

Imagine better

WHY IMAGINATION MATTERS PETE RITCHIE

Why does change happen so slowly?

Why did we spend community care money doubling the number of people in nursing homes in Scotland, when we know that 80% of the people admitted to nursing home wanted to stay at home? Why do we still have so much segregated education? Why are we admitting more young people than ever to psychiatric hospital and prescribing ever more drugs for depression? Why are so few disabled people in paid employment?

We know the simple explanations. There is not enough money. The government is not committed. We need more joint working. We need more staff training. But these are the symptoms, not the causes. To find the causes we have to go deeper.

We have to find the source code for keeping things the way they are. And then we have to see if we can change it.

By source code I mean the ways of thinking, talking and doing things which produce and maintain the status quo. These ways of thinking and talking and doing are embedded in our language and our habits and our organisations. They are passed on in conversation, in the media, in professional training, not as part of some powerful conspiracy but because they are good at getting themselves copied. They are like the genes of society.

Genes are instructions written in chemicals for reproducing individual organisms. The successful genes are the ones which are carried in successful organisms.

Living with old memes

There are no such clear instructions within society for reproducing itself. But some

people use the word 'meme' to describe these genes of society. Memes get passed on through our culture and our language. They get passed on through imitation - dressing up as Father Christmas, racial prejudice, throwing coins into water, charity shops.

The meme I want to focus on is believing that the world is divided into two groups of people - 'them' and 'us'. This meme allows us to believe that different rules apply to 'them'; that 'they' are made differently; that 'they' feel things differently. Any characteristic will do for separating 'them' from 'us' - religion, gender, ethnic origin, age, impairment or even postcode.

Once we have made this separation, the problem becomes focused on 'them'. No longer is it a whole society problem - such as 'what would help us be more tolerant' or 'how could society be more inclusive'.

It becomes a 'how do we deal with them' problem. A 'wouldn't we be better off without them' problem. And when 'we' are much more powerful than 'them' it is our ways of thinking and speaking and our ways of doing which dominate. This way of thinking dominates our service system. It generates the language of 'client groups' and 'special needs'.

And once we have the language of special needs in place, this way of speaking underpins a way of doing things. Once these structures are in place, a whole industry of vested interests ensures they are hard to dismantle.

This way of thinking about 'them' and 'us' makes itself so comfortable in our heads that we are not aware of it. But our way of thinking and talking makes an impairment into the person's principal identity - the first and main thing we need to know about 'them'. We don't say "my son is Joe". We say "my son is profoundly disabled".

(continued inside)

newsletter



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shs

WORKING

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SOCIAL

INCLUSION

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WHY IMAGINATION MATTERS (continued)

Working with new memes

So what are the concepts we need to go beyond 'us' and 'them'?

We need the concept of universality - the concept that some things hold for all of us, whatever our age, whatever our ethnic origins, whatever our impairments.

Nearby we need the concept of citizenship - that citizenship is enough to bring entitlement to common decency and fair treatment.

We need the concepts of diversity and uniqueness - that all of us and not just some of us are different, and that difference is something to be treasured.

We need the concept of wholeness - that all of us are whole but none of us is perfect.

We need the concept of fairness - so we can see that treating people fairly does not mean treating them the same.

We need the concepts of oppression, exploitation and abuse so we can see when power is being wrongly used, and we need the concepts of protection and safeguarding so we can see when it is being used well.

We need new memes. They have to be distinctive and compact - like the four notes of Beethoven's Fifth. Like 'All means all' or 'Everyone matters'. Some memes have hooks into other memes, so they can burrow into our brains more easily - like 'What part of all don't you understand?'. Some memes have more than one meaning, like 'Imagine Better'.

Successful memes spread because they make sense and appeal to lots of people - they are universal.

We need successful memes - lots of them. And to create these memes, we have to use our imagination. As George Orwell nearly said, 'Copy good, imagine better'.

Pete Ritchie, Director

autumn 2000 newsletter

Funding for leadership development

3 YEARS LOTTERY FUNDING FOR PARTNERS IN POLICYMAKING

We are delighted to announce that the National Lottery Charities Board have agreed to fund the Partners in Policymaking programme for 3 years, running from October this year through to June 2003. This decision will make an enormous contribution to the development of the growing network of parents and self advocates working for inclusion around Scotland.

Partners is a leadership development course for adults who carry the label of disability and parents of children who are labelled disabled. The course runs over 8 monthly residential weekends and participants learn about best practice in independent living, inclusive education, advocacy, family support, life planning, employment and managing change at both a local and national level. In addition to local activists and politicians, the best speakers and practitioners from around the world contribute to the monthly programmes.

Each year we will run a national course with around 40 participants from all over Scotland. Two thirds of the course places are awarded to parents and one third to self advocates. As well as enabling us to train up to 120 Partners in Scotland, this funding will allow us to run a continuing graduate programme for existing and future Partners graduates.

