov. 1992

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

"What is the greatest and most precious thing in the world. I say to you. Tis people, its people, its people!" When people come into our workshops they often ask us to "do circles." Our answer is that you don’t "do" circles, you live circles. The "circle of friends" exercise is a useful and creaitive tool. But a circle is not a casual tool. A circle is the result of building commited relationships. When people say to us, "We want a circle and I didn’t work" we know they have raised the point. It is like saying "I did life and it didn’t work for me." Circles are life support systems. They can make the difference between life and death for any human being. We know this now because we have used circle building outside our own lives, but because in several points of crisis both personally and professionally we had to "walk our own talk," i.e., call together our friends to literally save our lives. That is why in our work with professionals we do not start with the "others" - not with the recipients of services, not with the students, but with the participants themselves. We ask them the reflective question, "Who is in my life? In a crisis who would I call? And who would I not call? And the most scary question of all, Who would I not want to come?"

We have learned from our work on health and resilience literature that very few people can survive any major life crisis without the support of friends and family. This data has reinforced our initial feelings that building circles around everyone is a matter of life and death. It is not frivolous. It is not "the soft stuff." It is the core. Unless we build this foundation of support the rest of what we do may fail in disarray in the long run.

We know, just this summer 1992, Mascha went from health to major cancer surgery overnight. Now she is healing, thanks to dear friends who rallied around and helped us survive this crisis. We’re on a full and exciting work schedule again. We’ve worked not simply by phone, but used the most updated e-mail systems. We were surrounded immediately by healing and hopeful messages, calls, music, prayers and wishes from all over the globe. We’re here today to tell the tale.

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

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

And Judith Snow went to the San Francisco TASH conference and ended up in hospital with pneumonia. The circle gathered led by Richard Rosenberg, Jay Klein, Joe Wykowski and Martha Lacy. Judith was surrounded and supported. Best of all according to Judith she was being flown home to Toronto in her own private white and shiny Lear jet (medvac). She "cloud surfed" and saw the stars on bright night at 41,100 feet. She is well, thriving in her doctoral program at OISE, and coming over for a spaghetti dinner to celebrate health and friendship. We are all taking care of Jack to make sure he stays healthy.

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

Circles are for us all.

"What is the greatest and most precious thing in the world? I say to you. Tis people, tis people, tis people!"

Inclusion Means WITH, Not Just IN
Shafik (formerly Aba-Tahie) Assante, Mascha, Forest and Jack Pearpoint

As we travel all over North America we are constantly asked the question - "Can’t we all just get along?" This question arises out of confusion, rage, frustration and pain. What is the answer. Some say "yes" and too many say "no." We say that all the evidence points to our own answer which is "not you."

Whether you say "yes" or "no," the facts point out that as a society, we are certainly not getting along at the moment.

The USA has already been documented as the most violent nation on earth. The shocking statistic in the U.S. is that the number one cause of death among high school students is gun shots. Within certain sections of the youth such as African Americans, the number one cause of death is homicide followed by suicide. Are we getting along? Not yet!

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

In the midst of difficulty lies opportunity.

Albert Einstein

See you at the Toronto Summer Institute: July 6-13, 1996 - page 22
What is Inclusion?
Jack Pearpoint and Marsha Forrest
People genuinely ask us, “What is Inclusion – really?”
We have found a simple way to answer this question for groups and workshops. We explain that we believe everyone already knows the answer. In their hearts and from their life experiences, people really do understand the difference between Inclusion and Exclusion. They just need to be reminded of what they already know. Then we say: “Think of a time when you felt really outside, excluded. What words come to mind?”
Generally words like these flow from people’s hearts: “awful, lonely, scared, sad, mad, unhappy, miserable, depressed.”

“Now think of a time you felt really welcomed, really included. How did you feel then?”
Answers are usually words like: “happy, telling, loved, great, wonderful, important, thrilled, warm, healthy, etc.”

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

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

Exclusion is the precondition for misery, loneliness and trouble.

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

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

That is how we “define” Inclusion. Dictionaries also help - “included” – as defined in the Random House College Dictionary is an adjective meaning “contained in; embraced.”


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

Do Not Defend Inclusion: Make Others Defend Segregation

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

Things do not change: We change.
Henry Ford

Visit our Web Page: http://inclusion.com
NO EASY ANSWERS

John O’Brien

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

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

* We need to learn to describe the different interests and points of view that shape a complex situation and design procedures for seeking common ground.
* We need to learn to use graphic representations to surface some of the mental models that influence the ways in which problems are defined and solved.
* We need to learn to describe the different interests and points of view that shape a complex situation and design procedures for seeking common ground.

It Takes a Whole Village to Raise a Child.

Akan Proverb

THE SALAMANCA STATEMENT: NETWORK for ACTION on SPECIAL NEEDS EDUCATION

Adopted by the World Conference on Special Needs Education: Access and Quality
Salamanca, Spain, 7-10 June 1994

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

Organized by the Government of Spain and UNESCO, the Conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. These two documents are important tools for efforts to make sure schools work better and to fulfill the principle of Education for All. They are printed in a series publication published by UNESCO. Get hold of a copy from the UNESCO office in your country or from the address at the bottom of this page. When you are familiar with its contents, use the two documents to lobby your government for improvements in the education of disabled children and for inclusive education policies.

The Salamanca Statement says that:

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

The Salamanca Statement asks governments to:

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

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Inclusion News 1996

(eds) Mervyn Jones and Jack Pretorius

Joining the "Quilted Circle" by Shafik Assante and Associates

"Quilters" are those of us who believe that building an inclusive society is the business of all citizens, building communities.

"Quilters" are those of us who believe that building an inclusive society is the business of all citizens, building communities.

If you already agree that "quilting" is what you are about, you are already in the "Quilted Circle" or you are willing to work with others to build a new "inclusive" society, we need you! A challenge is to form and work together with other "quilts" all over the globe.

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What is Leadership?
By Linda H. Barnard

I want to concentrate this article on sharing my perspective on what leadership is. As human beings, we are social creatures and leadership is an essential aspect of our lives. What is leadership and how do we define it? Leadership can be defined as the ability to influence others to achieve a common goal.

In my opinion, good leaders are those who are able to motivate and inspire others, while poor leaders tend to dominate and control others. Good leaders are those who are able to communicate effectively, listen actively, and respect the opinions of others.

