

The Learning Community

McGill Summer Institute • 1993

Together we're better!

Explorations In Inclusion —1

Proceedings of The Learning Marketplace

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Inclusion Press

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OHEN:TON KARIWENTEHKWEN

We offer our greetings...

*...to all the people.
...to the Earth, our Mother
...to the waters of all the rivers, & lakes & streams
...to all the fish life
...to all the root life
...to all the plant life (the green things)
...to all the different natural medicines
...to all the insect life
...to all the foods we eat
...to all the fruits & berries
...to all the wild animals
...to all the bird life
...to all the trees & young saplings
...to the four winds
...to our Grandfathers, the Thunderers
...to our Grandmother, the Moon
...to our Elder Brother, the Sun
...to all the stars in the sky
...to the Creator*

Now, I have done the best that I am able. If there was anything that i forgot, I ask you to put your minds together to provide it and I wish you good health.

Introduction

This book emerged from 80 lifetimes of experience - and three day's work at the McGill Summer Institute on Integrated Education and Community. Eighty people -from many provinces and states, Mexico, the United Kingdom, Germany, Australia and New Zealand- gathered in "*The Learning Community*" for two weeks in July, 1993. In its second week, the community decided to explore their most immediate priorities and maximize the talents of the whole group. We called it the *Learning Marketplace*.

Our **Learning Marketplace** emerged from the enormous talent and diversity of our community. The energy surge was unleashed by a simple structure built on the work of Harrison Owen.* The concept is simple and operates quickly and efficiently to create an agenda for a diverse group. People identified issues for which they felt passion and responsibility, and negotiated for time and space to pursue them.

Four Principles and one law structured the learning marketplace:

- * Whoever comes is the right people.
- * Whatever happens is the only thing that could have.
- * Whenever it starts is the right time.
- * When it is over it is over.

There is one additional guideline: The Law of Two Feet (or four wheels). Put simply, if a session is not meeting your needs, use your feet or wheels to find a place that does.

The proceedings began with a huge blank wall chart for the three days. A second sheet had post-it notes stuck on a simple matrix with possible meeting places and time slots.

The group gathered in front of the blank chart. An invitation was announced. Anyone who felt passion for an issue and was willing to take some responsibility, was asked to invent a short title on a piece of paper, sign it, pick a post-it note with a time and place - then announce and post their session on the large wall chart. In 15 minutes, the former blank wall was brimming with interest group topics.

Then the **Learning Marketplace** opened. Everyone was invited to "sign up" for whatever they liked. In cases of overlap or time conflict, individuals were encouraged to negotiate for mergers and time changes.

Thirty minutes later, the hubbub of the marketplace dwindled. Individuals joined their first choice groups and went to work. For three days.

Each group was invited to type a brief report of their discussions to share with the whole community. This book is the result..

The book offers notes from eighty explorers of the issues in building more just, more inclusive communities.

Marsha Forest
John O'Brien
Jack Pearpoint
Judith Snow

**Open Space Technology* available from Abbott Publishing, 7808 River Falls Drive, Potomac, MD 20854

Parent's Circle

Josie Young
Dale Marchand
Mary Beaury-Paladino
Marsha Alfafara

How to be an effective advocate:

- Listen to your child
- Trust your instincts
- Know where you are going
- Be persistent
- Know the system
- Look at the whole picture
- Be fair
- Know what you are willing to do
- Know when to ask for help
- Never stop learning
- Take time out for yourself
- Just do it
- Be open to change
- Reflect to refuel
- Keep doing it

Family Support: Putting the Money in Their Hands

Participants: Micky Beauregard, Tisha Woodall, Donna Hudson, Patty O'Donnell

Not every state in the US has Family Support legislation. The state of NH funded their family support through their Area Agencies. Micky works for one of them (Monadnock Developmental Services in Keene, NH). None of the participants had Family Support in their states. The issues that Micky wanted to work with were how to get the funding directly to the families. She didn't feel comfortable that they had to call and ask for help-it felt very demeaning. People agreed, but there were no examples where it was happening. There was a consensus that it should happen that way, though.

We talked about how Micky's agency supports families. Some of the supports they have to assist families in limiting stressors in their life include (but aren't limited to) financial assistance with various bills, emotional supports, education on SPED laws, the process or initiatives in education, respite, in home supports (aides) or whatever the family may ask for. This hopefully prevents children from moving into residential placements outside of their natural family.

If there is anyone out there that does provide cash assistance in a caring, effective, respectful manner please call Micky Beauregard at 603-357-3669. You can call if you'd like to know more about Family support, too..

Some good ideas that people came up with to support families are:

- Go to IEP meetings with the families. Do not let the schools kick you out.
- Look for natural resources.
- Bring other family members to the IEP.
- Make directories of agencies to assist families.
- Help keep kids in their natural homes vs. residential placements. Provide supports to eliminate the option.
- Education on SPED laws and new ideas.

Letting Go - Letting Grow

Participants: Micky Beauregard, Nancie Mann, Mary Beaury-Paladino, Lorna Lillo, Peter Truax, Mike Green, Marsha Alfafara

LETTING IS NOT WITHOUT PAIN FOR BOTH SIDES

PARENTS:

- no control
- not informed

PROFESSIONAL:

- parent may attack, "it hurts"
- can't make contact with parents

GUIDELINES FOR CREATING AN ENVIRONMENT SO EVERYONE CAN MAKE INCLUSION HAPPEN:

- try to assume positive intent
- communication needs to happen both ways
- trust in focus person's capabilities
- communicate changes about anything which impacts focus person
- keep "real" life in perspective
- don't put people off
- raise level of awareness

GROUND RULES FOR MEETINGS:

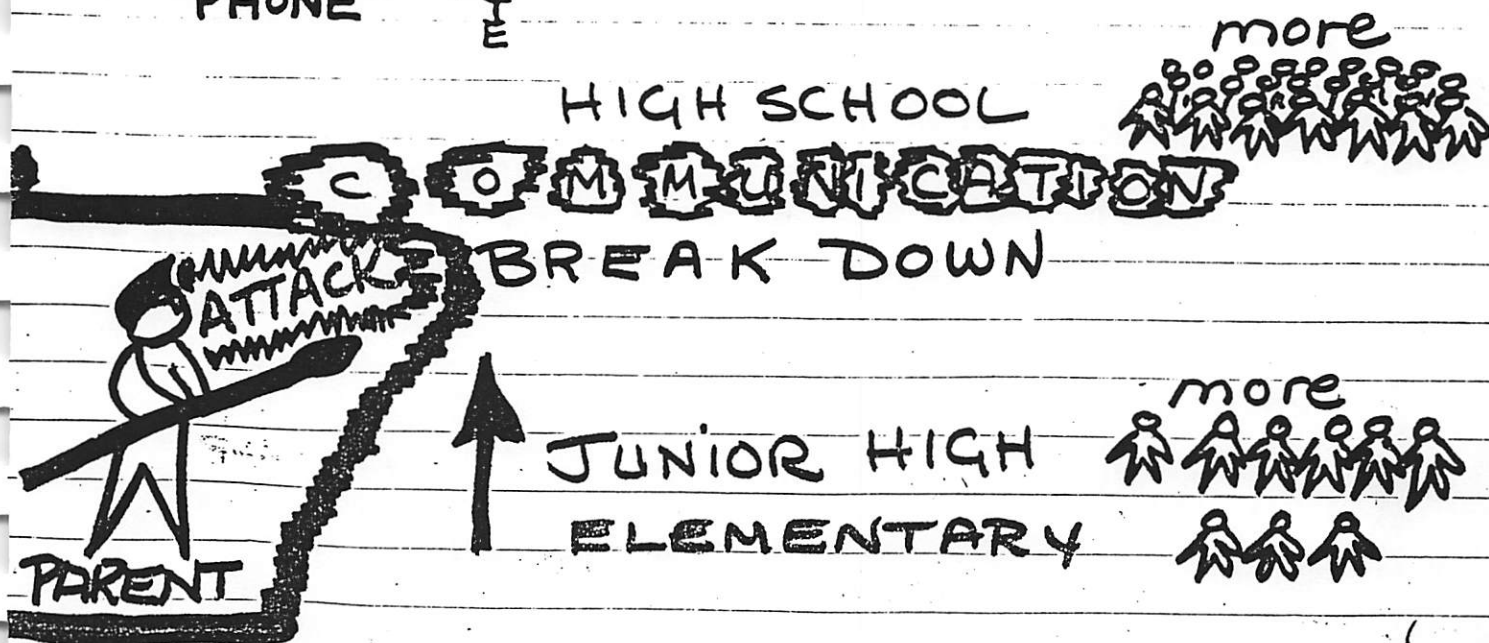
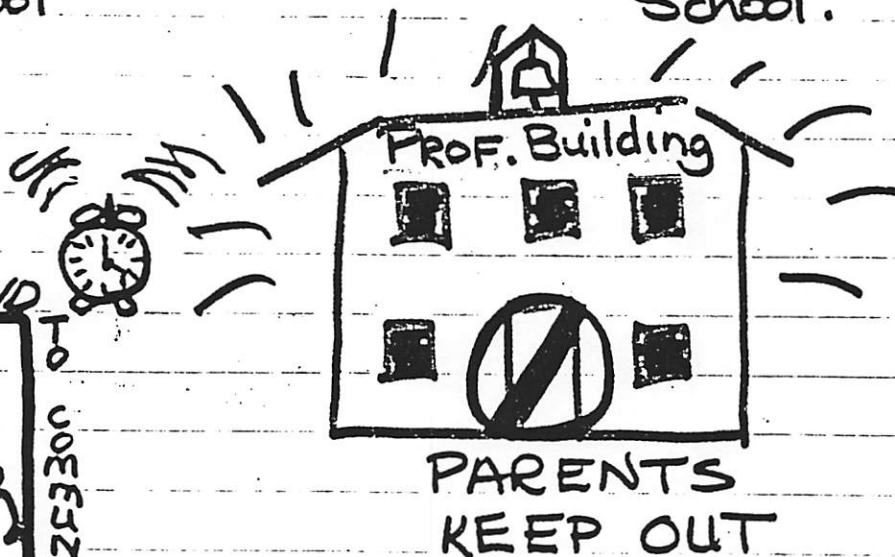
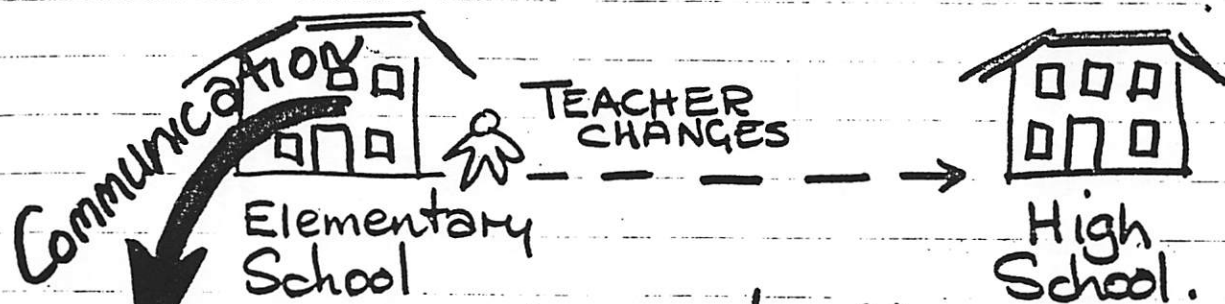
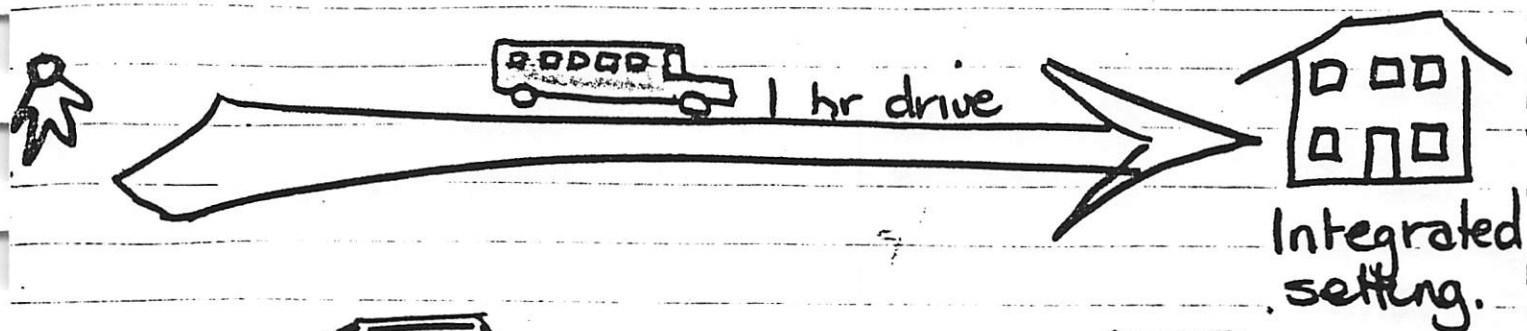
- **Never** say to a parent:

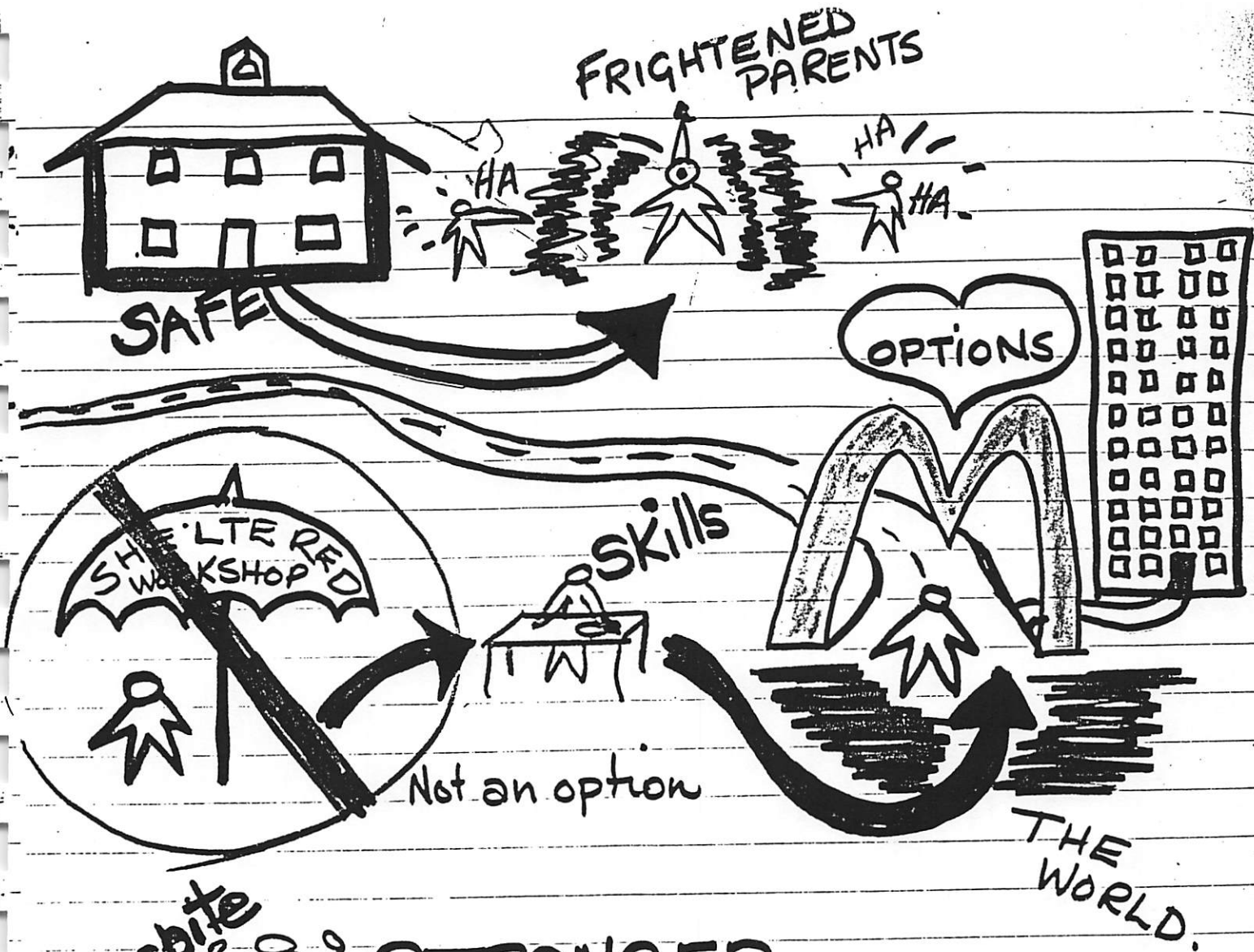
"I know how you feel"

"There are so many with a greater need"

"Sometimes when you are so close to something, you can't see clearly"

- know history of focus person
- acknowledge best interest
- be empathic to each other

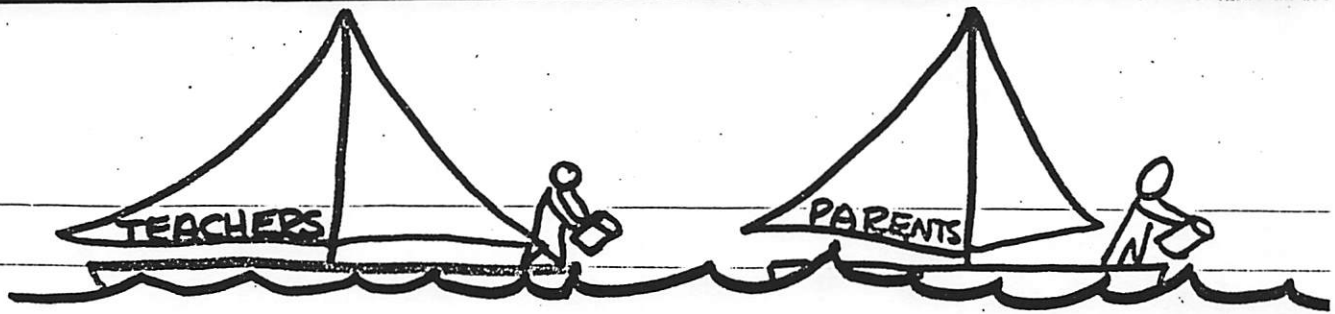




Respite

STRONGER





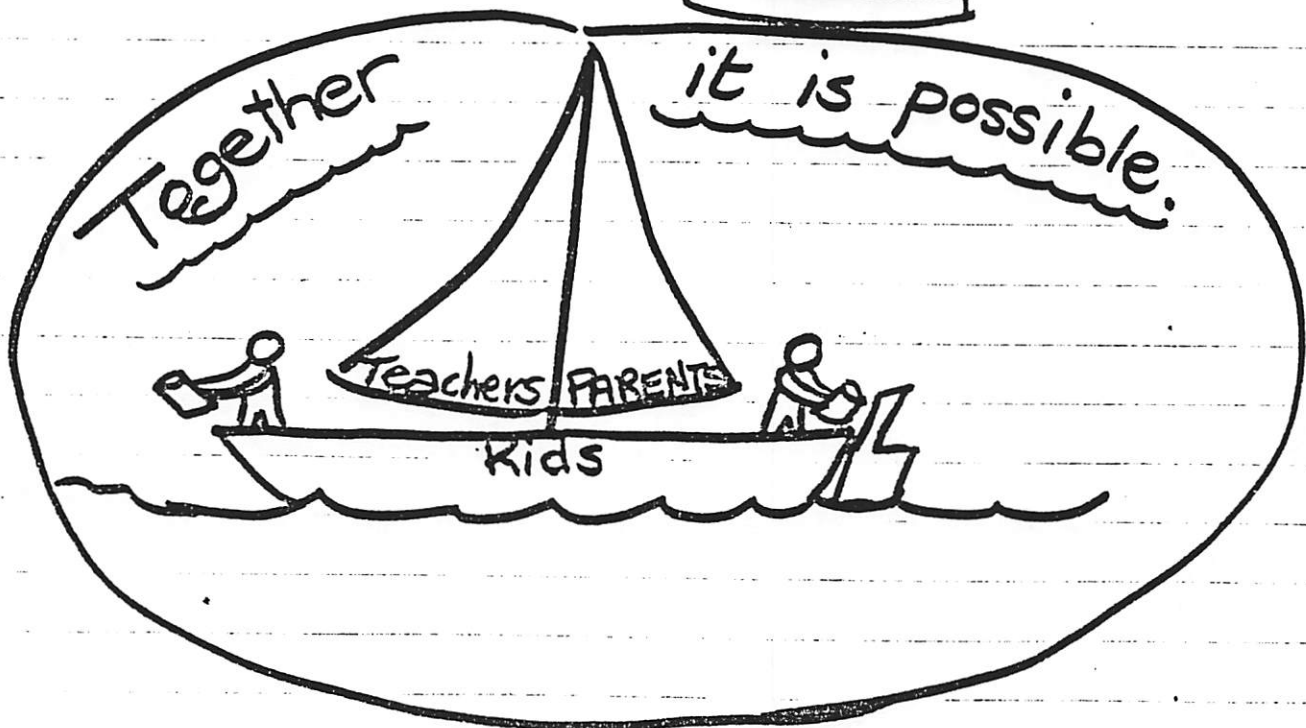
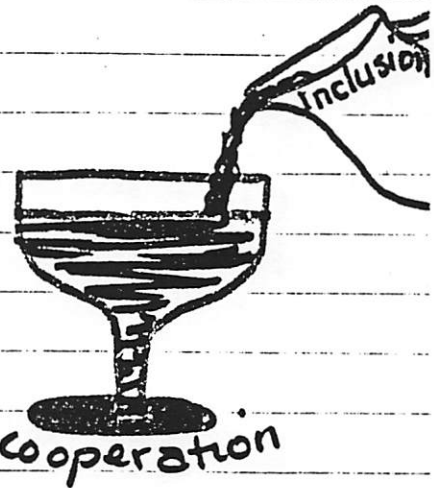
Keeping afloat



The glass is full.

competition

How do we fit more in?



PEOPLE FIRST

moira
john*nancy
vicki*herbert
micheline*cathy*don
rik*susannah*claudine
shelda*ron
*pat*patty
*rik*mike
*michelle
judy*lois
sandy*david
susanne*jim
*james*elaine
brian*paulette*daniel

July 13, 1993

Patty O'Donnell and David Reid made presentations on People First, *something* some of the people listening hadn't heard about yet (they sure have now!). David started out describing his job as vice president of People First Saint John: "I help with meetings. I started with People First ten years ago. A woman from Winnipeg asked me to start a group in New Brunswick. She send me all kind of materials about the history of People First. We started out at a workshop. Then we moved out of the workshop and held meeting at the YMCA and library. And then we moved to the community center. We first had four people, now we are 100 in People First of New Brunswick. We talk about closing institutions."

Patty described her job as the president of New Brunswick People First. "I have grown and learned in People First. I can do almost anything, sometimes with a little help. I have an advisor who, e.g. assists me getting prepared if I speak. I like traveling and do it by myself. [Here Patty told some stories about her first travel experiences - and David helped her out with some details.] Ten years ago I used to be shy, now people think I'm yappy!"

SKIT

Patty asked Michelle, Mike, and Moira to do a skit about a woman who is blind going into a restaurant, like her. The waiter (Mike) discriminates against her. He offers them a table in the back of the room, close to the kitchen. "There your food would actually be hot when we get it to you." Moira (playing Patty) and her advisor (Michelle) refuse to give up. They insist and in the end they get the table they want, in the front of the restaurant!

WHY IS THERE A PEOPLE FIRST? WHAT DOES PEOPLE FIRST DO?

People First was founded to make sure people are treated as PEOPLE FIRST and disabilities second. Many People First members are intellectually handicapped. "We don't like mentally retarded. We don't like labels. We think

MR stands for **Mighty Remarkable**.” People First fights for closing institutions because people are treated like dogs in institutions (Patty talked about how it felt for her when she was visiting an institution for the first time).

“In People First people learn to be leaders.”

To the question where the groups get their money from Patty explained that in New Brunswick People First gets its money from fundraising, e.g. bake sales, car washing, raffle tickets. Some chapters have membership dues.

ADVISORS

Advisors help and assist but members control their groups. Advisors are chosen by members.

PERSONAL STORIES

Patty and David talked about the discrimination they have experienced. The skit is only one example for this.

Don talked about People First in Ontario.

WHAT DO TEACHERS NEED TO KNOW ABOUT PEOPLE FIRST?

Patty: “To help children, we must all keep fighting. People with disabilities **must say ‘I can be me!’**”. Jim explained about the youth involvement in Ontario and Alberta, a self-advocacy group for brothers and sisters.

At the end of the workshop the group listened to a tape from the 3rd International People First Conference in Toronto in June 1993. There Patty spoke about the role of advisors for People First groups.