Forty one participants have already been selected for this year's programme which will run on the following dates:

10-11 November 2000

Understanding why things are the way they are now

1-2 December 2000

Relating to the system

12-13 January 2001

Inclusive learning - before, during and after school

9-10 February 2001

Getting the right support at home

9-10 March 2001

Employment and lifelong learning

6-7 April 2001

Rights and self advocacy

11-12 May 2001

Making change happen locally

15-16 June 2001

Building a movement and making changes at a national level

If you would like further information about the course, please contact Heather Anderson at SHS, 0131 538 7717.

Thanks for everything

MARSHA FOREST (10 AUGUST 1942 - 2 JUNE 2000)

Anyone who has been involved in the inclusion movement will know of Marsha Forest and Jack Pearpoint. Jack and Marsha developed Map, Path and other person centred planning tools many of us use in our day to day work. They have been fierce and tireless proponents of the rights of children and adults to good inclusive education and established the Centre for Inclusive Education in Canada. They publish through Inclusion Press and they have travelled the world inspiring and challenging people to work for social inclusion.

Anyone who had the privilege of being in the same room as them will have been challenged to confront the complacency and mediocrity which generally enshrines services for people at risk of exclusion and energised to build a better future.

Everyone who knew of them and their work will be deeply saddened by the news of Marsha's death in June when the fourth attack of cancer finally weakened our rose quartz warrior.

I have been asked to write something for this newsletter. Given my enormous debt to Marsha and the amount of love in my heart for both her and Jack, I will try and echo what I know others around Britain and Ireland also feel.

We know that we will never forget her; that we hear her in our heads most days; that she's a spirit in the room whenever there's a battle for inclusion to be won. She was passionate, fierce, loved people and raged at injustice. She was smart and fearless, daunting and focused, funny and challenging.

She was completely authentic - when she thought something was wrong, she said so. She gave everyone who met her the courage to do what they had to. At "Inclusion: the Art of the Possible" - SHS's first conference in May 1994 - she made the impossible seem not only possible but absolutely urgent and necessary.

A colleague, Irene said "after you have met Marsha you make a career out of trying to make a difference". She and Jack certainly gave SHS the courage to fight against the odds over the last 7 years. For that we cannot thank them enough. As Marsha often said, she needs us "to be working our ass off" to make inclusion a reality.

A celebration of Marsha's life has been planned in Toronto on Saturday 7 October. SHS are putting together a book of thoughts and recollections to take to the celebration. If you want to send your own message contact Jack on the Inclusion Press website: <http://www.inclusion.com>.

And finally, for people who never met Marsha, and may find this a bit 'gushy' - as Marsha would say - GET OVER IT!

IMAGINE BETTER THE VIDEO

IMAGINE BETTER - TOWARDS A
SCOTLAND WHERE EVERYONE MATTERS
MAY 2000

We have finished editing the 20 hours of tape recorded at this year's conference and have produced a 1.5 hour video showing some of the most memorable speeches. Of course to fully appreciate the two days you had to be there - so be there next year.

IMAGINE BETTER - THE VIDEO is available from SHS at a cost of £10.

THE 8TH SHS ANNUAL CONFERENCE

THURSDAY 24 & FRIDAY 25 MAY 2001
HERIOT WATT CONFERENCE CENTRE,
EDINBURGH

Plans for our next conference are well under way and we will be sending out more information soon. In the meantime put the dates in your diary. If you would like to make a provisional booking for next year contact SHS.

SHS TRUST IS AN INDEPENDENT ORGANISATION COMMITTED TO SOCIAL INCLUSION AND A SHIFT IN POWER TOWARDS PEOPLE WHO RELY ON SERVICES

Some of the ways we work are

- Developing leadership in the parent and user movement across Scotland
- Training staff to work in a more person centred way
- Helping to establish new user led organisations
- Supporting Independent Advocacy
- Developing local joint strategies for improving services
- Hosting conferences and publishing books
- Undertaking research which focuses on the concerns of people who rely on services
- Helping organisations to change the way they look at things and become more responsive to the people they serve

as far as possible in partnership with disabled people and with organisations who share our values.

what's new

ALTERING ATTITUDES

SHS, along with eight training organisations, has recently made an application to the European Commission to fund a project which will develop a common approach to equality training.

Equality training is a way of challenging discrimination and negative stereotypes. It uses face-to-face training methods to encourage individuals and organisations to examine their attitudes and practices. Much of the expertise has been developed within specialist fields such as race equality training and disability equality training.

The project will build on the work of equality trainers in four European Member States to develop training tools and methodologies which can be transferred from one area of discrimination to another.

The partners in the project have provide equality training in race discrimination, disability discrimination, discrimination on the basis of sexual orientation and age discrimination.

If funded, the project will be supported by a team of academics, policy experts, training experts and employment specialists. High priority will be given to involving people who have experienced discrimination at all stages of the project. The aims of the project will be:

- to compare training activities used by partners to disseminate information about rights to equal treatment and non-discrimination and to share good practice,
- to jointly develop and pilot an equality training course transferable from one area of discrimination to another,
- to analyse the effectiveness of the course and make recommendations about good practice,
- to jointly disseminate the results of the project to beneficiaries including equality trainers, policy-makers, commissioners of training, employers and people exposed to discrimination.