Good leadership practices include:
- Setting clear goals and expectations
- Communicating effectively
- Providing feedback and recognition
- Encouraging team members
- Building trust and rapport
- Adapting to changing circumstances
- Leading by example

Thoughts on Leadership by Jeffrey Smith and Laura Brinkley

Jeffrey Smith and Laura Brinkley, authors of "The Five Minute Manager," discuss the importance of effective leadership. They argue that good leaders are those who are able to communicate clearly, provide feedback, and lead by example.

In their book, they highlight the importance of effective communication, particularly in the workplace. They emphasize the need for leaders to be able to listen actively, provide feedback, and communicate clearly.

Good leadership practices include:
- Providing feedback and recognition
- Encouraging team members
- Building trust and rapport
- Adapting to changing circumstances
- Leading by example

In conclusion, good leadership is essential for the success of any organization. Good leaders are those who are able to communicate effectively, listen actively, and respect the opinions of others. They are also able to set clear goals and expectations, provide feedback, and lead by example.
A School for the Future

by

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

10/15/95

lted from their eyes. He brushed his teeth, got dressed, and turned on his school "Good morning, Sam," the robotic voice of the computer said. "It will be a normal day at school today."

On Sam's computer screen was a section that displayed the classroom, a section that showed what he looked like to the teacher and a section that showed the chalkboard and work. Sam checked his watches and adjusted the little camera mounted on the back of his glasses. "Good morning, miss," the teacher called. "Hi Sam," was his reply. Sam was told of this subject he went on to another. This class would be saved so Sam could come back later and see what he missed. Next Sam went to math class. He had to be careful, this math teacher was very strict. If someone disobeyed a teacher in this school they would be automatically disconnected and not allowed to learn anything for the rest of the day. "If only it were that simple," I thought. School today was sure not as "user friendly" as my technological dream school. In my real life school most students are seen as a number of the week rather than punishment. Too many of my friends either don't want to learn or they just don't care. What if we could change the school system to make students want to learn?

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

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

We figured we found them all bored with repetitive subjects such as math. All that needs to be taught in the method so the work is almost useless and uninteresting. We suggest the teachers change new and creative teaching styles. Our suggestion is to use games, movies, field trips and special activities relating to the subject instead of boring comprehension work.

Our third problem was the fact that school should be less "real." We want to stop the application. Our first idea was to let students go to work at different businesses for a week or two to get hands-on experience. We thought we could get organized for different school classes to be taken at these places. Such as Star brand convenience store. We thought that having professionals coming in and teaching the class would help in subjects with Real World scenario.

Fourth we found that the classroom environment was cramped, uncomfortable and leaves little room for school work. In this scenario the same class all year is very hot. More spacious classrooms and more educational field trips are in order. Time away from school and in the real world would work. We would also benefit from more computers in the classroom. Not only would they let us be creative on a new level but the knowledge of how to use them would help in the new technology of the future.

Last we think students should help each other more. The older student could help the younger one or students could help each other instead of a buddy sit near them. I met a kid that uses a communication board. She could have a buddy sit near her and translate for her when she needs help. What a big help. There would be someone to help her whenever she needed help. It doesn't have to be an adult. The students could take turns. These are all small kids (like us) willing to help.

We will give Alex Hollands (grade 4), age 9 the last word: A teacher I would like for all kids now and in the future would be: A nice kind teacher. 2. Doesn't yell. 3. Says nice comments. 4. Says good morning and gone afternoon.

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

Integration Action Group of Ontario Celebrates 10th Year

A lively reunion of the IAG was held at Stan Wolkon's house on Sept. 4, 1995. IAG is the little group that grew into a powerful force to be reckoned with. IAG was first set up by present President of IAG says, "Amazing! Consider this, with limited finances and dedicated volunteers, IAG has been able to promote the integration of all persons into all aspects of community. Take, for example, the changes in the number of new laws and ordinances that are directly related to the education system and to demand changes.

We are making a difference. We are more than an association of parents and educators. We are part of an international movement - for freedom, equity and dignity. And, we need to keep working for it. IAG has a future with its part. The best part of the day was the many children running around and playing with their brothers and sisters. IAG has members, for example, as far away as Long Island, Ontario, and the North. Plans for an annual celebration and of course in typical IAG style everyone got together to work on sending a mailing. We need to keep working for it. IAG has a future with its part. Thank you very much. See you all on Friday.
Inclusion News 1996

Ten Year Old Wins Landmark Legal Victory

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

The Court of Appeal held that forcing a child from her regular school to attend a segregated class was discrimination against disabled persons. The Court of Appeal recognized that the “history of discrimination against disabled persons, which the Charter sought to redress and prevent, is a history of exclusion.” The Court found that Emily, her family, from the regular class and denying her the opportunity to go to her neighborhood school with children her own age, the School Board had discriminated against her and violated her Charter rights.

The Court of Appeal specifically rejected arguments by the School Board that segregated classes are not discriminatory, and that Emily was in a regular class with children her own age. The Court held that Emily was entitled to attend a regular class with children her own age, and that the School Board had discriminated against her.

The Court concluded that the Education Act itself is unconstitutional because it gives schools the discretion to place children with disabilities in segregated classes against their wishes. The Court therefore ordered that a provision be read into the Education Act preventing school boards from placing disabled children in segregated classes against their parents’ wishes except as a last resort.

School boards must now identify all segregated placements offered at the high school level. The Court declared that segregated classes are, in effect, special classes, and these classes are illegal.

The Court held that Emily was entitled to attend a regular class with children her own age, and that the School Board had discriminated against her.

Inclusion Melody

Inclusion is simply about belonging in the deepest sense. It is not a program, a person, a thing. It is not a model or even something you do. It is spirit, a song, or a sense of longing, an embrace. Inclusion is in the eyes, the heart, the face and the body of those who reject or accept. It cannot be given or taken away. It cannot be earned. It cannot be learned. It is deep as the ocean, wide as the sky, it is felt by all in the blink of an eye.

Inclusion is far beyond the words we say, it lies deep in our hearts. It is part of being fully human. Inclusion like knowledge belongs to everyone and is in the private domain of no one. It is a birthright. You can’t buy inclusion in a kit or a package. You can’t take a dose of inclusion. You can’t be a little bit included. You are either present, absent, invisible or dead.