SELF -ADVOCATES ORGANIZATION CONTROLLING HUMAN RESOURCES

PARTICIPANTS

Debbie Boardman
Cathy O'Donnell
Donna Fraser
Karin Laine
Susanne Göbel
Patty O'Donnell
John Donnelly
David Reid

How to Set Up or Promote Self-Advocacy

- find 2 or more persons interested in self-advocacy and give them the tools and information to get them started.
- suggest getting a local organization to take ownership of the idea of self-advocacy.
- associate with an established group for self-advocacy (e.g. "People First").

Self-Advocacy Group

- decision making is shared by members
- Advisors may be hired or volunteer

Danger - The Advisor might determine the direction of the group or control it.

Advisor

- asks before he/she does anything
- talks in plain language
- puts members in the forefront
- should adapt him/herself to the needs of the individual
- may become a close friend
- must get recognition for a job well done
- has a probationary period

Information re Self-Advocacy

- People First Organization (Conference, Tapes, etc.)
- Book - *No More B/S* by Victoria Medgyesi, People First of Washington, Box 648, Clarkston, WA, 99403.
- Coalition for Persons with Disabilities
- Partners in Policy Making (Training for parents and self-advocates) in many of the US this is sponsored by State Developmental Disabilities Councils.

OPENING DOORS FOR COMMUNITY EMPLOYMENT AND HOME LIVING

PARTICIPANTS:

Josie Young, Heather Willis, Cathy O'Donnell, Liz Fleming, Margaret Camac, Donna Fraser, Debbie Boardman, Jorge Luis Sanchez, Peter Truax, Linda Wiseman, Robyn Ribington, Tari Garlea, John Donnelly, Claudine Tounson, Connie Peterson.

MAIN POINTS:

Everybody needs the opportunity to make CHOICES in employment, homes, leisure, all aspects of their lives.

Everybody needs a Circle of Support.

CHOICES WANTED:

1. The opportunity to choose own friends and associates, to have relationships, marriage, safe sex.
2. Choice of housing: ownership, renting, cooperative living, barrier free, alternative designs.
3. Transportation, to have the community accessible.
4. Medical services, insurance, therapists.
5. Leisure - opportunities available to choose appropriate and desired leisure activities such as pet ownership, travel, music and arts, reading, sports and recreation.
6. Employment - jobs that are interesting, enjoyable, meaningful, equitable wages, that are trained for, flexible, partial participation and job sharing, supportive and competitive, skills, attitudes, communication
7. Education and training - everyone has the potential to learn.
8. Business needs to be in partnership, be flexible, involve Chambers of Commerce, Futures

EVERYBODY NEEDS SUPPORTS TO MAKE CHOICES.

churches
coaching - i.e. job coaches
financial advice
team approach
union
home modification and maintenance

POLITICAL SYSTEMS CAN BE BARRIERS, KEEP US IN BOXES.

STRATEGIES:

1. Explore resources - government, non-profit, funded programs, church leadership, community programs, job opportunities

2. Identify the Circle of Support - families, friends, churches, non-profit resources, Service Clubs.
3. Employer Education, planning and training in employment programs, celebrate success, good publicity, modeling by hiring people with disabilities, technology training, awareness of technological advances and utilization
4. Volunteering - can lead to work but may not, can develop skills, opportunities to expand Circle
5. Explore leisure activities - church, People First (join or start)

A CIRCLE OF SUPPORT CAN LEAD TO MANY CHOICES.

- job opportunities
- natural distribution of people with disabilities in schools, workplace, community, everywhere
- word of mouth information
- ask individuals their preferences
- need a shift in our thinking
- rethink the value we place on types of jobs
- identify individual interests
- continuing education

THE FEAR OF EXCLUSION

Dr. X is a severely able bodied person. Dr. X believes that she can detect the "fragile X" gene (the most common genetic cause of learning difficulties) by measuring the facial characteristics of children. She is currently stalking about North America schools with her array of measuring instruments, measuring and recording.

I saw on a prestigious television programme in which the interviewer asked her why she was doing this. "Oh!" she said, "it so I can tell them if they are carrying the gene. Then they can choose whether or not to breed."

"You seem very enthusiastic about this work," noted the interviewer.

"Yes," said Dr. X, "I feel I have a mission. I feel it is my duty to the nation to do this work."

"Why?"

"Because if you think of the cost of caring for someone with fragile X for their whole life, compared to the cost of an abortion, I will obviously be doing the nation a great favour."

I do not want my daughter to go to school to learn like Dr. X. I can imagine what has happened to her to make her think like that, but what is really important is that in these economic times the value system behind what she is doing is being given credibility once again.

Thankfully, the word of dissent is also raising its voice. The television programme was actually a debate about whether to allow Dr. X and her mission into the UK.

The debate is crucial to our survival.

The fear of exclusion is the thing we all have in common. It is so powerful that it can make us do almost anything. It is historically used as a punishment. Solitary confinement (next to the death penalty) is the worst thing that we can imagine to punish someone. It is used as a tool to make people conform to a system that we know is wrong. The system needs to have examples of people who are punished for being unprofitable in order to make everyone else able to be exploited.

Those of us who have survived exclusion are dangerous to the system. If we dare to value ourselves and start to speak out about what we see when we look at society we are very threatening. The system puts a great deal of energy into silencing our voice.

It is very important for our allies, and I consider everyone in this meeting to be our allies, to understand how our voice has been silenced, and to help us to reclaim our rights to speak out.

Some of the ways in which our voices have been silenced include : FEAR - the threat of the withdrawal of the help and support we depend upon.

DISBELIEF AND DISMISSAL - "they don't know what they're saying"

PARENTS AND PROFESSIONALS SPEAKING FOR US

POLICIES AND LAWS - constructed by non-disabled people.

INACCESSIBLE INFORMATION AND DEBATES

WITHHOLDING FUNDING - charities given millions of pounds to represent us whilst our own organisations are starved of resources.

BOOKS, TELEVISION, RADIO, FILMS, NEWSPAPERS, ADVERTISING
CREATED, EDITED, AND PUBLISHED BY NON-DISABLED PEOPLE.

The internal result of our own lack of confidence or belief that we have a right to represent ourselves this also creates a barrier which you can also help to overcome.

I'd like to finish this talk by sharing with you my goals as a mother of a disabled daughter, which are : 1. To know that the world and its resources are hers as much as they are anyone else's. 2. That she has a right to expect cooperation in putting her own into practice.

I hope that you will all support me in achieving these goals.

THREE THINGS WORTH WORKING FOR

Judith Snow
July 12, 1993
Afternoon Session

Participants: * Karin L. * Mike G. * Denni * Mike * Erica * Mary * Connie *
* John D. * Pat C. * Louise & Suzanne * Donna * Michelle * Dale *
* Jan * Marion * Josie * Carol * Tisha * Ron R. * Cathy * Judith S. *

Judith opened the session with the following statement:

I want this to be a dialogue but first I will outline what I think. I have been politically active, that is I have been organizing politically since I have been about 19. What I have found to be important is to determine what is worth doing and what is not worth doing with my time. People don't necessarily have to come to the same conclusions but this is what I think:

We are as humans supported by structures so invisible and taken for granted we don't recognize them. For example, friends. We think we make friends but we actually are supported by structures which allow us to make friends. More and more these structures are breaking down through circumstances such as job related moves and marriage breakdown. What we may experience as a psychological problem may actually be a result of a breakdown of these structures.

Look at schools, traditionally we have regarded them as a place for learning but actually they are also structures, which allow children to make friends. In Canada close to 30% of our students drop out. The necessary structures for them to experience community have not been there to support these students. So structures are crucial.

Which structures work?

1. The structure which is invisible, which doesn't constantly tell us it is great. Many people with disabilities are involved with charitable organizations in which people have to be thanked. These are visible structures.
2. The structure is neither free nor is the individual expected to pay the whole cost. An example for this would be the power in your home. The individual pays for the power used, but does not pay for the entire structure which provides the power. Another example is snow removal: the individual is responsible for the removal of snow in front of her home but not for the whole street. Devalued people are offered services for free or for large amounts of money. In Ontario where both persons in a marriage need chronic care the province can dissolve the marriage to tax both parties.
3. Structures are there for the typical citizen when and where the citizen needs them. The citizen can turn on the lights when necessary. For someone who is devalued the structure tells you when you can use it. For example, in using

Access-A-Bus the individual is told when you can go and which need (e.g. medical appointment vs. social activity) is more important when the daily schedule is set up. It is very difficult for someone who is labeled developmentally delayed to get a motorized wheelchair. This means that the individual can't go where he wants to go when he wants to go.

So what's worth working for?

Building structures to allow people to make their own decisions, which are invisible and are cost shared.

As I worked on integration I discovered some factors which I still think are very critical. These are:

Unless a person is present in a community it is impossible to make decisions. An individual must have relationships or someone to work with her in the community. A fundamental relationship is with personal assistance. The person who is paid should get the job description from the person who requires the support. For other people other job descriptions might be necessary. A person's judgment may fail them (for example, when to begin to cross the street). This individual needs guidance but it must be under the individual's control.

One frustration is that we provide teacher assistants but we do not provide personal assistance. People who need assistance have to learn how to direct this support and what better time to learn this than as a child.

I credit my father with teaching me this. When I was about twelve he was folding laundry to be put away in my room and asked if I knew where it was to go. I said no, and he said that it was important that I learn to tell people how I wanted to have things done. A person who does not know how to direct his personal assistance does not have a connection to reality. You lose context to reality - you become a puppet. Context has to come from within the individual. You must have context to get to reality. When an individual is in the school system it is the time for her to direct her own support. Children need to have some real choices over their support systems.

The individual needs to have control over whatever resources are available. These resources need to be under the control of the individual or someone who is close to them and able to make decisions. This control of resources is liberating.

The three necessary criteria to decide if a goal is worth working for are:

1. Is the individual present in the community?
2. Is the individual building relationships in the community?
3. Is the control of resources in the hands of the individual?

GROUP DISCUSSION

What about families who might not use the money for what it is intended?

Viewpoints of participants:

- * You should not have to specify how you spend it
- * Case worker should ask what do you want to spend it on
- * Case workers sometimes divide up the money inappropriately - it becomes a popularity contest

- * The amount should be based on the need of the individual, not on family income
- * You will empower people if you give them the opportunity to receive their own money

Judith:

We cannot address the question of the misuse of funds without looking at the ethics of inclusion; an individual in such a situation cannot be considered to be "in" a community. We need to attend to where this person is present. This person is not a functioning member of a community.

How can we qualify for support without applying labels?

Participants:

- * People would apply for grants and show how their participation benefits their community
- * The missing link is probably the circle of friends to help provide accountability
- * Perhaps all people who receive money could be peer judges
- * The question for accountability might be "Am I increasing my ability to contribute to society?"

How do I build my own awareness and overcome my unconscious stereotyping in dealing with my child?

The group decided to form another group at another time to deal with this issue.

Discussion With Judith Snow

(responses are not always direct quotes, but represent the essence of Judith's responses).

Question: How do you feel about the role of your parents in your upbringing?

Judith: Life with my parents was a war zone, the predominant emotion being anger. Even now, I don't feel I have a real child/parent relationship with them. My parents were therapists, advocates, attendants. Given the time I grew up in, I credit my parents with inventing, creating, the dream of inclusion. They were first with the notion that a person like myself could be a participating member of society. This gave me reason to stay alive. Their dream became my dream. Yet, I do not believe we have a close, loving relationship.

It is very important for parents to recognize their own dreams, and to ask for what they need. But also, it is important for parents to recognize that their dreams are different than, and distinct from, their child's dream. As are their needs. It is critical to preserve the role of parent, and the parent/child relationship, even in the face of parents being called on to act as advocate, therapist, attendant. Often, parents continue the attendant relationship long past the appropriate time. Parents should have personal attendants for children at least part of the day, beginning as early as six years. The personal attendant provides a support relationship which allows a person the freedom to do what they want (even if it is wrong), and allows the experiences and consequences which enable a person to develop as a true participant in community.

Question: Can you tell us more about having short hair and wearing boy's clothing as an adolescent?

Judith: My parents were my personal attendants until I was nineteen. Their belief system was such that they should not share this with anyone else. My mother had the primary responsibility for personal care. Cutting my hair and having me wear boy's clothing were ways my mother coped with my adolescence. As a result, I was perceived as a boy or as an asexual person.

Question: What was it like for you at school?

Judith: Until recently, most people with disabilities learned NOT to have needs—for example, only going to the bathroom twice a day. During high school, a student was hired to carry my books, and I was able to write at that time. My parents transported me home immediately after school. They taught me to never have friends. It was years later, that I finally learned to have friends. Academically, I did very well. There were a few teachers who were supportive and treated me as an individual. The school made efforts to make classrooms accessible by moving my classes to one floor, but I was unable to attend science because the labs were on another floor and could not be moved.