The project will also develop an equality training course, a European equality training website and a handbook of good practice in equality training.

ENSURING MORE INDEPENDENT ADVOCACY IN SCOTLAND

The Scottish Executive are due to publish 'Independent Advocacy - A Guide for Commissioners'. The aim of the document is to secure the future of independent advocacy in Scotland and to bring a more strategic approach to the planning and development of new projects. health boards and local authorities will be expected to pull together three-year plans for advocacy, which will

- Involve a broad range of stakeholders
- Identify a joint budget committed for at least three years
- Provide long term core funding for advocacy projects following independent evaluation
- Invest in local capacity to provide advocacy

In order to ensure that the guidelines

on independent advocacy are implemented by health boards, trusts and local authorities, the Executive have funded SHS to employ an Advocacy Development Facilitator. This move, together with the publication of the guidelines, reflects the growing awareness amongst Scottish Ministers, services providers and the public about the important role independent advocacy can play in enabling people to make informed choices and remain in control of their own lives.

In June, Charlotte Lee was appointed as Advocacy Development Facilitator. Her role is to find ways of supporting people who plan and commission advocacy to meet the guidelines. Here are some words from Charlotte about the work she has undertaken: "Over the next few months I hope to build up a picture of what advocacy provision there is at present, where projects receive their funding from and how secure that funding is and what the gaps in advocacy provision might be.

In conjunction with Marcia Ramsay from Advocacy 2000 I held a seminar for people from health boards, trusts and local authorities who have a role in planning and commissioning advocacy to begin this process of mapping out where we are now.

The seminar was also used to begin discussions around evaluating independent advocacy projects. The aim being to find out from commissioners what they need to get out of evaluating independent advocacy projects along with their thoughts on how this might best be achieved. A similar event will also take place with advocacy projects.

This is a really important and exciting time for advocacy in Scotland and I am looking forward to the challenges ahead.

If you would like to hear more about the work I am doing or can provide information that may be helpful in completing the mapping process please contact me at SHS."

capacity building

COLLABORATING FOR CHANGE

COLLABORATING FOR CHANGE IS A COMMUNITY LEADERSHIP TRAINING AND DEVELOPMENT COURSE FOR OLDER PEOPLE AND PROFESSIONALS IN THE SCOTTISH BORDERS. IT IS A JOINT VENTURE BETWEEN THE BETTER GOVERNMENT FOR OLDER PEOPLE PROGRAMME IN THE SCOTTISH BORDERS AND SCOTTISH HUMAN SERVICES TRUST, AND IS FUNDED BY THE SCOTTISH EXECUTIVE RURAL CHALLENGE FUND.

Collaborating For Change is based on the belief that older people have an important role to play in society as contributors and leaders. The course will teach older people and professionals ways of working together to improve service provision and policy making and will develop their skills, knowledge and confidence.

Participants will meet for 2 days per month over an 8 month period and topics will include:

- Ageism and the Changing Patterns of Society
- Recognising and Developing Individual Skills and Knowledge
- Understanding Public and Private Services and How to Influence Them
- Understanding Power and Influence
- Influencing Change at Local and National Level
- Sustaining Change

Collaborating for Change will involve working with older people and professionals but offers a model for wider community involvement.

ALLIES IN CHANGE

Allies in Change promotes and develops the involvement, participation and inclusion of people with mental health problems and of friends and families who care for them. It is based on partnership and learning between people who use and people who provide services.

From November 1999 to June 2000, Allies in Change ran its first Personal Development and Education course based in Dundee.

The course covered a wide range of areas including:

- Changing attitudes to mental health
- Concepts of power and participation
- Partnerships
- Having a say in an individual plan or service
- Innovative practice in the community
- Building networks and sustaining alliances.

Of the 51 participants from across Scotland, 21 described themselves as professionals, 16 participants described themselves as service users, 5 as carers, 5 as carer/professionals and 5 as service user/professionals.

Overwhelmingly, participants commented that, although the course was intense and challenging and at times difficult, they felt motivated, and empowered by what they were learning, hearing and doing.

The course provided the opportunity for individuals to see things from different perspectives:

“The mix of participants on the course has been superb. It has given me an insight into other peoples’ experiences and their point of view and has often made me look at something from another angle” (carer)

FAMILY FUTURES working on better futures

The Family Futures project aims to develop a national infrastructure of skills and experience in person centred planning with children and families. The project works to give children and their families the central role in any decision-making affecting the education and lifestyle of children who carry the label of having special educational needs.

Since the beginning of the project earlier this year we have run two courses on person centred planning for parents and professional staff, including educational psychologists, residential and educational support staff and social workers. We have had meetings and workshops around Scotland with parents and professionals who have expressed an interest in finding out about person centred planning and we have been involved with a number of families, helping them plan better futures for themselves and their children.