Finding inclusive ways is a life long journey. ‘not easy, but neither is life. It needs people, like you who don’t know how and to find it, but together with families, children and professionals we will figure it out. It needs people to be open to asking questions and saying “I need your help.”

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

Welcome to the journey.

SCUSD vs Holland: Another Victory

Our congratulations to the Holland Family on having a new child and on winning and indeed having achieved a legal battle with the Sacramento City Unified School District over Rachel’s right to a regular education classroom placement. We love the Holland’s reason for waging this fight. “We are simply crazy about our children.” As the case progressed however the Holland’s learned something much deeper. They realized that they were simply fighting for Rachel’s childhood, fundamentally in a district whose motto is “Kids First” they really meant SOME kids not ALL.

Today inclusion News is happy to report that Rachel and her two sisters are enjoying the new classroom and the legal battle with the Sacramento City Unified School District over Rachel’s right to a regular education classroom placement. We love the Holland’s reason for waging this fight. “We are simply crazy about our children.” As the case progressed however the Holland’s learned something much deeper. They realized that they were simply fighting for Rachel’s childhood, fundamentally in a district whose motto is “Kids First” they really meant SOME kids not ALL.

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DO NO HARM
by John McKnight

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

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

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

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

The client is usually blamed for not blossoming under this "rain of dollars." What has actually happened, however, is that money has been "poured" into the programs of human service professionals and we have been unaware of what the effects of their ministrations have been iatrogenic. Instead the labeled and vulnerable in our society are blamed. From this perspective, the public policies of the last several decades can be understood as a era of blaming the client for many of the iatrogenic practices of human service professionals. Regressive policy makers and human service professionals have made unintended com-

A TRIBUTE TO FATHER PAT MACKAN
YOU DON'T "DO" INCLUSION: YOU LIVE IT

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

Here is an Example of the Letters we get:

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

on with it. If we have a problem we face it and go to the heart of it. Max is always deciding confusing people and they burn out.

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

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

Thank you Father Pat and thank you Max for teaching us that inclusion truly means WITH NOT simply in Father Pat's book, Reflections on Inclusive Education, is being used widely by schools and families. What better way to keep Patrick's indomitable spirit alive.
"When you say ALL, you really don't mean THIS KID!!!"

Yes, we really do mean all kids...

Michael J. Delaney & Billie Jo Clausen

Students with Behavioral Challenges are at Extreme Risk for Isolation

In our work as consultants to support students with behavioral challenges in inclusive schools, their homes, and communities, we are often met with a challenge that is thrown forth with certainty and great conviction: "When you say all, you really don't mean this kid!!!" We respond of course, we really do mean all kids—eventhough kids with behavioral challenges. After our response, the body language and the faces of those who still believe separate places are necessary for students with behavioral challenges change to arms crossed high on chests, and a countenance of defensiveness abounds. Often opponents (Fuchs and Fuchs, 1994-5; and Shanser, 1994-95) of integration say things like: "monitors in classes for these students is too much..."

Grebnerstein Jr., 1994-95)

list students with behavioral challenges, disorders and/or problems as primary examples of children for whom inclusion cannot work.

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

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

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

members.

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

Collegation to Create Schools that Work for All Kids

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

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

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

Since schools have students for a limited time, educators and parents need to make sure that what is taught is relevant and how it is taught is exciting and appealing to students with differing abilities, gifts, talents and learning preferences. Teaching students how to get along with and work with others (people skills), complete work in a timely manner, show up on time and ready for class, take pride in their work (work ethic), and take responsibility for themselves and their behavior are all skills that are essential for success in life. When students are taught in relational formats, they are allowed and encouraged to take responsibility for their own learning and become active in the educational process. The classroom teacher can become an advocate and design an educational program, utilizing participation and relationships, utilizing participation and relationships, to motivate problem solving. Parents giving time to schools as volunteers can assist to teachers to be more available to students, as well as demonstrating that partnerships exist between adults.

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

Conclusion: A Call for Change

My commitment to work together

We must work to eliminate the belief that separate places are necessary for anyone, and work diligently on learning and creating new ways of working as one community. This may require many of us who are involved with children who exhibit challenging behaviors, to change our own behavior, to use meaningful teaching and teaching methods, and to work together.

We are not trying to oversimplify complex challenges. We understand that some children have been hurt so badly that they may need a place to heal. Never, therefore, this difficult decision should only be made when educators and parents have applied the best technology available. If they have done so, they can make a decision about where to think and also who will have developed a plan to return the child to his or her own community. Upon the child's return, we need to ensure that the parents and teachers he or she returns to have the technology to work together to support him or her in positive and beneficial ways.

Michael J. Delaney and Billie Jo Clausen, are partners and consultants for the Whirling Rainbow Societies. They believe that education and understanding will allow educators, family members and others to provide positive support, services in heterogeneous inclusive environments. The position paper can be reached at Rural Route 2, Box 28, Woodburi, Iowa, 51379
Alike in Our Humanity: Some thoughts
Jack Pearlpoint

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

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

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

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

What other things I have learned:

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

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

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

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

We love the atmosphere set by the following tapes.

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


- Another popular tape is "Buka Beyond Spirit of the Forest." (Rykodisc).

- "Quabk" is also on the Rykodisc label.

- Omar Liebert plus Laura Neira is on the Sony label.

Change is Inevitable: Growth is Optional
Pearlpoint/Forest

PATH at the Flying M Ranch
by Jill Twidell Long

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

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

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

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

Educators pulled us out of the river of the so called “mainstream” part of the school and “streamed” us into the back waters of the school. They put us in separate schools or classrooms. The school system found ways to trick us into thinking they had made changes to the system. They called segregated classes Resource Centres and called Time Out Rooms, classrooms.

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

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

What exclusion has done to us:

- We grew up feeling like failures.
- We grew up believing we will never learn.
- We grew up putting ourselves down, feeling less than everyone else and lacking self-confidence.
- We grew up having trouble trusting people and forming relationships with others.
- We grew up feeling vulnerable. Others have used our lack of education as a reason to discourage us from having typical experiences like getting real jobs and having relationships.

What does school integration mean to us:

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

For more information about People First of Canada write 459 College Street, Suite 300, Toronto, Ontario, M5G 1A5

Equity is not a Choice

OPP - Australia
WHAT IS PERSON CENTERED PLANNING?