I wished for more support for my parents, but they never reached out or asked for help.

Question: Do you have sisters and brothers?

Judith: I have siblings, but I am not close to them. As an adult, I feel differently than the rest of my family. I have different community and political interests.

Question: When did you learn to read?

Judith: I remember reading in grade one. My father was an excellent teacher, and he always related to me as a teacher. He taught me to observe rules and understand what was going on around me. I read the books he brought home from the library. They were adult books. I only learned what other children read when I got older. I felt closer to my father and we shared the same bizarre sense of humor.

Question: What do you know about attendant care in the States?

Judith: I am familiar with this because I am frequently invited to the States. Some states have some provisions for personal assistance through Medicaid or Supplemental Security Income. A number of people have Aides, but do not have a choice of who provides the service. The Americans with Disabilities Act (ADA) does not have a provision for personal attendant care. Political action is trying to correct this. The states, with the exception of two or three, may have gone further than the provinces in providing personal assistance across all disabilities.

Canadians invented Service Brokerage, which is a model that supports people. The three characteristics are: they support relationships; services are requested from the community at large; mechanisms for ongoing accountability are through personal planning. Service Brokerage was started in Burnaby, BC.

Question: What is your current living situation?

Judith: I have just moved into a Cooperative. It is a small Co-op with thirty-six units. People join with the intention of providing neighborly support. It is an intentional community. Jack and Marsha stated they have noticed more interaction in the Co-op since I have moved in.

Question: Could you discuss respite care?

Judith: Respite gives parents a break by having someone come in to take care of your child or having your child out of the home. However, the underlying message is: the only way parents can be truly comfortable and happy is to be away from their children with disabilities. This is destructive to the parent/child relationship. Other means of supporting families are children playing with other children, traditional baby-sitters, personal attendant accompanying families on holiday, service brokerage mechanisms.

Question: How do you find personal attendants?

Judith: In the past I have advertised. Now, I simply meet people. A personal attendant situation is a working relationship between two people in which the person receiving support directs the type of support and their personal attendant provides the support as directed. It looks like a dance when it is working well. When it is happening successfully, you do not see much. The personal attendant must make themselves available--when not doing, they spend lots of time waiting. This is a difficult notion for funding sources to comprehend. Being a personal attendant is a difficult job to do well. It is an easy job to start.

Question: Are attendants your friends?

Judith: It is not a requirement to be a friend. It may be incompatible with friend. When it is going well then you have a balanced relationship with a person who may look like a friend but who's primary function is to provide support as directed. This is a unique relationship. It is crucial for a personal attendant to maintain a personal life. I currently have two full time attendants.

Question: How often does your circle of friends meet?

Judith: When I first left the institution we met two to three times per week. Presently, we meet about once a year. I believe that 'circles' is an 'invented' word for activities that people have done anyway. In human history, it has been fairly common for people to gather other people around them. In our culture, we have lost the ability to do it spontaneously, so we must do it intentionally. When people are included, circling, dreaming and support may be planned or it may occur spontaneously.

Question: How do you talk to parents who don't want their children included?

Judith: Mostly, I don't! The more fighting you do then you become the thing you're fighting. Work with people who want to work with you (whoever comes is the right person).

Question: How is your health?

Judith: I'm much healthier than ten years ago. Last year I had some difficulty with breathing which turned out to be allergies.

Question: Do you think things are changing quickly?

Judith: It depends on what day it is.

Reflections on Personal Conversations with Judith

Liz Fleming

My time with Judith was spent talking about concerns I have as a parent and as an individual. She explained to me the importance of communicating my own

needs and dreams as separate from my daughter Stephanie's. We spoke of Stephanie's trusting nature and vulnerability with regard to her friends. Judith suggested a strategy to involve Stephanie's friends in dealing with my needs and dreams for Stephanie.

Connie Petterson

In my search for what I will do after retiring, I wanted to explore my deliberations with Judith. To do this, Judith led me to articulate: who I am; what I have; what I will do. The core of who each one of us is folds into the resources we have, and ultimately what we will do. The key to REAL doing is listening to the speaker who will tell you what needs to be done.

Taking this opportunity for exchange with Judith allowed me to step outside of the forest, focus the camera, and frame where I am.

INDIVIDUAL TIME WITH JUDITH SNOW

Time: Monday A.M.

Participants: Nancie Mann	Lynda Gaspar
Dale Marchand	Patty O'Donnell
Mike Green	David Reid
Louise Richard	Daniel Areand
Suzanne Beauchesne	Josie Young

Since this session was intended as individual time for 3 or 4 people our first step was to negotiate the number of participants. Most agreed to leave and return in the afternoon to Judith's session called, "Three Things Worth Working On".

Judith spent 25 minutes each with Nancy, Dale, Mike and Patti.

Judith and Nancy

Nancy raised the situation of a friend who talks to her about committing suicide. Questions which emerged to answer were: Is this in response to the world wanting him to 'drop dead' and make life easier? Is this in response to the world wanting him to change so drastically that he will no longer be himself?

Conclusion:

Support him in getting some people together, hear his dream: meet, meet and meet some more, and do something.

Judith and Dale

"My time with Judith made me realize how important it is to let the person who we are trying to help direct you in what needs to be done. Its O.K. to voice to my friend that I am angry because he is being abused by the nurses and doctors, that he doesn't have a device to help him communicate or a computer to help him tell his story, or an electric wheelchair to give him back his independence.

My friend should be given the opportunity to express himself and to say, 'This is what I need. This is what I want and this is how you can help me do it!'"

Judith and Mike

I met with Judith about my want for my personal community. I dream of being with people I love. I want to really be with people rather than perform or 'DO' for love. I dream of doing work which allows me to feel love, an open heart as a social worker. I dream of my daughter, Annie, being free of my social working her, my labeling her - just love her. I want to feel God's presence.

Judith suggested several specific things:

- 1) The last first - to do a Path as a Pathfinder here at McGill.
- 2) To ask my daughter and my wife to tell me when I'm off track - social working them.
- 3) To have real friendships with persons with disabilities to anchor my dream.
- 4) To anchor a support circle for an excluded person to remember how I feel here with friends and keep the dream.
- 5) Remember that for a left brain type like me that the dream often takes the form of a question. Do not hurry for answers - just hang out. "Learn to love the question." The answer is not important, but 'How do I find loving community for me and for others?' is something to live with for the rest of my life. I will not give up my dream.

Judith and Patti

I learned that when I meet with people about new jobs I need help. will select one person to go with me to a job interview from the ten people in my path group. I will not let people tell me what's best for me - I will tell them what's best for me. I need people to stay with me on my path until I get the job I want.

People who sign up for my path need to know I'm the boss. I will not listen to people when they tell me to do something else other than what I want to do. I will not give up until my dream comes true. I want to be a counselor for people with disabilities.

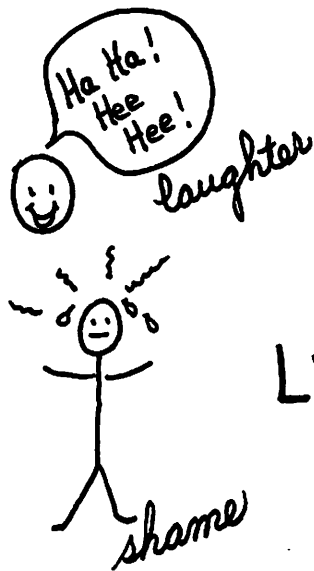
OVERCOMING PERSONAL ROADBLOCKS

Participants: Amy Scott Marion Robinsong Wally Thornton Lily Petros
Nancie Nann Michelle Shoaff Patty O'Donnell Susan Shunny

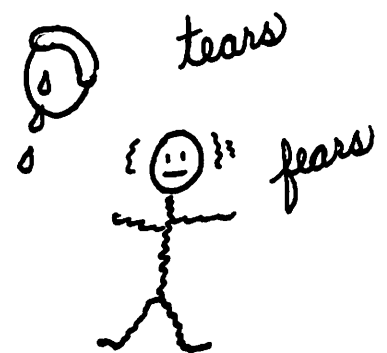
Main Points: Overcoming our own fears and roadblocks to action will be assisted by letting go of our emotions. A process exists for this. It is called Re-Evaluation Counselling or Co-Counselling. It is generally taught in small groups, not usually connected with current institutions but community based.

Discussion: Letting go of emotion is a way of healing.
Emotion may be like sweating from the heat of embarrassment, or crying to let out pain.
Don't try to hold onto your feelings and keep them inside and private. Find a partner, get into a safe place where you can allow your emotions to show and truly listen to one another.
Take turns being an avid listener for one another.
Don't be afraid , give yourself permission to show your feelings.
It's okay! You will be able to think more clearly, act more boldly, and not hold yourself back from a full effective life.///

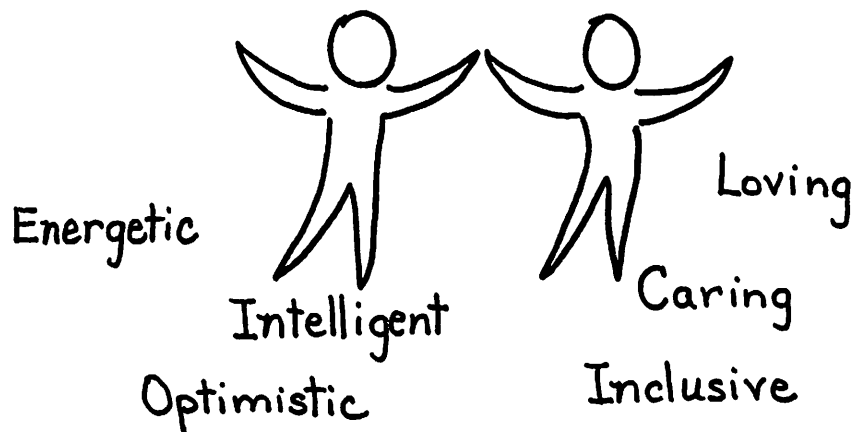
Overcoming Personal Roadblocks



Listen to one another.
Take turns.
Let the emotions flow.



The Result...



Human Beings

ACTION FOR INCLUSION IN THE CLASSROOM

*Tool: ALL TOGETHER NOW , by Karen D. Frisbie and Jeffrey S. Libby.

"Inclusion "is all children learning together with their own age group in their own neighborhood school with appropriate support in the school.

"Mainstreaming" means the child is a visitor.

CLASSROOM SUPPORT:

1. teacher's aids
2. peer helpers
3. community volunteers

Parents need to communicate to the teachers. Teachers want to know the parents. Teachers want to know the child's needs. Invite your child's teacher for dinner or out to lunch. Let your child's teacher know you are supportive.

IDEAS FOR THE CHILD'S EDUCATION PLAN

1. Start with the parents and their goals for the child.
2. Include social goals in the child's Individual Education Plan.
3. Include the child in the I.E.P.. (or whatever this plan is called in your area).

4. Have an "Inclusive Facilitator" there.
5. Invite one or two children that know the child well.
- *6. Use a Matrix Objectives Chart. (In ALL TOGETHER NOW).

This type of I.E.P. forces the "regular" education teacher to take ownership of the child.

PROBLEMS THAT CAN CAUSE FAILURE OF INCLUSION

1. Problem behavior.
2. Chemistry between facilitator and teacher.
3. Lack of knowledge on the teacher's part.
4. Lack of support in the classroom.

Syracuse University , N.Y. and McGill University, Montreal, Canada have phased out their Special Education degrees and offer only one Education degree that is "inclusive" of both "regular" and "special" programs.

Kingston, N.Y. school system requires both degrees for all its teachers.

Everyone is guaranteed "Life, Liberty and the Pursuit of Happiness".
Segregation in any form basic human rights.

Prince Ipal's Story

Once upon a time, in a land far away, there lived a regular education teacher. Now this teacher was very comfortable in his surroundings, as were most regular education teachers. You see, in the land, called Exclusive Education, regular education teachers taught regular kids, and there was peace across the land. But one day, in late August, this particular regular education teacher was told that he was to have two irregular students. They were called "students with severe challenges," but this teacher knew that if they weren't regular kids, they, logically, must be irregular. This frightened the teacher, so he went to the Prince of the land, Prince-Ipal, and complained.

"These children won't fit into my regular education class," the teacher cried, "surely there must be a place somewhere in your great Kingdom to put them where they all fit in."

"Alas, there is nothing I can do," replied Prince-Ipal, "for the King has declared that the land shall be renamed. The new name for our Kingdom shall be 'inclusion'."