Over the autumn we will run introductory sessions on person centred planning and will continue to invite family members and associated professionals to workshops by visiting speakers. If you would like further information please contact Dawn Shield at SHS.

The project is funded by the Scottish Executive and involves seven organisations who work directly with children who have special educational needs: Nucleus, SENSE Scotland, Aberlour Childcare Trust, NCH, Barnardo’s (West Lothian Project), Fife Council Education Department and Capability Scotland.

The same as you?

RESPONSE BY SCOTTISH HUMAN SERVICES TRUST TO THE GOVERNMENT'S LEARNING DISABILITY REVIEW

The review is a great achievement. Undertaking the review involved talking to hundreds of people all round Scotland - and most importantly talking face to face to people with a learning disability and to families; weaving together a complex set of working groups; synthesising hundreds of responses to the consultation document; commissioning various research studies; making the connections with the dozens of related policy initiatives within the Scottish and UK governments; and finally producing a clear, attractive and readable report with an accompanying summary and video.

Many people now have a real sense of ownership of the review and have found participating in the process a positive and worthwhile process. The debate in parliament generated enthusiastic cross-party support from MSPs

Heading in the right direction

The direction of the review is entirely right. The government has made a firm commitment to move away from institutional models of care and to reinvest in an inclusive and person-centred approach.

The review proposes three key changes by which success will be judged:

- It sets a firm date for closing all the remaining long-stay hospitals, shifts the balance away from residential care and towards 'housing with support' and puts a strict limit on the future scale of assessment and treatment units.
- It recommends making day services more individualised and less segregated, and investing more in supported employment.
- It proposes a system of local area co-ordination which, combined with making direct payments available as a matter of right, offers a new way of working with people rather than doing things to them.

However, these changes will not be achieved without a more searching analysis of why they have not been achieved to date, and a more robust model for sustaining implementation.

Why are we here?

The review's foreword acknowledges that 'the pattern of services is not as advanced as in many countries of Europe'. However, the reasons for this are not spelt out in the review. The review highlights the lower spending per head in Scotland in comparison to England and Wales and the way spending in Scotland is skewed towards hospital services.

Unhelpfully, the review does not spell out the proposed level and balance of spending in five years time at the end of the hospital closure period, so it is hard to see if the overall resources problem will be addressed.

However, the question behind the resources question is 'why is the pattern of investment the way it is?'. We would suggest the following factors:

- Widespread societal discrimination and prejudice against people with a learning disability, which is both reflected in and reinforced by institutional service models and some elements of current professional practice and attitudes.
- The lack of leadership and direction from the Scottish Office during the 1980s and 1990s
- The interests of professionals and service providers have taken precedence over the interests of service users and families, partly because of a lack of powerful values-led consumer movement but also because social policy in this field has been driven by professionals rather than by a broader 'citizenship' perspective
- The continuing influence of psychiatry and the health service perspective, with learning disability services and legislation seen as a subset of mental health

The importance of leadership

These are powerful factors: and consistent, vigorous leadership will be needed to make an impact. Without such leadership, there will be some service reform but little social change and little practical improvement in the lives of many people with a learning disability.

We are delighted to see the leadership given to the review by the Minister, and the investment of effort by the Executive to date. However, we are deeply concerned about the lack of a robust mechanism for implementation. The proposed learning disability centre, although it will have a useful role in training, consultancy and research, is no substitute for a high-profile taskforce with direct ministerial backing which reports annually to parliament on implementation of the review.

Leadership is not all from the centre. It is equally important to develop leadership in people with a learning disability, family members, staff and managers. A sustained programme of leadership development is needed.

Some specific concerns

Employment

Studies suggest that around 70% of adults with a learning disability want to work, yet over 90% are unemployed, mostly for their whole lives. If we want people with a learning disability to be included and valued as equal citizens, this wholesale economic exclusion is unacceptable. The review rightly points out that employment for people with learning disabilities is not the responsibility of any single agency. However, the review does not make any recommendations to establish a coherent national approach involving the Employment Service, the Disability Rights Commission, Scottish Enterprise, employers organisations and trades unions.

Much of the investment to date in supported employment for people with a learning disability has come from social work departments and voluntary organisations. Many projects are small, poorly co-ordinated across travel to work areas, and funded on a temporary basis. It is time now for a well-designed, mainstreamed national approach to this issue, perhaps using the new EQUAL initiative as a springboard. The Scottish Union for Supported Employment is hosting the biennial European conference on supported employment in Edinburgh next year, and this would be a good time to launch a new initiative.

Education

Inclusive education is a key element in helping people with a learning disability be included and accepted in the wider community. The review mentions education only in passing, reflecting the very limited involvement of the education system in the review. This lack of joined-up thinking mirrors the continuing lack of effective collaboration around future needs assessments. The Scottish Executive should lead a joined-up approach by fully involving the education department in taking forward the review.

Family support

Family support is not even mentioned in the review. The review focuses entirely on respite. We see the demand for respite as simply a symptom of the lack of family support. If families had access to flexible, local family support services and could also use direct payments to organise things for themselves, there would be much less demand to send children away.