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

John O'Brien and Herbert Lovet

In this paper, person centered planning, refers to the approaches to, organizing and guiding community change in alliance with people with disabilities and their families and friends. Person centered planning approaches to, design, service planning, Person centered Futures Planning, MAPPs, PATH, and Essential Lifestyle Planning. These approaches, which want can find many ways to work, are based on the belief that people have desires and needs between current reality and a desirable potential future. They can compare and contrast the present to past conditions, identify barriers to or opportunities for desirability. A person centered planning process takes a more human centered approach and focuses on the person. person centered planning focuses on, understanding the person. the person is at the focus of planning, and those who love the person, are the primary authorities on the person's life direction. The essential questions are: "Who is this person?" and "What does this person value and hold as important in their life?". The goal of person centered planning is to identify and pursue those desires that will enable a person to pursue his or her interest in a positive way.

The purpose of person centered planning is good communication and learning from shared action. Person centered planning aims to change common patterns of community life. Person centered planning stimulates community hospital to understand people's concerns and opportunities, as well as the complexity and richness of their personal life. One of the most common misunderstandings of person centered planning is that it is a short series of meetings whose purpose is to produce a static plan. This misunderstanding leads people to underestimate the time, effort, uncertainty, ambiguity and surprise necessary to accurately support and plan for real lives. person centered planning is not a "quick fix" for people's difficulties. And, when things do work well, the lessons don't necessarily generalize to one's own life. What seems to work for one person's dream may easily be another person's nightmare. In this sense person centered planning accurately reflects everyday life.

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

To support their work and its improvement, people involved in person centered planning need to extend their network of relationships across the different approaches to person centered planning, community development and service reform. The future of person centered planning depends on its willingness and ability to improve their planning approach to reflect the effects of the work of the lives of people with disabilities and their families. The future of person centered planning depends on its willingness and ability to improve their planning approach to reflect the effects of the work of the lives of people with disabilities and their families. The future of person centered planning depends on its willingness and ability to improve their planning approach to reflect the effects of the work of the lives of people with disabilities and their families.
RESPONDING TO THE DEATH OF TRACY LATIMER

by Judith A. Snow

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

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

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

In November, 1994 a controversy swept Canada. Robert Latimer was found guilty of murdering his twelve year old daughter by deliberately poisoning her with carbon monoxide. Although he freely explained his careful planning of her killing, he was found guilty only of second degree murder and given the maximum ten year sentence. In the same year, 400 U.S. citizens were killed by their families, people with whom we have been in contact to live and work in the community.

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

For decades, magazines, newspapers, radio and TV talk shows have carried frequent stories about the executions of disabled citizens, new community guidelines and services, and the latest technological wonders. Yet apparently nearly everyone in Tracy's life and death - her family, all her medical consultants, the investigating police, the judge, the jury, and most of the Canadian public were ready to write off Tracy as a burden and as someone who did not value her own life. I am an adult with an extensive disability and I was part of her life. I know many others, now in their 40's, 50's, 60's, etc. How absurd it would be to judge our lives by our circumstances when we were 12. How absurd to be judged by others at all.

I was told by the Canadian government that supporting a person with a disability is helping to improve the quality of life through community involvement. In fact we usually assume a "severely handicapped" person has no purpose and that their capacities are irrelevant or nonexistent. These devastating assumptions blind us to what we could be doing for "helping" the persons to the contributions that the person is already making and to what he or she could do if supported in a less mechanical, more creative and respectful way.

I have developed an attitude of respect and creativity requires courage - something that is taught in professional text books. It requires a willingness to see people as they are - different perhaps in their minds and different in their lives. It requires us to ask, "What are people's dreams and wishes? What are their hopes and fears? How can we help them reach their goals?"

The very act of labeling someone disabled breeds prejudice, disrespect and lack of creativity among "helpers". Labeling is far more than a medical or support convenience - a way to get someone into the system. Labeling someone justifies unleashing the power that human hatred is capable of directing at someone. Labeling someone disabled leaves her or him an open target for ridicule, isolation, poverty, physical harm and murder. The statistics have always been there. Anyone who doesn't want to see it is kidding themselves at best.

The professional world must adopt a new way of looking at the community and its role in supporting people in their health and well-being. These new methods must allow people with disabilities to live a full and meaningful life in their own environment. These new methods must help people in their daily lives in their own environment.

Then we must look beyond the medical, technical and support issues and see the human beings whom we are called to support. Our society offers help and support in a very mechanical and systematic way, as if it didn't matter what the purposes and capacities of the person were. In fact we usually assume a "severely handicapped" person has no purpose and that their capacities are irrelevant or nonexistent. These devastating assumptions blind us to what we could be doing for "helping" the person already making and to what he or she could do if supported in a less mechanical, more creative and respectful way.

Never doubt group on city change indeed it's that

As long as people believe in hardships, they will continue to commit atrocities. (Voltaire)

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 Niemoller (Victim of the Nazis)

The hottest plashes in hell are reserved for those who, in times of great moral crisis maintain their neutrality.

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness.

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women & babies shot & burned by high school & college graduates.

So, I am suspicious of education.

Your request is that teachers help students become human.

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

Reading, writing, arithmetic are important only if they serve to make our children more human.

Hans Giinter (1972)

Teacher & Child
A Victory in England
Preethi Manu

After three years, my daughter Sarah who is labeled disabled was able to go into mainstream local school in Canada. We had been traveling, as well as living, in many cities, with the support of a local community. This was the result of many years of struggle and perseverance.

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

Margaret Mead

A Child Teaches: A Mother Learns
Anupa Pape Smith, Grimsby, England

When my daughter was ten, she was subjected to some very nasty verbal bullying and name-calling in the school playground. This was not the first time. The reactions of my family were intense, we were alarmed by the worsening situation and the isolation of my daughter. Our own vulnerability was high.

All our basic instincts about protection and justice were triggered by the need to protect our children from harm. Our only wish was to take the children back to school where they were safe and isolated from the outside world.

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

Sweden is a family-friendly country and the countryside is fighting against social barriers. We hope our struggles will strengthen their resolve and that we will all fight together to change the law so that compulsory segregation of people who are disabled is no longer allowed.

We will all benefit from the change because we can help build a society that is more tolerant and understanding and one where everyone is included.