"But Sire," complained the teacher, "Surely there will be an uprising among all the subjects in the Kingdom. After all, we have a special education classroom that has such a light load, and my load is so heavy. If I wanted to be a special education teacher, I would have gone into special education. What do I do with them? How about the rest of the kids in the class? Who will keep my hair from turning gray?"

"I have told you that I can do nothing," said Prince-Ipal. Be gone now, and beg me no more, for I can not do as you wish."

And so the teacher sought out the wise old sage, known as the inclusion teacher, for she was known to have magical powers.

"Wise Old Sage," said the teacher, "what am I to do? You have a special education classroom, how can you refuse to take these students with severe challenges when your load is so light and mine so heavy? Surely you must know that they would fit in much better with you than with me!"

But the Wise Old Sage did not reply to the question that the teacher had asked, and said simply, "Seek, and you shall find the answers to all of the questions that are in your mind."

"Damn," replied the teacher, for he was not used to such frustration in his comfortable regular education position.

But the wise old sage remained unshaken. "Seek out workshops, and ask the children, for this is your destiny, and you shall not fail. I do not have magical powers, but remember that I will support you, and provide for you what I can. Your King has decreed that all children can learn, and this I know to be true. Now go in search of knowledge."

And so he did. And he learned that through collaborative teaming, cooperative learning, partial participation, matrixing IEP objectives, community support, asking the children, and treating all children like children, that the new Kingdom called Inclusion would work, and would continue to work. The teacher also saw a remarkable thing happen: he saw that regular education teachers and special education teachers started to become just teachers, and regular kids and special kids started to become just kids. And the teacher could see

that soon there would once again be peace across the land. And the subjects of the Kingdom of Inclusion would live happily ever after.

The End. --- Clint Jones

Facilitating Inclusion in Classrooms

Conveners: Karen Frisbie; Clint Jones

Recorder: Lynda Healy

Participants: Margaret Camac, Janet Scheer, Sally Hargrove, Linda Wiseman, Tari Galca, Robyn Rivington, Amy Scott, Lynda Healy, Geraldine Cross, Susan Shunny, Lillie Ward, Wally Thornton, Lorna Lillo, Jane Balfanz, Lucie Choquette-Levy, Joyce Olson, Erica Hatcher, Marti Brannick, Connie Peterson, Marion Robinson, Tisha Woodall, Gorge Luis Sanchez, Karen Laine, Shilda Patinaude, Pat Imogorac, Rik Flynn, Peter Truax

The discussion group recognized itself as a collection of parents, educators, or both; with a sincere interest in learning more about facilitation of inclusive classrooms. The group discussed, came to consensus and learned the following;

What is inclusive education?

Inclusion means all- always. It means all children learning together in the same schools they would attend if they were not educationally challenged. Inclusion means children are learning side by side regardless of differences in their educational goals. Inclusion is the recognition of each child's unique needs.

Mainstreaming implies that a student is allowed or invited as a 'visitor' to spend select time in a regular classroom setting. His home base is elsewhere. Integration appears to be used interchangeably with inclusion, although at times implies "in" and not "with". Integration also appears to bring to mind the issues of people of color. The term inclusion clearly indicates that a student's primary placement is in the regular classroom. He/she is an integral part of the classroom community and works with his peers.

Perspectives:

The group listened to a poignant story written by parents who were not in attendance. The story describes their son as having to be totally dependent on others, yet a child with high self-esteem, who is happy.

The parents credited their realization of his exceptional qualities when he was included in a regular classroom. Their honesty focused on the path from reluctance to acceptance. Indicators of success, as defined by them, included the focus on the child's abilities, and not his disabilities. The parent's story shared the knowledge that their child's classmates have learned a lot from him, and many appear to find focus from being with him. They stressed the lesson for the community and its recognition of the richness of its own diversity.

Labeling is an issue many parents have pursued as unjust for their children. Parents want labels removed. The teachers (educators) agreed that labels are detrimental, but systems are set up so that funding is often contingent on educational identification. Parent concerns also included the question about why curriculum modification appears difficult for many teachers to do. Both parents and educators agreed that Individual Education Plans (IEP's) are often written in a way that is overwhelming and cumbersome.

Tools for Facilitation:

The roles and responsibilities of each team member should be clearly defined and understood by all.

Cooperation is the Key!

When questions arise about the student, they should be handled honestly and naturally. Talking to the class about a student before he/she arrives is essentially singling him out as "different" from the start.

The use of a "Puppet Program" to introduce children to specific challenges as positive by some, but not others. Those supporting felt that it empowered the rest of the children with knowledge on a level appropriate for children. Those not in support thought that it focused on differences rather than similarities, and would prefer to let situations evolve naturally.

Tools for facilitating inclusive classrooms include brainstorming. Encouragement must take place so that members feel comfortable making contributions.

A team tool is the use of "no fault teaming". This is the concept of working together, trying new things, and nobody is blamed when something doesn't work.

The principle of partial participation is the educational belief that we all cannot do everything, and that sometimes learning to do some part of a task is just as important. Partial participation allows the teacher to look at any task and find some skill that each student to work on from its entirety to just a small section. Too often teachers fear accountability and fail to realize that not every student always gets 100% of every lesson.

Simplifying the IEP process:

IEP's need to be shorter and more concise. The number of team members present can often be overwhelming for parents. The parents felt that some of the therapists whose roles may be minor in their child's education could send written reports instead.

Touching base with team members (especially parents) is important prior to a meeting. Prioritizing skills from a parent's perspective can be a good start off point; nobody knows the child better. Inviting the student and/or his peer (close friend) should be a consideration.

Teams need the supportive leadership of their building principal in order to make inclusive classrooms successful. A facilitator who coordinates programming and team teaches in the classroom is a model that has worked.

IEP implementation can be simplified by the use of an IEP Objective-Activity Matrix. This is a simple graph that puts the skills (objectives) that a student is working on down the side. Across the top are listed the domains of the school day (reading, art, lunch, recess, math, etc.). Record are kept when the student has an opportunity to practice the skill. It helps to illustrate just how many opportunities for learning there are in each section of the school day.

The matrix is an accountability tool, also, and can answer the question, "What is John doing during math?" It is an informal means of assessment.

Embedding the student's objectives into the daily curriculum enables participation in class instruction rather than withdrawal. This appears to encourage ownership, insisting that the teacher understand that this is her student in her classroom.

IEP - Objective - Activity Matrix

[illegible]

Some Classroom Tips:

Portfolio based assessment can help keep a running record of a student's accomplishments.

An idea was shared suggesting class-wide projects that can involve all students. This could be a photo album of each child's growth assembled by students at home and in class. Later, students get together and share in pairs or in groups.

Color coding a student's schedule to ease confusion between transitions. Parents have helped with this. A parent indicated that she is developing a "Circle of Friends" around her son's special ability in music.

Dialogue:

The dialogue brought forth some ideas to parents from teachers but was supported by a quote from parents to the educational team. The message was to lighten up; a little humor goes a long way. Parents were encouraged to try and connect with their child's teacher, and share as much information as possible. Teachers asked for trust, as did parents who felt they needed to be respected for knowing their children better than anyone.

Questions for Ponderance:

In generating questions that were personal and of specific concern to some, 2 individual brainstorming problem solving teams were set up to meet at different times.

Social problems for teens (especially) who are assigned attendants can often occur. The attendant/aide is viewed as a "block" or "barrier" for interaction between peers. When legal issues arise (not allowing others to touch a wheelchair, for instance) possibilities are limited. Many of the blocks to successful inclusion stem directly from legal, medical, or safety issues.

Should school districts move children through the system with age appropriate peers and what happens at 18 years of age when peers graduate, yet students with challenges are entitled to education through age 21? Should students graduate at age 18 and have them return as "post Graduates"?

Conclusion:

In conclusion, the group explored inclusive classroom building. Definitions were clarified, perspectives and concerns shared from all points of view.

Tools were brainstormed, as were ways of simplifying processes.

A most essential element was the forum for honestly sharing feelings and concerns on behalf of students, teachers, and parents.

The group certainly did not solve all the problems of the world. But what we did was crucial. We continued to strengthen the foundation upon which we learn to live together.

INFORMING/EDUCATING PARENTS RE: INCLUSION

Main Points:

* Parents have the right to full participation in the educational plan for their child

- parent knows the child best
- public law guarantees that right
- failure to allow this creates fear, anxiety, mistrust, confrontation, chaos

* Parents are entitled to information, education, knowledge, regarding inclusive education, due process rights, advocacy

- information to be disseminated through school meetings, school newsletters, local media, parent support groups, community support groups
- education through visitations to successful programs, articles, one-one with other parents, tapes, support groups, workshops, institutes
- knowledge reduces fear, gives power, provides basis for decision-making

* Parents need help

- from each other; parents of disabled and non-disabled alike
- from educators
- from the community

in order to

- answer questions and address fears,
 - will my child be ridiculed
 - safe
 - accepted
 - will my child be denied academic excellence
 - support services
- be effective advocates and develop strategies,
 - determine who are key educational and governmental people at the local, state, and national level
- know education law specific to your region
- assume non-confrontational mode (no flashing red light)
- act as a group, with an agenda
- accept IEP only after careful review and reflection
- be persistent and tenacious

* Parents must be included in the planning and implementation of inclusive education

-systems change requires partnership of all players

Additional discussion-

* Parents' dreams

- welcoming schools
- higher education to produce inclusive educators
- to be regarded as partner, a team member familiar to other team members
- child in neighborhood school
- respect for their vision for their child
- the process is enjoyable, done with a sense of humor
- their child's dignity uncompromised

"Special Needs" program (family support)

March of Dimes

United Way

Educational organizations (resource center)

Schools (access through the IEP)

Vocational Rehabilitation

Contact distributors to try out

Children's Aid

Parent Information cent

No Dumping Ground

The group which met on Tuesday afternoon was concerned with the topic of how parents can work with schools to make sure that their children were not merely "dumped" into the neighborhood school. Members of the group are Margaret Camac, Lorna Lillo, Lillie Ward, Josie Young, Mary Beaury-Paladino, Lucie Levy and Peter Truax.

Parents feel a great deal of frustration over a variety of issues which school officials at times may not think are that significant.. Such issues as busing schedules, lunch times and classroom and teacher schedules often are made and the parent sometimes is informed on a 'by the way' basis. There is no malice intended on the part of the school system, but the message is being sent anyway. Other issues which lead to frustration are other, more basic parts of the institution of public education. For example, these issues include making the child responsible for others behavior. That means that when a developmentally different child is enrolled in a 'regular' classroom, there is often the proviso that if that student's presence causes the other students to be disruptive by harassing the student, then that student will be removed from the classroom. That is not the case with the 'regular' student. If a 'regular' student disrupts, he/she is dealt with. Other students in the class are not held responsible for that student's behavior. Another issue is the apparent intractability of the system. That intractability rears its ugly head when the issue of standardized testing comes up. Those testing scores become an obstacle to inclusion when they are used for placement.

Parents who are concerned about their child's education can do the following:

1. Be consistent. Work for the same services/programs in the meetings with school officials.
2. Be persistent. In the words of Winston Churchill: "Don't give up. Don't ever give up."
3. Be clear about the agenda of what the parent wants for the child.
4. Set a schedule of events. Plan with the professionals what will happen, in which order the things will take place, and what time frame is needed for completion of each task.
5. Be clear about responsibilities. Who is going to take care of the tasks outlined in point 4 needs to be delineated.
6. Provide information about inclusion. Don't be afraid to send material to district personnel about inclusion.
7. Keep channels open. Teachers, aides, parents, children and administrators need to keep in touch with each other. It is all right to disagree. It is not all right to allow those disagreements to close doors of communication.

8. Keep records and notes of conversations and meetings. This helps keep the responsibilities clear and out front. It also allows parties to the meeting to be able to refer to previous information and to build on it rather than 'reinventing the wheel' at every meeting.

9. Bring the children into the program. It's their life, it's their education.

Maragaret also has provided the following list of suggestions for a parent about to send a child to the neighborhood school.