It is an indictment of our current service system that for many families the only time they get help as a family is when their disabled son or daughter is not there; they never get support to be a family.

The proposed extension of direct payments to carers opens up opportunities for more responsive, local and inclusive ways to support families, and we hope that service planners will meet with parents' groups to discuss how to make the most of these opportunities.

Local area co-ordinators

We welcome the review's proposals to implement a national system of local area co-ordination. However, this model was originally developed in Western Australia to support children and adults with a learning disability living at home. It started small, took 12 years to reach its present size and scope, and still serves only one-third of the people in the service system (using one-tenth of the total budget). The culture of local area co-ordination is high trust, can-do, neighbourhood-focused, and person-centred, with a strong community development ethos. This is a long way from the existing culture of care management and community learning disability teams, and the depth of change required should not be underestimated.

If local area co-ordination is to be implemented in Scotland, there should be a clear national lead from the Scottish Executive, with careful design and proper evaluation of demonstration projects in a number of areas.

All should mean all

The review tends to divide people into 'ordinary' people with a learning disability and people with 'complex needs' or 'profound and multiple disabilities' undermines the notion of people being 'the same as you'.

The challenge for services and for society is to ensure that people with high support needs enjoy as far as possible the same quality of life as other people. The review's emphasis on 'mainstreaming' is welcome, but the corollary of this is that the principal role of specialists is to support competence in the mainstream services, not to provide separate services for people with high support needs.

The change fund

We welcome the proposals for a change fund. We suggest that the change fund is focused entirely on increasing direct payments for individuals. So local authorities could claim change fund money only against the direct payments they have actually made to named individuals with a learning disability. In the early stages, this could be levered, so for example the local authority might get twice from the change fund what they put into direct payments. Local authorities could then use their change fund income for whatever they wanted.

Conclusion

The review provides a tremendous starting-point for achieving a step change in the quality of life for people with a learning disability and their families. It has also set a new standard in the engagement and involvement of stakeholders.

SHS looks forward to working with others to make this change possible over the next ten years.

Advocacy 2000

THIS IS AN EXCITING AND CHALLENGING TIME IN INDEPENDENT ADVOCACY. ADVOCACY 2000, IS NOW HALF WAY THROUGH ITS 3 YEAR NATIONAL LOTTERY CHARITIES BOARD GRANT. THERE IS MUCH WORK TO DO BASED ON THE SECOND YEAR AIMS WHICH WERE SET FOR US AT OUR CONFERENCE IN FEBRUARY THIS YEAR, AND TIME IS TICKING AWAY TOWARDS THE CONFERENCE IN FEBRUARY 2001. MORE AND MORE PEOPLE ARE BECOMING AWARE OF INDEPENDENT ADVOCACY IN SCOTLAND. THERE HAS BEEN MUCH WELCOMED SUPPORT FROM THE SCOTTISH EXECUTIVE, AND SPECIFIC REFERENCES TO INDEPENDENT ADVOCACY IN A VARIETY OF DOCUMENTS AND REPORTS.

We are pleased to have finished our production of 'Key Ideas on Independent Advocacy.' The first section discusses key ideas common to independent advocacy projects like independence, empowerment, dilemmas and loyalty. Further sections include information and ideas on setting up a project, project foundations, management committees, policies, funding, volunteers, recruitment, support, monitoring, evaluation, and training. We expect Key Ideas on Independent Advocacy to be useful for existing advocacy projects, those new to advocacy, those developing projects, and service providers who want to understand more about advocacy. This has been a year in the making, and projects across Scotland have contributed to its content. It is aimed at a wide audience and can be bought as a whole or in sections according to need and interest.

Another of our aims is to facilitate the creation of a new evaluation system or tool, and then to pilot this. There are well established evaluation tools for Citizen Advocacy projects, but less certainty over the best ways to evaluate Collective, Volunteer or Independent Professional Advocacy. We are working with various groups of people including potential commissioners,

funding agencies and advocacy projects. We hope that some kind of evaluation network could be created. Advocacy 2000 will create and pilot the tool but does not intend to become involved as an evaluation agency as it feels this could compromise its support and networking role.

A second major job is to investigate the potential for independent sources of funding for Independent Advocacy. We will be contacting a variety of funding agencies to find out the current situation, but also to try to ensure that the potential for such funding grows. We hope to gather information over the next few months and to make it available as soon as possible. This should initially be in the form of a database and will have the added benefit of raising the profile of Independent Advocacy with potential funders. This works alongside our aim to make Independent Advocacy more understood and visible.

Lastly Advocacy 2000 is considering the future. The project was set up for a three year period, without any assumption that it should continue after this time. The Advocacy 2000 consortium will be investigating options, using an independent facilitator at a meeting on September 8th and also more broadly at the conference in February.