For information on the Integration Alliance

University of Nottingham
Inclusion Workshop
by Gerry Leyden and Andy Miller

Jack and Marsh loaded their parents' car and drove to the nearest town. They were determined to make the most of the opportunity. Parents, friends, and community leaders were there to support them. They were ready to take on any challenge that came their way.

Inclusion is about recognizing and valuing each other's unique qualities and abilities. It's about creating an inclusive society where everyone can participate fully. It's about breaking down barriers and building bridges. It's about being kind, respectful, and understanding of each other.

A LABEL BURNING CEREMONY

Our friends in England are struggling with the same issues of labelling and segregation. Where we are here in North America. It is the same story all over the world. Wherever we go there are networks of marginalized and oppressed communities that give us a glimpse of a possible and positive future. But, most of the time we see families and systems struggling to change things, expecting and just plain meaningful practices.

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

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

We will have a label burning ceremony to symbolically burn any unwanted labels or "sentiments" of special education needs. After the burning the demonstration will proceed to encircle the County Hall.
Ruby Slippers
Rose Galia
It was December 15, 1980. It was the day after Felicia's sixth birthday. I don't remember the time, but I do remember the feeling as if it were happening at that very moment. My insides were churning and I was crying. I don't know what I could do. They took me to a hospital, but I didn't know why. I was just crying and crying. I don't remember much after that.

The Talking Stick Reflection: An Exercise in Listening
Marsha Forest & Jack Pearpoint
The Talking Stick is an ancient Aboriginal tool for healing relationships through learning to listen to others and to speak your truth. We have asked permission from Aboriginal friends to use the Talking Stick to help connect people to one another and to begin dialogue through listening. They have graciously granted us their blessing.

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

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

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

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

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

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

After one person speaks, the two participants can share a topic or two minutes dialogues.

Minute Three: Dialogue - talk WITH each other.
We are avoiding discussion (which comes from the root word perception, concision - hitting each other with the head with ideas and moving to the word dialogue (which comes from the root word dialoging or thinking together).

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

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

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

Thank You's
- Thank you Susan Young of Imperial Oil Limited for having faith in our work and our dream and supporting it generously over the years.
- Thank you Nathan Gilbert of the Laidlaw Foundation for your continued support of our work and your generous contribution to the 1996 Summer Institute.
- Thank you to our new friends and donors Helen and John Byers for their support of the 1996 Summer Institute.
- Thank you to our new friends and donors Alex and Mike Grossman of Belmont Properties who are generously supporting our exciting new venture - the 1996 Summer Institute.
- Thank you to our new Concept Printing for the best quality and service in printing. We urge our readers to call Barbara Seed for any printing you need done 416-252-3967
How did you first learn about Danny's disability?

About two hours after Danny was born, the neonatologist came into my hospital room and told me that I had a "trouble child". I didn't take it very well. My husband, John, and I went out to the hospital nursery to meet Danny. The nurse told me that she was being well-intentioned and said, "Do you want your child in the window where everybody can see him?" I didn't have the time to say anything else. When we finally got home, our bodies were never the same. We knew that we had to do the best we could for Danny.

What are the strengths that you've seen in your child that have helped you support him?

Danny has a remarkable ability to never give up. He is strong and resilient. He doesn't let anything get the best of him. He is also very creative and has a great sense of humor. These strengths have helped us in raising Danny.

What do you feel the future holds for Danny?

I hope that Danny will be able to get a good education and have a fulfilling life. I want him to have the same opportunities as any other child. I also hope that he will be able to find love and happiness in his life.

How do you think your child's disability has affected your family?

Danny's disability has affected our family in many ways. It has taught us the importance of patience, perseverance, and love. It has also helped us to value life and the many blessings that we have. Danny is a gift to our family and we are grateful for him.

Is there anything you want people to know about Danny?

Danny is a unique and special child. He has taught us a lot about what it means to be a parent. He has shown us the importance of love, kindness, and compassion. Danny is a wonderful human being and I am proud to be his mother.
Recognizing Collaboration When We See It!

Rich Villa, Anne Nevin, & Jocki Thompson

Can you picture a meeting with 5 participants—a parent, a classroom teacher, a special educator, a speech/language pathologist, and a principal. Is your experience, who will be first to get a “glazed look” in their eyes during this meeting? We have asked this question of parents and educators in the United States and Canada. The typical answer to this question is: “The parents are the first to get that glazed look.” However, you are the one who is talking about the parent-child relationship and the child’s education. What they receive are test scores and labels, piles of paper, a list of their rights and responsibilities, a litany of problems, and a lot of jargon. Is it any wonder that the glazed look visits them first? You will be the next person to get that glazed look! If you answered, “The principal!” you agree with our experience. You can tell because the principal will typically begin to lip through the calendar so as to Excuse him or herself from the meeting because he/she is a “very busy person and has another meeting scheduled at the same time.” Once the principal leaves the meeting, we don’t see the principal’s slip of relief because one more confusing meeting has been escaped.

To be honest, we could go on mental recess! Typically it is the classroom teacher who questions: “Who is going to help me? What do I do with the other children in my room? I’ve been to dozens of these meetings and they all sound the same!” Fear not, our special educator and speech/language pathologist is presenting his information, the special educator appears to be nodding off. The special educator catches herself and mentally notes, “Hey, wait. I’m supposed to know this stuff because I am special.” Therefore she may offer a knowing statement like: “Exactly. My informal observations confirm what you are saying. It’s really a real dissertation (that is neither being heard nor cooperating) as everyone else!

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

Can parents and educators of children with special needs overcome the common enemies of powerlessness, impatience, and a battlefield mentality in order to provide the best education for our children and youth? In this article, we define and provide a rationale for collaboration. We describe exemplary collaborative practices for inclusive education. Our own professional experiences convinces us that the only way in which any successful educator (and education) is created is by collaborations together with each other as partners in the process. We offer a questionnaire to guide parents and educators in accomplishing better results for their children through collaborative teaching practices.

Collaboration Defined

Collaboration is an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems (Ivank, Nevin, & Paulucci-Whitcomb. 1994). As Kimball (1974) notes, we collaborate because the ordinary (or traditional) method has failed to address a specific need. In effect, we are forced to go outside our ordinary circles to interact with “outsiders,” even enemies, so that we may achieve our goals.

Diane Sywento (1987), a parent of a young woman with Down Syndrome, explains: Parents should be taught as scholars of observation. We are in it for the distance. We see and feel the continuous. We have our dreams in our dreams. Our voice is to keep the system in our classrooms.