1. Meet with the resource teacher.
2. Find peers in the neighborhood.
3. Be positive in all relationships.
4. Home room relationships- Have the child 'hook up' with children right away. Speak to the home room teacher for ideas and help.
5. Have clear expectations for inclusion and be flexible on implementation.
6. Give support for classroom teachers.
7. Join school parent associations.
8. Volunteer, if possible, to help at the school (i.e. library, lunchroom).
9. Ask for weekly or monthly meetings to problem solve, to update.
10. Take back to the school system strategies from McGill to show. Don't provide all the information at once, but keep a steady stream of interesting and pertinent material.
11. Meet with all teachers. Explain the reasons for inclusion, list child's strengths and listen to teacher concerns.
12. Use a daily diary for teacher-parent communication.
13. Tour the school.
14. Look at the possibility of having a meeting during in-service dealing with inclusion.
15. At the board level, ask about what is going on in the area. Provide information to the board.
16. Look at strategies for managing such seemingly mundane things as getting from class to class and remembering locker combinations.
17. Write thank you notes.
18. Look at outside agencies for assistance and support.
19. Make sure your child is included in any all-school orientation meetings.
20. Sign the child up for appropriate extra-curricular activities.
21. Make sure your child is current. 'In' clothing is okay.

22. Try to 'let go'. Your child can spread his/her wings.

23. Keep a sense of humour (humor). Take time out for yourself.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for the passing there
Had worn them really about the same,

And both that morning equally lay
in leaves no step had trodden black.
Oh, I kept the first for another day!
Yet, knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh,
Somewhere ages and ages hence:
Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference.

Robert Frost

I Think Continually of Those Who Were Truly Great

I think continually of those who were truly great.
Who, from the womb, remembered the soul's history
Through corridors of light where the hours are suns,
Endless and singing. Whose lovely ambition
Was that their lips, still touched with fire,
Should tell of the spirit clothed from head to foot in song.
And who hoarded from the spring branches
The desires falling across their bodies like blossoms.

...

Near the snow, near the sun, in the highest fields
See how those names are feted by the waving grass,
And by the streamers of white cloud,
And whispers of wind in the listening sky;
the names of those who in their lives fought for life,
Who wore at their hearts the fire's center.
Born of the sun they traveled a short while towards the sun,
And left the vivid air signed with their honor.

Stephen Spender

DO WE HAVE AS MUCH SENSE AS A GOOSE?

This fall when you see geese heading south for the winter, flying along in "V" formation, you might be interested in knowing what science has discovered about why they fly that way. It has been learned that as each bird flaps its wings it creates an uplift for the bird immediately following. By flying in a 'V' formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own. (People who share common direction and sense of community can get where they are going quicker and easier because they are traveling on the trust of one another. Teamwork makes the difference.)

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone, and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. (If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are going.) When the lead goose gets tired he rotates back in the wing and another goose flies point. On good teams it pays to take turns doing hard jobs. The geese honk from behind to encourage those up front to keep up their speed. (What do we say when we honk from behind?)

Finally, (now I want you to get this) when a goose gets sick or is wounded by gun shot and falls out, two geese fall out of formation and follow it down to help protect it. They stay with the goose until it is either able to fly or until it is dead. They then launch out on their own, or with another formation, to catch up with their group. (If we have the sense of a goose, we will stand by each other like that. Good ideas require the strength of team-mates looking out for each other.)

CIRCLE OF FRIENDS

QUESTION: How can I develop activities that will involve other kids?
How can I develop activities in order to develop a circle of friends?
How can I find activities that will not always require my presence?

IDEAS

Check with the local YMCA

Call the pastor of a local church that supports scouting and ask if he/she would speak to the Scout Leader/s about your child. Leader/child ratio tends to be very good in scouting. "In-school" scouting programs are usually integrated. If not, insist they become that way.

Check with Little League organizations.

*TOOL: "The A B C's of Circle of Friends", unfortunately in print only in French.

Marion's experience with Circle of Friends as a facilitator in the school system:

"We set up the kids in the Circle to meet every 2nd Tuesday for lunch, phone once a week and play once a month. The parents agreed to help. They sort of considered the child a "cousin". The parents were at the map meeting. We brought videos to classroom initially to orient the children to the idea of Circle of Friends. We made them think about whether or not they wanted to be in the circle. We made it hard for them. They had to make a long term commitment. Three years in this particular instance which brought them to the end of their term at that school. They were required to write a letter stating why they wanted to be in the circle. This was more successful than allowing just any of them to join, only to have them drop out of the circle after a couple of weeks. The kids that were committed to the circle had a tendency to be spontaneous and would drop over to visit the child even when it wasn't their "turn".

QUESTION: Does anyone have any experience with Circle of Friends becoming a problem or barrier in itself?

Patti: "I had a buddy. People identified me as being special. You have to be careful to make everyone the same in the circle".

Ron's experience with Circles as a Support Services Co-ordinator for Halifax County Municipality, Fall River Recreation Center.

"My experience is through trial and error. Circles and Inclusion are different. One thing I see, we work from the outside in. We develop Circles for recreation activities after school. We:

1. Hold circles to a minimum of 3 and a maximum of 5.
2. Put a facilitator in place for 3-6 months.. We pay the facilitator if necessary. The municipality pays for this.
3. Hold planning meetings once a wk. for 3 wks..
4. Determine common interests. By determining common interests of Circle candidate, we can create an atmosphere where friendships can happen.
5. Take parents into group to determine goals. and to clarify child's needs and interests. We can then set up a leisure profile using a specific form.
6. Approach classroom teachers about possible interested students.

7. The 'Star' is always included. The younger the person, the more facilitation is necessary from the parents".

*TOOL: A flyer for information and ideas on recreational programs is available.

Write to: Support Services Co-ordinator
Halifax County Municipality
Fall River Recreation Ctr.
Dept. of Parks and Recreation
Regional Office Site 40, Comp A-2
R.R.#1, Windsor Junction
N.S., B0N 2V0
or call (902) 861-4633

*TOOL: The Whole Community Catalog, authored by David Wetherow Communities, Inc. for about \$20.00.. Available through:

Communitas, Inc.	The Community Institute
P.O. Box 374	P.O. Box 23036
Manchester, Connecticut	1315 Pembina Hwy.
06040 USA	Winnipeg, Manitoba
	R3T 2B6 Canada

RESOURCES

1. Parks and recreation depts.
2. Videos: a. T.A.B., THERE'S ALWAYS BELINDA, available through Roeher Institute in Toronto.
b. WITH A LITTLE HELP FROM MY FRIENDS,
c. THE DREAM CATCHERS
d. KIDS BELONG TOGETHER &
e. MILLER'S MAP

available through The Centre for Integrated Education & Community, 24 Thome Cres., Toronto M6H 2S5, Canada Tel/ Fax (416) 658-5363

3. University of North Carolina teaches Leisure Studies. Contact that department for people who have info on "inclusive" recreation and policy and LAW on inclusive programs on the municipal level.

GENERAL GROUP IDEAS

- Word invitations by phone casually, i.e.. "Hi, we're having a get together at _____'s house on _____ day and we want you to come."
- Identify the "Star's" interests during the circle meeting
- Give your circle a name. Example: The COFFEE group. Circle of Friends For Effective Education
- Circles can be part of maps
- Don't mix ages initially. Age appropriate is best. It sometimes will grow to include siblings of circle friends.
- High school level Circles: Ask kids to be an advocate
Don't focus on handicap of child
- Don't always identify who the star is. Just ask for ideas for activities and include the "Star" in the activities.

IDEAS FOR INCLUDING PEOPLE WHO ARE NON-VERBAL

DISCUSSION PARTICIPANTS:

Lucie Choquette-Levy
Marti Brannick
Susan Shunny
Jan Scheer
Janice Aitken
Josie Young
Micky Beauregard
Fred Vanderploeg
Jorge Luis Sanchez
Jari Salea
Robyn Rivington
Joyce Olson
Shelda Patenaude
Lynda Gasper
Marsha Alfafora
Carol Canona
Jane Balfany
Lillie Ward
Lynda Healy
Jane Kershaw
Lorna Lillo
Connie Peterson
Nancie Mann

DISCUSSION

Problems posed for discussion:

Knowing what to do
Disbelief in facilitated communication
Isolation
Intimidation
Funding
Frustration and anxiety
Behavioral communication misunderstood
Time and prioritization
Technology available
Technology breakdown
Patience

Solutions suggested:

Ways to communicate
Graphic facilitation
Board with commonly used needs and pictures
Calendar systems, sequence boxes, journals, wall hangings
Create concrete cues (i.e.. cup=lunch, pen=work, marker=coloring)

Meaning is built through repetition
Picture communication cards
Therapeutic horseback riding
Voice communicator
Cue cards, picture books
Touch and Tell (children's toy non-programmable)
"Wolf" (battery operated communicator which can be programmed)
"Macaw" (similar to Wolf)
Canon Communicator (hand held, QWERT format, w/printout)
Epson (printer similar to adding machine, has speech)
Bliss Boards (replaceable symbols and words)
Touch plate (hooked up to toaster, radio etc. to make operate)
Mercury Switch (to turn on radio or other desired activity)
Beeping wrist band (to inform child he/she has gone too far away)
ABOVO Communicator (similar to Cannon but has LED screen which
can be turned to address the teacher or group)
Sign language (remember its not only for the deaf)

Where to access the technology

Hugh McMillian Center (Toronto)
George Jeffery Treatment Center (Thunder Bay, Ont.)
Augmentative Communication Center (may need a doctors referral -
they sometimes loan equipment for trial basis)
Temple University, Pennsylvania
Syracuse University, New York
NHESI, New Hampshire
Phone book - look up hospitals, resource centers,

How to get money to buy the technology

Form alliance with big companies and corporations
Grants
"Special Needs" program (family support)
March of Dimes
United Way
Educational organizations (resource center)
Schools (access through the IEP)
Vocational Rehabilitation
Contact distributors to try out
Children's Aid
Parent Information center
Churches (send information to them to tell them about the individual
child and their need)
Fund raising events (block parties, Christmas fairs etc.)
Easter Seals Society (make Cannon available on trial basis)

Closing comments:

Facilitating communication is the priority. It should take precedence over
other activities.

Marsha Forest

How

This piece was inspired by the book *Stewardship* by Peter Block

HOW? -- YES!!!

I have been frustrated , puzzled, and often angry when so many people at our workshops and institutes constantly want to "have the answer" or want to know "HOW TO DO IT? " I get angry and I almost always feel responsible to answer or that I really should have an answer.

This week-end I found the very book I needed. And I found a strategy to deal with the people who are driving me crazy with that question. The following is a summary of a piece of that book (with some creative additions which I hope Peter Block will like)

When people ask the question HOW?? answer them with the word YES! Ask them: Have you read these books:

Thriving on Chaos by Tom Peters
The Seven Habits of Highly Effective People by Steven Covey
The Empowered Manager by Peter Block
The Fifth Discipline by Peter Senge

In these four books alone there are 925 specific suggestions on how to move a workplace, school, organization etc. into high performing, customer centered directions.

People who are asking "How do I do it?" need to ask instead...

-What will it take for me to create an organization, family, workplace of my own choosing?

-What is it that I uniquely have to offer?

-When will I choose adventure and accept the fact that there is no safe path.
When will I realize that my underlying security comes from counting on my own actions or from some higher source or power NOT from an engineering solution?

-When will I see that I have to choose and design the path and have the courage to live with the consequences?

-When will I realize that if I do this the outcome will be living real democracy?

According to Peter Block there are three characters one of whom is very powerful. I have named these characters. The first is Cynthia Cynic and she

travels around with her two cousins Veronica the Victim and Benny the Bystander. They represent the three cousins in all of us. These are the voices that can overpower us. Two other cousins--Carla Creative and Anna Adventurer are also active in worrying.

Cynthia says _ We've been down this path before. Prove to me thatsupports this. I demand a promise this will work. How long will you really be around. etc. etc..

Veronica, her cousin the victim, is a study in learned helplessness. She says -- I don't want responsibility. It is up toto change the situation. If only you'd give me more(money).....(power).....(time) I could do it BUT BUT BUT.....

Veronica the Victim really believes in authority and patriarchy -- she just wishes she was the person with the power. She wishes she were the patriarch. She doesn't like change.

And Benny the bystander -- he wants proof. He is the person who phones our Center and asks for all the proof, the data, the research. "Tell me for certain that this is going to work. Is it safe? Is it certain? Where is the empirical data that proves everything you say." He doesn't like change.

What we must learn to do with these three cousins??

I can affirm their fears and doubts. I can clearly say that I cannot provide the promise or the safety that they desire. I can say we will do the best we can and invite them on the journey into the uncertainty that is life.

I can tell them we want to redistribute the power not create a new bureaucracy. I can invite them to help in building a new ship not in recreating the Titanic.

I can tell them we have replaced coercion and persuasion with INVITATION.

To start a change all we need is 25% who will make a commitment. Over time another 25% will bring along the rest. 20% will move out - eventually out of their own discomfort.

What you want from others i.e. your parents, your boss, your husband, your wife, your children is
enthusiasm
sponsorship
deep interest
commitment if you get this yell Whoopee!!!