Advocacy 2000 continues to network with Independent Advocacy projects all over Scotland and beyond as well as with potential advocacy partners, health boards, trusts, local authorities and the Scottish Executive. We were recently able to fund four advocacy schemes, working in the area of Citizen Advocacy, with a small grant towards their attendance at the forthcoming 30th anniversary conference on Citizen Advocacy in Nebraska.

If you would like to know more about the work of Advocacy 2000 or developments in the Independent Advocacy movement please refer to our web site www.advocacy2000.org or contact us at 134 Ferry Road, Edinburgh EH6 4PQ. Tel: 0131 554 7878, e-mail: advocacy2000@lineone.net.

A memo to the legislators

As the Parliament continues to work through a strenuous legislative timetable, the need for generic, non-discriminatory legislation is essential. In the lead article 'Imagine Better', Pete Ritchie talked about the need to stop thinking and understanding the world in terms of the meme of 'them' and 'us'.

If legislation is to escape this meme, it has to apply to contexts and situations, not to categories of people. To illustrate this idea, Pete gave us three examples:

A Responsibility and Protection Act to replace the Mental Health Act and the Adults with Incapacity Act - it would provide a general framework for making decisions on behalf of someone else.

A Common Decency Act to replace the Community Care Act - it would entitle people to personal and practical assistance so they can get on with everyday life.

A Fair Treatment and Equal Access Act to wrap up anti-discrimination legislation. It would place a duty on employers and service providers and others to treat people fairly and make services accessible for all.

Further discussion welcome.

Supported Employment for People with Complex Needs: Choosing, Getting and Keeping a Job

The first phase of fieldwork for this two year eight month study is well underway. The study follows thirty individuals with complex needs, fifteen of whom are seeking work and fifteen of whom are in work. The individuals are spread across eight research sites around the UK, which are either supported employment agencies or supported employment projects within organisations which offer a wider range of services. The study is funded by the National Lottery Charities Board Health and Social Research programme.

The wide range of participants in the study, are at risk of exclusion from employment due to others' perceptions of their needs and abilities. The study investigates their experiences of seeking or being in work, as well as studying the experiences of stakeholders, such as supported employment agency managers, job coaches/employment consultants, employers and natural supports (those who support them but who are not paid to do so).

There are two phases to the fieldwork. Phase 1 has focused on the thirty participants seeking, or in, work, and the managers of the eight supported employment agencies. Semi-structured interviews have been conducted with managers, and the participants have been interviewed, or observed, in accordance with their wishes. Those interviewed are also keeping a diary, with support if necessary, about their experiences at work.

Phase 2 follows up on earlier interviews with participants. It will begin after the data from Phase 1 has been analysed. It will also involve interviews with employers, job coaches/employment consultants and natural supports. Findings will be disseminated with an emphasis on the implications for policy and practice.

Initial meetings and fieldwork for this study have shown that real jobs for real wages in an integrated environment are a goal and a reality for the participants in this study. The findings from this research should encourage and enable supported employment to better address the needs of this relatively underserved group.

Deliberate Diversity

THE DELIBERATE DIVERSITY PEOPLE'S JURY IS A PROJECT THAT WILL CONSIDER WAYS SOCIETY CAN MORE EFFECTIVELY INTEGRATE OLDER PEOPLE AND DISABLED PEOPLE INTO WORK. ALONG WITH OUR PARTNER ORGANISATIONS FROM SCOTLAND, ITALY, FINLAND AND THE NETHERLANDS, WE HELD A TWO DAY PLANNING WORKSHOP IN ROTTERDAM IN MAY TO START THE DETAILED PLANNING OF THE FOUR DAY INQUIRY.

The Rotterdam workshop developed the following themes for the Jury's deliberations:

- Things that concentrate on normal needs are better than things that concentrate on special needs.
- Things that break down barriers and create universal designs for services, legislation and facilities offer the chance for older people and disabled people to have active roles.
- Things that bring together the expectations of older people and disabled people with the expectations of employers are to be preferred.
- Creating the conditions where inclusive society is cool and discrimination is uncool is to be favoured.

The inquiry takes place from 20th to 23rd November and the venue will be Dynamic Earth at Holyrood Road, Edinburgh. The transnational Jury of 18 people will listen and debate the evidence of 18 expert witnesses who, like the Jurors, will be drawn from all four countries. During the inquiry the Jurors will meet in small groups and as the full Jury to deliberate ways we can combat discrimination in employment. On the fourth day the Jury will prepare its findings and recommendations.

A keynote witness on the first day of the Jury will be Sir Stewart Sutherland, the Principal of the University of Edinburgh and Chairman of the recent Royal Commission on Long Term Care. He will give evidence on the way employment prospects are influenced by the way society regards older people and people with disabilities. The first day of the Jury will continue with this theme of attitudes and how they affect employment decisions and practices; while the second day will focus on the regulatory framework. On day three, the Jury will hear from witnesses involved in providing services and firms that have made a difference and are able to offer some practical solutions to creating a more inclusive workforce.

Expert witnesses continue to be recruited. If you have any ideas about who would make a good witness or if you are interested in the Jury proceedings and would like to attend as an observer, please contact Robin Burley, Project Manager on 0131 271 4000.