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

1) Who is affected by the decision?
2) Who has an interest in participation?
3) Who is best suited to make the decision?

We work with the legal mandates and collaborative practices for parent involvement in decision making in regards to the child with disabilities has often omitted the inclusion of the child him or herself. The law allows student involvement in their educational planning, but requires them to have input. This is a major issue for children who are deafblind. How can children be involved?

Children should be in charge of their education. The child needs to be involved in the decision making of his or her education. The child needs to be involved in the decision making of his or her education.

Dream catchers

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

Among the Indians of the woodlands, the Ojibwa believe that dreams have magical qualities; the ability to change or direct their path in life. Since the night air is filled with both good and bad dreams, one of the traditional beliefs was to put a dream catcher on an infant's cradle board or on their wrist for the benefit of all. When hung, the dream catcher captures the dreams as they float by. The good dreams, knowing the way, slip through the center hole, gently float on the soft feather to the sleeper. The good dreams become entangled in the webbing, only to return. The bad dreams, knowing the way, become entrapped in the webbing, only to return. The forces of Plucky nostril, and the Shagapi studio is at 507 Broadway Ave. in Winnipeg Manitoba P0C 0C5 (204) 572-5697.

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

Dream catchers are available from Inclusion Press in Canada.

Whatever bothers the earth, bothers the children of the earth. We did not inherit the earth from our ancestors. We are merely a strand in it. Whatever we do to the web, we do ourselves.

(Chief Seattle)
Circular Solutions: Getting Unstuck
A Creative Problem Solving Tool
Designed by Jack Pearpoint and Martha Forest

This is a short and powerful tool that takes no more than a half hour. It is effective in getting "unstuck" from a problem or a project. Solution Circles differ from brainstorming in that they assume and demonstrate that tools are skills that everyone possesses. Circles work. Solution Circles work.

If you ask a person to ASK - not an easy thing in our culture of privacy and "do it alone," this tool puts all the values we express into practice and demonstrates that TOGETHER WE'RE BETTER.

Time required: No more than thirty minutes.

People per Solution Circle: Best with 5-9.

Hurdles to be played:
- Problem Presenter (focus person)
- Process Facilitator (team manager, time keeper)
- Note Taker or Graphic Recorder
- Amazingly creative Brainstorm Team

For large groups, the group facilitator (i.e., you) asks the group for volunteer problem presenters. (The number required is the total group divided by 9 approximately. Then ask for a process facilitator and a graphic recorder to attach themselves to each problem presenter so each core team is a new group of 3-3.

The balance of this large group (i.e., the world's most creative community members) joins the various problem solving teams so each team totals approximately 8-9 problem solvers. Diversity in teams is best: spread the age, sex, race, mental/sexual diversity, etc. to ensure the diversity per team the better.

Explain the steps to the teams in detail:

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

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

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

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

Finally the group just does a round of words to describe and record the experience and the recorder gives the record to the focus person. In a large group, the teams return to their group, discuss and continue.

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

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

Young Chief of the Crees

Our IMAGE: A KALEIDOSCOPE
The concept and image is a circle, full, complete, inclusive. But pieces of everything, all colours, shapes and sizes existing together in a melody of every changing colour and design.

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

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

Search your heart and see the way to do is to be.
Lao Tzu
Using MAPS in the Community COMMUNITY ACTION PLANS

by Anne Malatchi

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

One of the most tragic accidents in our neighborhood...it was an accidental murder. The community rallied...support each other. Philip was killed, the house was sold, but we did not. Meets for public discussion. Did the incident remain in the neighborhood? After several months, the house was rented as a guest house for people for the final stages of AIDS.

Reactions to this community were swift and negative.

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

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

- more death - by a single and highly contagious disease

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

I heard the sage...

Kelly, a friend of mine at the university, lives with her family in the house next to the guest house. Each week she would fill me in on the latest escapades of the neighborhood. At first, she was only concerned about the attitudes toward AIDS and its victims. Recently, her oldest child reported that neighbors were asking her about "the people with AIDS". What were the attitudes? The community was asked to consider: what they expected property values to do. What would happen if they became friends with the residents of the guest house? Would they get it? Finally, after a drive-by shooting early one morning, I volunteered to facilitate a Community Action Plan (CAP) - a community problem solving plan of action based on the MAPS process.

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

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

What is the history of your home, of this community? What are your dreams for your community? Your family? What are your fears? What are your hopes? What is the challenge? What is the change?

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

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

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

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

During the discussion on NIGHTMARES, we addressed fears related to the loss of property values, feeling unsafe, over the influx of homeless people being labeled by the media, and...the threat of a viral disease spreading...can we catch it?

Who are we? We talked, casually, for quite some time about WHO lived on the block. It is a diverse group of individuals: retirees living alone, young families, newly weds, two families with grown children, and three homes occupied by single workers.

Our STRENGTHS were easy to group this to discuss. First and foremost was the desire to live and develop an Action Plan. Others included: location, respect, pride, increasing property values (before '92), longevity of ownership, and the re-markable sense of community...sharing...it's our world, let's take care of it.

With some trepidation, I moved on to CHALLENGES. I chose this word instead of 'needs' purposely because it seemed to offer a more open-ended view. People were not afraid to talk. One person genuinely was concerned that they 'lost' the house, they would develop AIDS. As other concerns arose, they fed naturally into the Action Plans.

I often have both Challenge and Action Plan chart paper on the wall at the same time. More and more it seemed some general information on AIDS for these people was important. The guest house directors volunteered to provide this information, and actually offered a great deal during the evening, including a discussion on the advanced stages of AIDS and some of the residents acted in certain ways. The safety challenge led to volunteer contact the local police to increase their patrolling of the community. A block party was planned with not only the residents of the guest house, but the administrators as well. Dogs getting into the garbage and finding rubber gloves became so great an issue and easily handled when this was brought up to the guest house staff.

People visiting the guest house...and they did have a block party. Nothing seemed to subside.

Although I continue to love facilitating MAPS and PATH for individuals with disabilities, some of my most moving moments these past two years have been facilitating these processes for organizations including a state-level Special Education Task Force, the staff of an elementary school, a task force attempting to organize systems change, a groupvessel fellowship, and a youth support group organization. Many times leaders begin with MAPS and PATH in the afternoon. These are always powerful, emotional days. The potential of these tools is endless. From a community standpoint, using them provides leaders with the skills to attract and retain resources, to build and sustain long-term relationships, to develop innovative programs, and to become advocates for policies that improve the lives of all community members. From a personal standpoint, MAPS and PATH in the afternoon is a powerful and eyeopening experience that I hope will meaningful.