If you get tolerance or even indifference TAKE IT!!!

If you get outright hostility, hatred.....THINK HARD ABOUT CHANGING WHERE YOU ARE....

I also got the following tidbit from my friend Nick Marsh in New Zealand and he got it from someone else...

He says there are 5 kinds of people and how they react to change of any kind.

There are the 5% creatives - They are raring to go. Starting the events.

There are the Developers - They assist the creatives to make the events happen.

The Floaters are the 60% who when events seem attractive get on board.

The Resisters are the 15% who fight you all the way.

And then there are the Prisoners -- trapped and locked into a past that can never happen again. They are the white supremacists in Azania, the brown shirts in Nazi Germany, the Klu Klux Klan and the racists of any color and sex.

HOW?

YES!!!

One must have chaos in oneself in order to give birth to a dancing star.
(Nietzsche)

A vision without a task is a dream.
A task without a vision is drudgery.
But a vision with a task can change the world. (Black Elk)

Without a vision, the people perish. (Book of proverbs)

If you don't know where you are going, then any way will do. (Lewis Carroll)

Wishing never filled a game bag. (Uncle Whitu)

With thanks to all the 80 of us at the Summer Institute 1993.

System Change & the Politics of Inclusion
McGill
July 12, 1993

Group of 24 -
Claudine Johnson
Sally Childs
Marsha Alfafura
Carol Canova
Irv Nikolai
Mary Beaury-Paladino
Nancy Spencer
Rik Flynn
Jane Kershaw
John Donnelly
Dennis Martin
Jack Pearpoint
Cathy O'Donnell
Peter Truax
Micky Beauregard
Arlene Harris
Ron Rizzo
Donna Hudson
Nan Eidle
Jim Morris
Michelle Shoaff
Josie Young
Lily Petro
Debbie Boardman
Donna Fraser
Heather Willis
Suzanne Beauchesue
Louise Richard
Hy Adler
Linda Gasper

How do we deal with systems change around inclusion?

- *** How do we deal with "protectionist" issues within the union?
- * How do we bring education and special education together?
- * How do we deal with the needs of our children in large systems?
- * Partners in Policy Making -
- * Boards making policy statements on Inclusion
- * People First Network...
- * How do we convince people to buy in??
- * Recreation - learned to work with the schools ..and after school.
- * Classification = minority population = exclusion.. New York State...
- * RESISTANCE.... commitment to the battle.
- * 85,000 union members with legitimate concerns. We want to be a part of the inclusion happening.

* Shoaff: Florida - sees obstacles - charged to birth new programs...
Segregation and separation are likely to be built into the new policy...

* Small rural advocacy organization - working with families for school inclusion - no power or credibility to influence teachers - our experiences are not widely recognized. Want to understand change from "outside".

The inclusion nightmare got bigger as we talked around. We won't have solutions - but we may identify some obstacles. We may identify some collaborative models. We may need smaller groups and more time.

The Dynamics of System Change:

Systemic Changing is about REFORMING an organization. Not just adjustments.

Its about establishing a central purpose – relationships - about inclusion. It is not putting in a program of inclusion - it is about how we do our business.

It is inclusion of the management systems - they have to change. Roles will change - controlling power will be shared differently.

People are afraid about losing their piece of control and power. ? How do you take the fear away? How do you get over initial stumbling blocks.

Irv: Knowledge is my answer. All people act on the best information available at the time we acted. The leadership is not moving because they lack knowledge. it is not that they don't want to do the right thing. Sometimes, advocates are the worst enemies of their best issue. Before people will change, they must have knowledge.

From Knowledge comes relevancy - you apply it to your situation. Change is the lesson we are trying to succeed at. The first thing is to get motivated - people must see meaning in what they are doing. If there is no relevancy - no meaning about what we will do next - there will be trouble.

We often come back from trips as zealots for anew cause. We need to purposefully bring people up to speed - to give them a chance to be zealots too - from wherever they are. People must have to have a common shared vision.

Who can have the dream?

Many theories... Main thing is that there is a shared vision - however it starts. Strategies to get there are variable. When we have a vision, we need to be purposeful about bringing people who hold back UP to our vision - not back-slide towards their vision.

Irv: Staff development opportunities that give knowledge are essential to helping people to REFORM.

In US, industry spends 3-7% of total budget on internal training. That is more than the total US budget on K-12 education in total. Industry values learning.

We spend 1/2 of 1% on relearning and retraining in a typical school district.

We don't look at education as a long range investment.

Knowledge gap will not close immediately...

How do we increase the "mindset" for change.

Irv - Getting parents involved is critical. Schools are by nature are exclusionary. We exclude a lot of people. If we are going to REFORM and restructure an organization, we have to involve people.

You don't just do it with the "innovation of the month". You need a systematic process that gives a common climate, common language, common beliefs - In our organization we don't do "Group Grope". We make knowledgeable decisions. We need to consciously build connectors - a common mission and a common purpose.

In our organization - we sat down and worked out a consensus on the agreed exit outcomes. It took 18 months. We then made a WE plan, not a ME plan. I personally interviewed 300 people. We had a town hall meeting to talk about what a Community School means. We went through a long process to develop and revise our plan - 5-6 times - in every possible public forum. We published it in the newspaper - twice - with coupons for feedback.

We now have a system that has a shared vision. We have principles that are shared - beliefs that are shared - "all kids can learn". All teachers can teach."

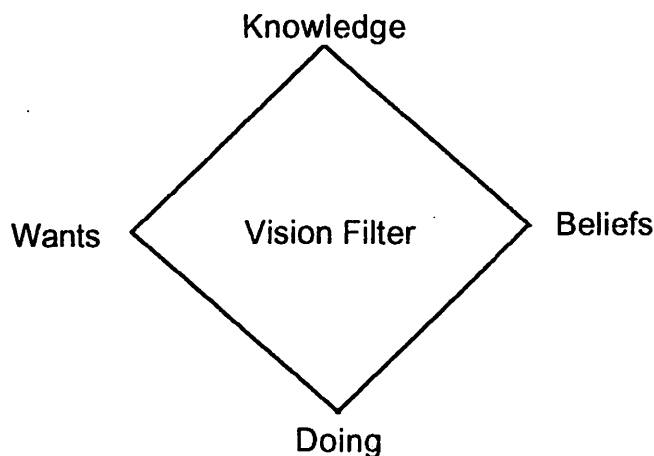
For beliefs: - everyone in the organization was involved.

For consensus on Strategic Plan - went to 27,000 homes - 100% of parents, business community. INCLUSION, INCLUSION, INCLUSION.

We have standards of expectations for behavior in a quality organization. Employees will make decisions on knowledge - and the organization provides opportunities for its membership to learn knowledge.

We have Success Connectors - i.e. Exit outcomes (based on Vision) X What knowledge tells us X What we actually do in classrooms, etc.... If the actions don't fit - stop.

We have success connectors.



We look at our organization to see if what we are doing fits through the filter - if it doesn't fit - we drop it. Traditional, transitional, and transformational – the stages of change.. There is confusion as two paradigms co-exist. It causes cognitive dissonance. Living with Chaos - Peters... is a condition of our time. We need to "get used to it. . learn to live with it.

Real change starts with us.. individually - within an organization. However, Knowledge makes it less frightening. Knowledge empowers people to become change friendly.

Two paradigms can exist at the same time. The new grows out of the old..

What can you use to warm up a principal?

* I send articles - knowledge. Items that are meaningful. I feed principals, and board and others with information. - constantly, systematically, consciously. It is motivating. It is not a huge pile. It is a little bit at a time.

Position power is not so important in our organization. Lead Managers (anyone) have the opportunity and responsibility to add knowledge to the system and take leadership.

Hy - old way of doing things is not based on sharing.

Q - how do you get people to think about change positively. Many people are comfortable and don't want to change.

Irv. Most people want to do is the RIGHT THING - based on the best knowledge available to them at the time they act.

Jill - Knowledge without experience is meaningless. The experience is powerful.. Most people are willing to learn. When a child arrives in a classroom, the learning begins. All the preparation in the world is nothing compared to three weeks of experience.

Irv: We must make a strong organizational commitment to deliberately and intentionally bring people from where they are to where we want them to be.; Fear and coercion do not work very well.

I sent positive and negative people places - together. It turns people around - they get on side. We send some people some place every month.

Corrine - 9 principals in 10 years. People told her - you can't change it. She said, 'I'm not going to change - you are going to change'. I had to get the Dir. to allow me to function. I started sending people out - it reduced their complacency. It takes a lot of vision - but it works.

Too many agencies are blocking progress - in New York - multiple boards and structures to juggle..

In the real world, as a parent, you deal with the best you can do with your child - and work on the system in the long haul. Change happens one at a time...

Irv - changing systematically and systemic change are different. System change is organizational change. This is when the organization changes 100 or 1000 at a time. Changing systematically is by a plan - but not the same as total organizational commitment to change.

PM Meeting:

The notion is that there must be connectiveness in the organization. - Success Connections - What we are doing is what we want to do - based on base knowledge.

An example of Base Knowledge: All kids can learn - this is a fact. It has been tried and is true. We just don't practice it.

In the area of Cooperation, Interdependence - there is a shared knowledge base.

What about opposition? those who don't agree?

When teachers come to me they say, "we don't know how we would have coped without the support we have had in cooperative learning and process and control theory. We wouldn't have made it without it." We also set up peer tutoring - coaching and modeling.

In education - we make our own problems with parents. We don't communicate with them. We exclude them. Then they kick our butts. When you involve them, you don't have the fear. The real issue most families are concerned about is fear. We have to deal with it.

In the change process - when you develop change, if you get too far ahead of your people, (line will vary) when you cross the line - you have trouble. It is there with parents, teachers, etc. then you get, fear, coercion, battles. So, bring your parents along. We do some modeling... We have a parent meeting with all our key visitors - so they hear what we are hearing. I ask schools to hold conferences with parents - coach, teach, coach, teach, ...

This summer we brought in all the "inclusion parents" for a session, along with parents of families who would be part of those classrooms.

Systemic Change/Politics

I Specific Concerns:

1. Inclusion: N.Y.C. -- large school system HOW?
 - 2 special ed programs
 - general ed program
 - high school program
 - alternative high school program
2. How do you motivate people?
3. Who writes the IEP? the curriculum?
4. Is there global inclusion?
5. Is experience in the political arena necessary?
6. Where do we start?

II Supports Needed:

1. Resources Available
2. Models of effective Inclusion Practices
3. Leadership to close the gap between new knowledge and Dogma/habit
4. Staff Development

III. Involvement: Parents, Advocates, Community

1. Pennsylvania: By 1995, Mandate for Parent Involvement
2. Policy Making - Illinois Parent Advocate Groups
3. Build Groups of Parents in School communities.