Courses

PRINCIPLED LEADERSHIP IN HUMAN SERVICES

3 DAY COURSE WITH MICHAEL KENDRICK

16 - 18 OCTOBER 2000

Edinburgh Festival Theatre

Who is the course for?

This course is designed for people seeking to lead change in the way services respond to and work with disabled people, older people and people at risk of exclusion in our society.

These leaders may be managing services in the public or voluntary sector, or working for change through the disability movement, parents groups, older people's organisations and the mental health users and carers movement.

What the course covers

This intensive 3 day course provides a clear framework for thinking through these issues, together with some practical guidance and case studies in leadership. The workshop leader, Michael Kendrick, has extensive experience in planning, managing and evaluating human services, both as a service manager, a senior government official and most recently as a consultant in North America, Australia, New Zealand and Europe.

Cost

People employed by statutory and voluntary agencies -£270 +vat.
Unwaged leaders & activists-£50 +vat

CREATING CHANGE

18 - 20 JUNE 2001

Barony Castle, Peebles

This 3 day residential workshop is an opportunity to fully explore the challenges to change within your organisation and what you can do about it.

We will spend the time developing a model of your organisational environment and your place within it. We will discuss and develop models for understanding change and we will help you develop some personal strategies for managing change when you return to work.

This workshop is for managers and leaders who want to develop sustainable and person centred supports for the people they serve. A belief in social inclusion is compulsory and a willingness to work hard obstacles which are blocking you will get you through the three days.

SUSTAINING COMMUNITY CONNECTIONS

A 2 DAY COURSE IN

EDINBURGH - JANUARY 2000

What else are we learning about how to make connections more likely and more sustainable for people who are at risk of exclusion? What are we learning about the worker's and the organisational roles?

This two-day workshop augments the Community Building Courses run by SHS over the last few years. Particularly suitable for people who have attended a previous course and have been working using the community connecting principles and are interested in sharing their knowledge and practice.

THE FIVE DIMENSIONS OF PERSON CENTREDNESS

A 4 DAY RESIDENTIAL COURSE IN MARCH 2001

What does person centredness mean? What makes for responsive and relevant services that can sustain meeting each person's unique needs over time? Have you used or are you interested in person centred planning but want to know more about how to take these principles and apply them throughout a service?

Developed at SHS this year, the five dimensions is a practicable, language friendly tool for evaluating services. The course is residential and involves some team working and an evaluation of an existing service.

The course will be especially useful for service managers, people in developmental, quality assurance and advocacy roles.

SERVES YOU RIGHT

12-14 FEBRUARY and 5-6 MARCH 2001

Update, Edinburgh

This 5 day course teaches participants how to use person centred planning tools and techniques with people who challenge the service or who are regarded as having communication difficulties.

If you would like to receive further information about any of the courses outlined here please contact Rachel Sherratt at SHS Trust, 1a Washington Court, Washington Lane, Edinburgh, EH11 2HA. T. 0131 538 7717

more courses

MANAGING PERSON CENTRED SUPPORT

THE 21ST CENTURY CHALLENGE FOR EVERY MANAGER – A TOTALLY NEW COURSE FROM SHS.

As part of commissioned work with the Glasgow Learning Disability Partnership Joint Training Forum we have designed a new course for managers in community based services. The main part of the manager's job is to bring out the best in other people - in her staff, in the people they support, in her manager and in the local community. This theme of 'bringing out the best' runs together with another three throughout the course.

- What is a person centred service - what do people actually need and how should services be designed?
- What can reasonably be expected of a manager in a well-designed service?
- How do we and others learn, grow, develop and sustain change?

The course consists of 16 training days delivered over a six month period (a four-day block of training followed by six two-day blocks). During each block participants explore the roles, skills, challenges and values of person centredness. Although this course has been designed for managers working in services for people with learning disabilities, it deals with very specific issues that person centredness throws up. How do we manage dispersed, diverse, locality based support arrangements? How do we apply the values of inclusion in other aspects of our work as managers?

In the first four day block participants use an evaluation tool developed at SHS called the Five Dimensions of Person Centredness, working in small teams and applying it to a short study of an existing service. Each participant begins to build up a map of the areas they wish to change and retain, develop and modify and a blueprint for the person centred manager's role.

The other teaching blocks build on skills of self reflection and personal competency, coaching, mentoring and development work, team and group work, negotiation, systems thinking, vision, community building and networking. Between each teaching block, participants are encouraged to be active learners and complete assignments working sometimes alone and sometimes in pairs or small groups.

Participants will be able to use their work on this course to contribute to a recognised qualification in care or management at SVQ Level 4.

For more information about courses and training for managers in person centredness contact Pat Black or Andy Smith at SHS.

HOUSING OPTIONS FOR DISABLED PEOPLE

We have been commissioned by Ownership Options in Scotland (OOiS) to develop training courses about housing options for disabled people.