One of the Rainbow's most powerful and eyeopening experiences was a confirmation of what I had learned from the process, how much I had changed.

John McKnight had this to say about what MAPS and PATH are all about.

"PATH and MAPS are powerful tools for liberation of organizations and people. The idea of building a unique MAPS and drawing it in living color allows us to actually see the possibilities of a new future and a chance to break through and step into a new world.

Life is not what it's supposed to be. It's the way it is. The way you cope with it is what makes the difference."
The Deep Meaning of Inclusion: Reflections on our Journey into the Urewera...April, 1995
by Jack Pearpoint & Marsha Forest
Our Maori Tuhoe immersion program began when we arrived in Rotorua to visit Uncle Joe and Uncle Whiu, who had been brought to...tress to lay out, and shots, and then the buses began to arrive. The Festival consumed all...not included.

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

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

The festival began with the children. We laughed, teased, cheered as seven troupes of children from kindergarten to year 3 were presented with performances of traditional Maori song and dance. The throngs roamed approved and almost to a person, on-lookers pointed to their "relatives" on stage. They were supported and celebrated. Culture, the surge of pride and support was of an intensity that we can only relate to proud parents gushing with enthusiasm. But the quality of the performances was not trivial. The high quality of excellence that was preserved every time of approval. Perhaps the most magical fact and frustration was that the children on the stage demonstrated brilliance, composer, discipline, a spectrum of abilities that could stand them in good stead most anywhere. But, until recently, when Maori began taking over their own schools, virtually ALL of these same children were labeled as slow learners, undisciplined, retarded, etc.

There was an instructive incident "at the gate" of the marae. Several Tuhoe militants from one of the occupied areas had a "flag" they wanted to bring onto the marae. The elders consulted and reaffirmed the guidelines. Tuhoe were welcome - but not the flag. It was not of that marae and thus not appropriate. The protesters splayed throughout the festival Understanding their flag high. There was no discussion, but no one blocked them. The protesters did not enter the marae with the flag, but it was agreed that the rest of the Festival area was "open." Many did not support the protesters, but their protests were not only allowed but were still welcomed. Perhaps most instructive, since the "disagreements" were among "tacit" and not issues of principle, the leaders of our marae, INVITED the protesters to come back to our marae and chair the ever-changing debates (one the festival events). The leader and his group came. He chaired an Oxford style debate on whether the Tuhoe should sell some of their land presently held by the government. Our group were funny, smart, eloquent. Our leader said (translated) "the Chair agrees with us - he can't support your case." The "excluded" were offered the opportunity to be "included" - full participation - to DO something. They chose to walk away - and laugh at what had just like the rest of us. The next morning the minority protesters still held their flag high, but some of the earlier tension was gone. They had a point to make and they were allowed to make it. There was a special sentiment, to disagree and yet to be together - in solidarity.

Then came the adult performance teams. We sat in awe as Pou Temara rehearsed the Pomkire team. They had driven all night on the bus, but there was no time for exhaustion. They boarded the dining hall train for two hours. Pou Temara was a crisp, specific, supportive, uncompromising. He was tough. But every member knew that every movement counted and that Pou was coaching and teaching from a foundation of unshakable support. He turned the lights off, "Do it again...in the dark. Listen - feel it - live it."

Then, he led the troupe outside, and they rehearsed under the stars and clouds and rain on the sacred land of the marae. We listened as we listened; we could see no other. But we could feel the troupe FEEL the music, the words, the movement in their spirits. Their determination, and it worked. They won many of the prizes, but the prizes were bigger than the trophies. The real prize is a "future" for the children. The stakes are high.

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

One troupe sang about two teenagers who died of suicide last year. The families of the two children had written a song, and it was sung, and then they wrote the music. It was more than just a song; it was an occasion to heal the community and create a future. And so it went. Giant men roaring fierce - Maori as always, faces filled with the fury stretched against the face of the defender of the Tuhoe. Seconds later, mystical harmonies, whispering gentle breezes - and then back to fierce defenders of a future. We were entranced, entrapped, prionsed to hear, tuned to taste and feel their fury.

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

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

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

* Thank you to Raymon, Uncle Whiu, Uncle Joe, Pou Temara and all the Tuhoe, for sharing wisdom, for being a constant inspiration, for friendship and love.
* The Tuhoe are "the children of the mist" - a tribe of the Maori's - the aboriginal people of New Zealand.

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

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

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

Our office is located in our house. Although we travel extensively we are always in contact with the Toronto office through fax and e-mail. Most of all thanks to readers who phone and write and greatly give us those acts of kindness and beauty that keep us going. We hope you enjoy Inclusion News and find it useful in your own work of changing the world one place where ALL can belong.

Inclusion News

Inclusion News is a vehicle for sharing information and providing a voice for individuals with disabilities. It is a publication of the Autism National Committee.

SAMIDEANO

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

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

Australia and New Zealand

* QPPD in Brisbane, Queensland, Australia. Jan Dyke, Pam Watson, Celia Baker. Fax: 61-7-386-3004 Tel: 61-7-369-3249
* Auckland College of Education, Ray Murray, School of Special Education. Fax: 64-9-638-6176 Tel: 64-9-638-5009
* Wellington, New Zealand - IHC National Office - Sue Gates Fax: 64-4-4720 Tel: 64-722-247
* Te Riwaka Higgins, Victoria University, Wellington, New Zealand - Te Tari Maori. Fax: 64-4-495-5243 Tel: 64-4-471-5341
* Network Magazine, Levin, New Zealand - Ken Gibbons Fax: 64-6-368-7131 Tel: 64-6-368-3645
* Britain
  * Centre for Studies in Integration in Education (CSIE) Mark Vaughan and Linda Shaw Fax: 64-81-452-6898 Tel: 64-31-452-8042
  * Pete Richlie in Edinburgh Tel: 44-31-538-7171 Fax: 44-31-538-7719
  * Gerv Leyden Psychology Dept., Univ. of Nottingham Fax: 44-115-951-3324 Tel: 411-115-951-3320
  * Kenn Jupp & Kevin Reeves Inclusion Press Inf - UK Division 4 Bosco Oval, Daventry, Stockport SK3 8 LW Tel: 61-483-7348 CompServe100177,3112 Kenn can also be reached at NEIGHBORS in New Jersey: 908-359-2281

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

Principles of the Autism National Committee

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

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

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

Life is either a daring adventure or nothing. Security does not exist in nature nor do the children of men as a whole experience it. Avoiding danger is no safer in the long run than exposure.