IV Effect of Combined Systems - Inclusion Concerns

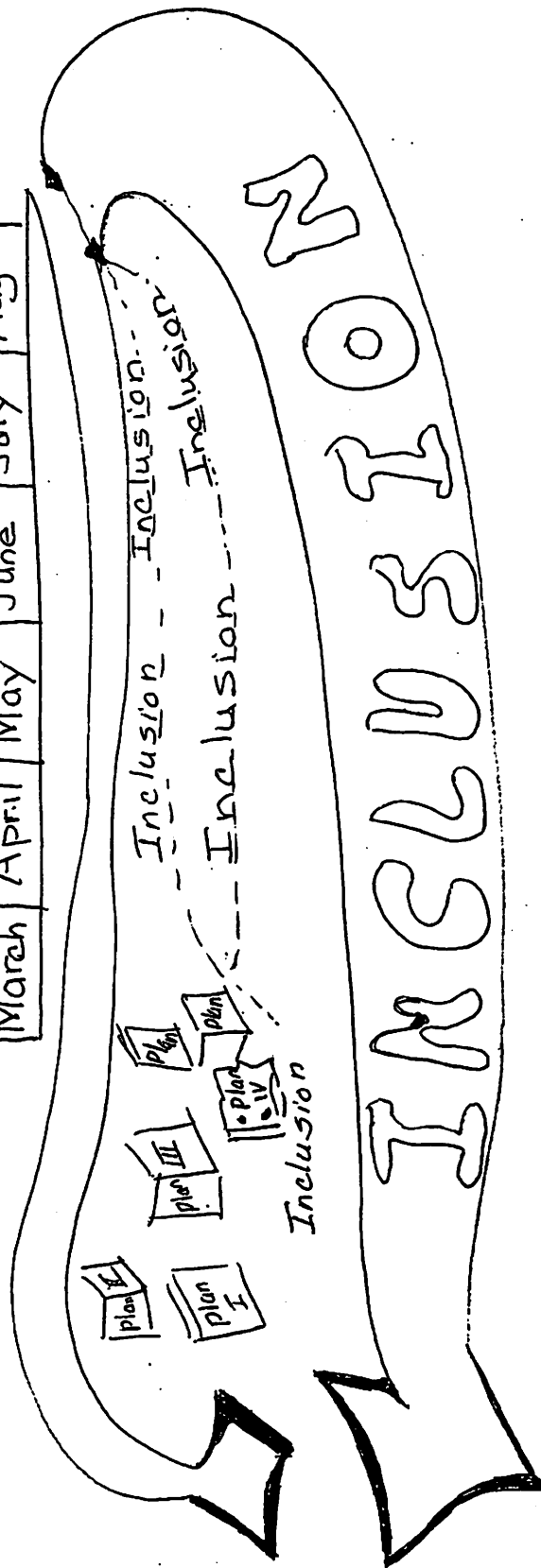
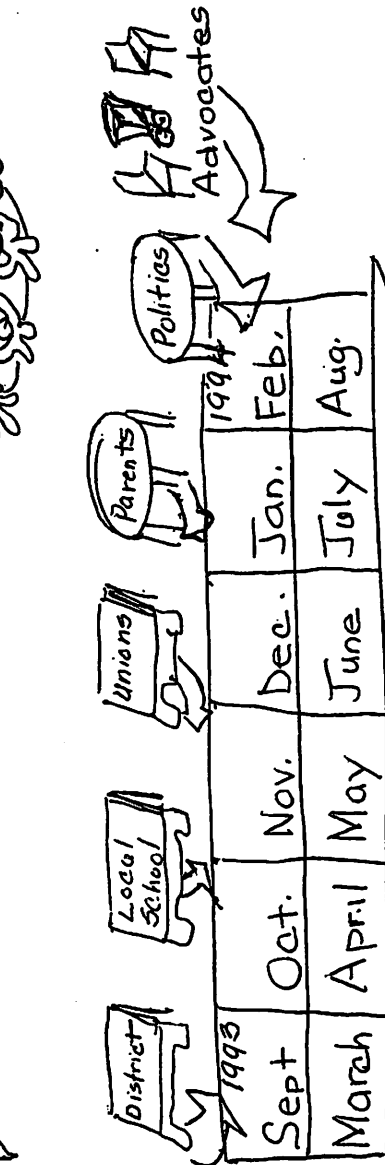
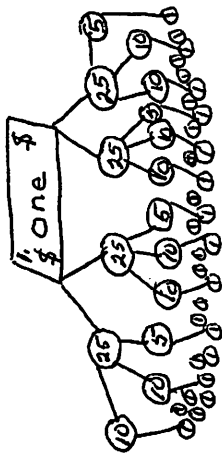
1. Job Security
2. Road Blocks: unreadiness
3. Credibility: dogma/habits.

Summary:

We have a Mission. We have a Vision based on a set of Beliefs that says: All Kids Can Learn!"

We recognize that change is inevitable. We accept the fact that Change can not be negotiated. WE know that Change can not be mandated. We can be "Change Friendly." We know that real change starts with the individual. We know that we need to involve everyone in the Vision. We are going on a long Journey that will: Support the Vision, reduce the Fear, Provide the Skills and Tools, empower Parents, define the Systems and challenge the Chaos. We will not coerce nor abuse. We will take responsibility because we know what we have to do to get what we want. We know we can create the Future because we have New Knowledge that can intentionally and purposely close the gap.

The diagram illustrates the flow of money from public education to special education. At the top, a box labeled "Public Education" contains stick figures. An arrow labeled "Special Education" points to a box containing a stick figure and a book. Below this, a large box labeled "WHO" is connected to four circles: "No", "Why", "When", and "How". To the right of the "WHO" box is a box labeled "Scared Money Never Hard Time" with a "Yes" button and stick figures. Below the "WHO" box is a tree diagram showing the distribution of money from "\$ one \$" into various denominations of coins and bills.



Jill Long

Building Burdens...Or Retrieving Dreams

They gave her a label before we had given her a name. However well-intentioned, whether by accident or design, the psychologists, social workers, therapists, special educators, who converged upon this label--for they failed to see the child--are in the business of building burdens. Families, friendship, community, inclusion, is about something far different. It is about retrieving dreams.

Our ten year old daughter, Rachel, spent the first three years of her life shuttling between therapy appointments, developmental evaluations, infant stimulation programs, special education preschools....all of which served their function well--indoctrinating our family into a "special" world of isolation and rejection.

This process of indoctrination is about building walls. Walls between parent and child, walls between brother and sister, walls between classrooms, walls separating children one from the other. Invisible yet impenetrable walls. When you live within these walls, you become powerless to see beyond them. Eventually, you grow accustomed to the sparseness and sterility of the "special" world, and forget what you knew of the real world, even fearing what exists beyond the walls. Those in the business of building burdens, would consider this outcome "successful indoctrination."

Fortunately, the walls of the "special" world created around us began to collapse of their own weight, began to crumble here and there. First, a bit of light from the real world leaked into our "special" fortress, illuminating the loneliness residing there. And then, a hand reached in and took our hands, and together we tore down the remaining walls. And in the rubble of it all, we began collecting, retrieving, pieces of our dream.

This is not to say, however, that there is no rejection in the real world. Rachel, like all of us--and even more than most of us--is vulnerable to the threat of rejection. It is there when we are seated in an isolated corner of a restaurant. It is there when we're told "there are special recreational programs for kids like her." It is there in human and charitable services campaigns of pity and exploitation. It is there in the perpetuation of a "special" and separate world. But it is not in the eyes, in the smiles, in the arms, of her friends. It is not in the noisy lunchroom or spirited classroom of the ordinary school she attends.

Rachel loves and is loved. She belongs--not just to her family, but to her friends, to her school, to her community. She is included-not simply because she sits at a desk among her age peers, but because she is welcomed wholly and authentically within a caring and just community of learners. This was, and will always be, our dream. A simple dream. We found it, seven years ago, when we left behind those in the business of building burdens, and leaped beyond the boundary of their walls.

Murder of Maps

How are people murdering MAPS?

They're trying to mandating in our state, making the MAP the central focus rather than the individual, so their murdering the individual along with murdering the MAP. They don't listen to the dream, or they want a "more realistic dream," and by dictating this they're degrading the individual and discounting their dreams. Often, systems limit the MAP process to an hour, with input such as "that's a very nice dream, but let's be more realistic about the dream." Sometimes it's not that overt, but behavior is such that the individual knows to limit or make their dream "more realistic." There's no trust. There are expectations about what's going to occur, and then the facilitator murders the MAP and parents/people will never again participate. A good facilitator listens to the kids, it's important, meaningful, the resulting integration is successful...it's really good when the facilitator listens. Most of the MAPs I've seen have been done with one facilitator, and sometimes a graphic recorder. The facilitators and recorders from the contained school are prepared, but the people coming from the new school are not prepared and are sometimes alarmed by the process, or don't take it seriously. I think it sets the kid up to dream, but then there's no follow through. People are excited at the MAP itself, but then they lose that ...the MAP does it...rather than the people--that's what they think...MAP as cure, as fix, rather than personal responsibility to follow through...as if the MAP is the end, rather than the means. Preparation of participants prior to the MAP helps make the process successful. Sometimes people are given unrealistic expectations...as if it somehow guarantees their dream, rather than valuing the discovery process itself. Sometimes the facilitator puts words in the person's mouth, and if it's not what they really want then there will be no follow through. This is done a lot with people who do not communicate verbally.

How could we kill off MAPS?

Make the facilitator the center, the focus. Make it part of your annual review with a 45 minute time-limit. Come in with the questions lined up...as if it's a test. Making it part of the system, letting the system take over, forced participation, not inviting the person being MAPed, or the family, or the friends, or inviting people the person doesn't want there. Making it a program, rather than a process. Forcing reluctant participants. Linear or computer recording rather than graphic recording. Untrained facilitators...someone who hasn't even read an article or seen a tape. Not valuing people's dreams, not understanding the essence of the dreaming process,. It's not always the verbal response, but the non-verbal welcoming of the dream, or vice-versa.--standing aloof with arms crossed, etc. For some people, this is the first time someone's actually listened to their dream. You can kill it by not following through on the actions part of it. Not asking the nightmare questions because the facilitator's too scared to ask the question. The facilitator needs to be able to read the group to determine how to order the process, the sequencing of questions. You can murder it by having a facilitator scared of dealing with the fears and nightmares. What hurts is not

having an atmosphere of celebration, but rather an atmosphere of an IEP or a meeting. Facilitators who have never undergone the process themselves, but don't hesitate to do it on someone else. People who dare to ask other's their nightmares and dreams without ever having revealed their own. Making it a disability tool rather than a process tool. An outcome rather than a process. Never getting through the process, getting stuck, never finishing. No translator. 42 professionals invited. Hidden agendas. An uncomfortable environment. Having a table dividing the group. People leaving before it's over. Answer the parent not the person. Facilitator doesn't want to do the facilitating. Uncreative people. Inviting too many small children. No co-facilitator or recorder. Skeptic that drags others with him/her. Forcing an emotional issue that the person doesn't want to deal with at that time. Letting one person (not the star) dominate. Discounting the value of graphic recording and co-facilitating.

What generates these problems? What are the causal factors?

Not understanding the heart of inclusion

Not understanding the pain of exclusion

The heart not leading the process

Thinking this is a place , a program, a policy, a service. Looking for an answer, rather than being on a journey.

Fear

Ego

Lack of training

Naming the weeds--what makes them flourish--what might the week-killer be?

ignorance and fear

Lack of belief in the person

lack of trust

Economics, politics, religion, bureaucracy, breeding self-interest, apathy, control, overwork, bountiful excuses not to act, cynicism, fear of change

lots of the things killing MAPS are the persons/systems trying to initiate it. We have met the enemy and it is us. MAPS will die if it is not rooted in a persons dream.

It's not easy. You have to know the root of the problem. You have to know what you want to do and where you're coming from, and why you're coming.

What makes it flourish? What do we need to do to deal with all the interwoven root killers and what do we need to do to help the tree to flourish?

Putting people first, to be aware of the weeds and pull them as you go along, education, create a better vision, relationships, creativity, appreciating the fluidity and value of change and that anything static will eventually atrophy. Trees need other trees to grow, pollination, accepting environment, appreciating the tree (tree hugging), accepting the challenges, wearing all the hats,

Summary: the killer of this process is: a person facilitating MAPS alone; not having people there who really know the person; not having a graphic with images and not merely words.

ESSENTIAL COMPONENTS OF EFFECTIVE FACILITATION

Marhsa Forest, Connie Peterson, Joyce Olson, Geraldine Cross, Jorge Luis Sanchez, Paulette Pokonzie, Marsha Alfafara

HAVE A CO-FACILITATOR

HAVE A PLANNED STRATEGY FOR THE PROCESS, i.e. Maps, Paths
but be flexible to group needs
believe in the process

HAVE A LOVE FOR WHAT YOU ARE DOING

HAVE A GENUINE DESIRE TO ENABLE AND EMPOWER

BE AN EFFECTIVE LISTENER

Effective listening comes through being connected and centered.
Reaching your personal center of tranquillity will enable you to be comfortable with yourself and will allow you to fully listen to what others are saying.

FACILITATORS COME INTO THEIR OWN THROUGH:

Practice
Coaching
Reflection

INTERNET

Internet is a worldwide system that allows access to unlimited information. It is available in 48 countries and connects universities, research centers, etc. with millions of users.

Access to the system is made available through a code. Codes may be obtained from a university. The code offers a specific amount of funds for use in accessing the system. This may be done from any location or any computer system. Information is sent and received through electronic mail.

The type of information available is unlimited. A few examples are the Inclusion Newsletter, ERIC database, library files, bulletin boards, etc. Bulletin boards provide access to large amounts of information on a variety of topics. Once connected to the bulletin board you may choose a particular area of interest from a menu. This will put you in touch with others who share your interest. List serve is a service that lists the various bulletin boards. Additional resources to access the system include "The Whole Internet Catalog", GOPHER, ARCHY, WWW, and WAIS.

Some helpful information:

Jack's E-mail address - 74640.1124@compuserve.com
to terminate connection with a university. library: %ca
Hy's E-mail address - wzha@musicB.McGill.CA

**From Paulette, Edward, Haven, Adrian, and Royce
Sudbury**

**May your days
have room enough
for new interests,
new experiences,
and new friends.**

**May they be busy enough
to fill your life
with meaning ...**

And especially ...

**May they be quiet enough
to give you time
for dreaming ...**

Author unknown