We have written three interlinking courses designed for specific audiences. 'Lifestyles and Housing Options' is a one day course designed for service users, parents and primary carers of disabled people, support workers and care providers. The aim is to raise awareness of housing options and to explore the importance of lifestyle upon housing choices.

'Introducing Supported living: Assessing and Evaluating Options' is a two day course offering more in-depth information about housing and support options, including legal and financial issues and strategies for planning with people. It covers both the rented and ownership sectors. It is aimed at care and support providers and commissioners and housing providers.

Lastly, 'Ownership Options for Disabled People' is a three day course examining the choices faced by disabled people when buying a house and support options for people who want to own. The expected audience is health, social work and housing planners and policy makers, housing and care providers, housing information providers, care and repair services, brokerage services, disability and housing advice centres and user-led organisations.

All of these courses are designed for participants to learn from each others' areas of expertise and balance technical information with practical application. We have successfully piloted the first of these two courses. The third is being piloted on 3rd, 4th, 5th of October in Edinburgh.

Anyone interested in participating should contact Rachel Sherratt at SHS. We will be producing a booklet and video about disabled people's experiences of buying their own home to accompany these courses.

international perspectives

Boston University's Centre for Psychiatric Rehabilitation

A VISIT TO SCOTLAND

TUESDAY 10 OCTOBER 2000

Boston University's Center for Psychiatric Rehabilitation is a research, training and service organisation dedicated to improving the lives of persons who have psychiatric disabilities by improving the effectiveness of people, programs and service systems.

Their work is guided by the most basic of rehabilitation values that first and foremost, persons with psychiatric disabilities have the same goals and dreams as any other person. They want a decent place to live, suitable work, social activities and friends to whom to turn in times of crisis.

The mission of the Center is to increase knowledge in the field of psychiatric rehabilitation and to apply this body of knowledge to train treatment personnel, to develop effective rehabilitation programs, and to assist in organizing both personnel and programs into efficient and coordinated service delivery systems.

Christine Gayler is a Field Associate with the Center for Psychiatric Rehabilitation and will be in Scotland in October 2000 to talk about her work. Below she explains a little about the ideas that guide the centre.

"Many people facing a serious and persistent mental illness can 'recover' - can grow beyond the catastrophe, can discover a new purpose and meaning, and can live a full and satisfying life.

The purpose of Psychiatric Rehabilitation is 'To assist people with psychiatric disabilities to increase their functioning so that they can be successful and satisfied in environments of their choice with the least amount of on-going professional intervention'.

When we refer to 'psychiatric disability', we are describing people who have a diagnosis of a major mental illness (schizophrenia, schizo-affective disorder,

bipolar disorder) that is of significant duration (at least two years), which has caused a limitation in major role functioning (for example person cannot manage a household, keep a job, be a student).

Choice is a primary value of psychiatric rehabilitation. Choice involves helping the person explore his or her hopes and dreams, strengths and limitations, likes and dislikes.

Involvement is another key value. It is through the establishment of a partnership between the client and practitioner that the 'work' of rehabilitation occurs.

The Psychiatric Rehabilitation Process is comprised of Diagnosis, Planning, and Intervention. The first step is to establish the person's 'desire' - their goal. In 'Setting an Overall Rehabilitation Goal' we involve the person in choosing the environment in which he/she wants to live, learn or work in the next 6-18 months.

Once the person has chosen where they intend to live, work or learn we next develop an understanding of their ability to perform the critical skills they need as well as an understanding of the supports they need to be successful. Then we develop strategies for transforming skill and support deficits into strengths. This enables them to overcome their difficulties in functioning and increase their success and satisfaction in their chosen environments.

The Psychiatric Rehabilitation Approach enables people with severe psychiatric disabilities to discover and realize their dreams and aspirations, and through phased work, supports their process of recovery from a serious and persistent mental illness."

Christine Gayler, MSW, CAGS is a Scottish-Canadian and resides in Toronto, Ontario, Canada.

She is a Field Associate with the Center for Psychiatric Rehabilitation

Boston University and is currently involved in projects in Malmo, Sweden and Dartmouth, Nova Scotia, Canada

Christine will be in Scotland on the 10th and 11th October 2000. For more information call Chris Jones at SHS. You can also visit the Center's website at www.bu.edu/SARPSYCH

and finally...

Since the last newsletter, some new people have come to work at SHS. In March this year Esther Raeburn joined SHS as admin secretary, followed in April by Leigh McLellan, our office administrator. Charlotte Lee started work as an Advocacy Development Facilitator at the beginning of June and writes about her project later in this newsletter. Tracey Forsyth joined the Advocacy 2000 team as an administrator in July.

order forms

PLEASE COMPLETE THE APPROPRIATE FORM AND RETURN TO SHS TRUST, 1A WASHINGTON COURT,
WASHINGTON LANE, EDINBURGH EH11 2HA. T. 0131 538 7717 F. 0131 538 7719.

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THE 8TH ANNUAL SHS CONFERENCE - 24 AND 25 MAY 2001

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