Helen Keller

Key Workshops & Events 1996-97 - partial list -

January 1996 in Vancouver, British Columbia

* Advanced Creative Facilitator with John O'Brien Jan. 9, 9, 10
* Creative Facilitator Course - Jan. 15, 16, 17 Contact Joanne Proctor: ph. 406-856-3278 fax 406-564-3022
* March in Yellowknife, N.W.T.
* Creative Facilitator Course March 26-30, 1996 Contact: Ginny Leyden 416-441-951-5324
* May in England
  * Creative Facilitator Course May 16-18, 1996 - Oldham May 20-24, 1996 - Nottingham Contact: Gerv Leyden 011-44-115-951-5324
* June 17-18
* July 7-13, 1996 - Toronto
* Creative Facilitator Course Contact: Rod Johnston fax 604-354-4833
* Oct. 17, 18, 19
  * Idaho Parent Conference and
  * Creative Facilitator Work Contact: Liz Jenkins fax 209-342-1408
* Oct. 30, 31, Nov. 1, 2
  * The Fifth Annual Creative Facilitator Conference in Toronto November 20-23 1996
  * Don't Miss TASH's Annual Conference in New Orleans, Louisiana

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

Lewis Carroll

Recommemended Reading

* ASCD - Education Leadership Magazine
  * z1250 Pitt St., Alexandria, Virginia 22314-9718 Tel: 703-549-9110 ext. 405
  * Dr. Poo, Max, Leadership is an Art. Doubleday, N.Y.
  * Jupp, Jenn: Everyone Belongs & Living a Full Life, Souvenir Press, Human Horizon Series, 43, Great Russell St. London, England, WC1B 3PA Fax: 071-580-5064

* Owen, Harrison. Open Space Technolog. 7808 River Falls Drive, Potomac, MD. 20854
* Sarason, S. The Predictable Failure of Educational Reform. San Francisco: Jossey-Bass
* Senge, Peter. The Fifth Discipline. N.Y. Doubleday
What people are saying about the Creative Facilitator workshops:

The creative Facilitator workshops really do please me. The most frequently asked works all start with the letter R -- refreshing, rethinking, refocusing, revitalized, re-motivated, renewed, re-energized, rejuvenated. People feel challenged, supported, and not judged. They say they enjoy the warm and caring atmosphere and are going home more creative in their thinking. Participants report they feel inspired and energized and have actual tools they can start using immediately not only at work but in their personal lives. One person wrote "I am leaving this event with a bag of tools not only for my workplace but tools for my life."

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

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

It's In Every One of Us

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

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

Produced and directed by Werner Kistler.

For more information contact: New Era Media, Box 410065-W, 425 Alabama St., San Francisco, CA, 94111-0685.
tel: 415-863-3555 800-727-6007 Fax: 415-864-5375

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

It's in Every One of Us

David Pomranz

It's in every one of us.
To be wise.
Find your heart.
Open up both your eyes.
We can all know everything.
Without ever knowing why.
It's in every one of us.
By and by.
It's in every one of us --
I just remembered.
It's like I've been sleeping for years.
I'm not awake as I can be.
But my seeing's better --
I can see through the tears.
I've been realizing that I obtained this ticket,
And watching only half of the show.
But there's scenery and lights
And a cast of thousands
Who all know what I know
And it's good that is so.

(© 1973 by WB Music Corp./Upward Spiral Music. All rights reserved.)

Organizational Change
Converting from Group Homes to Supported Living

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

Dates: May 15-19, 1996
Location: Los Angeles, CA

Facilitator: Jeff Straly or Laura Broderick

Joya Nolan Community Services,
8950 Lurline Ave., Chatsworth, CA 91311
310-780-7807

55,000 copies of Inclusion News Printed!

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

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

(Leonardo da Vinci)

Visit us on our NEW Web Page: http://inclusion.com
New MAPS Training Video

**SHAFIK’S MAP**

Producers: Inclusion Press & ParentsNet

MAPS Train Shafik Alu Talor, Mao, Bhaya, Jack & Marsha

Review by Lynne, Robert, Learning Consultant, N.J.

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

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

This video production was financed in part by the Minnesota Governor’s Council on Developmental Disabilities under the provisions of P.L. 101-163. Content of this video does not necessarily reflect the position or policies of the Minnesota Governor’s Council on Developmental Disabilities or the Minnesota Department of Administration (July 3, 1995).

**PATH Training Video**

**Introduction to PATH**

Producers: Inclusion Press & ParentsNet

Exciting, creative, colorful futures planning tool

Jack & Marsha demonstrate 8 steps with an individual and his family. An excellent introduction linked to the PATH book. (35 min)

**The PATH Training Video**

John O’Brien, Jack Pearpoint and Marsha Forest are known innovators in the field of inclusion of individuals with developmental disabilities. They have developed and conceptualized PATH and continue to develop and improve it. PATH, short for Personal Action and Thinking Habits, is a process for graphical recording and sharing of ideas that are built into the curriculum. The video demonstrates the process and the basic steps involved in the PATH training concept. It shows the use and application of the PATH tool in a variety of settings, including schools and community centers.

**Miller’s MAP**


Children, parents, neighbors and professionals make hunchmatch between two friends who have a lot in common in their MAP.

Together We’re Better

**Staff Development Kit for Inclusion**


PATH Demonstration


60 minute Path with a group of children and parents. An excellent video to follow the PATH Training Video.

**Dream Catches**


**Interdependence**


49 min video about teenagers discovering power in themselves. Powerful youth cooperation stories. An inspiration.

**What’s Really Worth Pointing Out?**

**How To Do It**

A book for people who love someone labelled badly (originally yourself)

By Jack & Marsha

The Whole Community Catalogue

Welcoming People Who Love Someone Labelled Badly (originally yourself)
**New Books! New Videos!**

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

**What’s Really Worth Doing & How To Do It**  
by Judith Snow  
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