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Insight rather than prejudice.

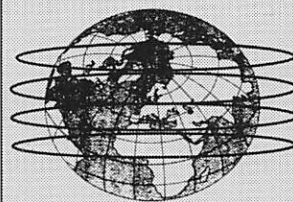
Parity rather than charity.

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Values rather than costs.

Caring rather than complacency.

Commitment rather than career.



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MARCH 1993

LEARNING TOGETHER



INCLUSIVE EDUCATION IN PRACTICE



An Opened Eye Publication

WHO CAN JUSTIFY SEGREGATION?



Learning Together Magazine Opened Eye Publications

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Learning Together Magazine will seek to reflect a gender, race, culture and disability perspective.

It is a publication that is non-religious and non-party political.

It exists to inform and to support equal opportunity initiatives, particularly in the field of education

The publication will be committed to inclusive education for everyone, regardless of nature or degree of disability. From a human science perspective, it endorses the principle of normalisation (social role valorisation) as a valid basis for the design and evaluation of services to devalued people.

Contributions for the publication will be sought from a wide variety of people, including parents, children, teachers and other staff in both special and mainstream schools, psychologists, lecturers, administrators and all interested parties.

The focus will focus upon all aspects of the education service from playgroups and nursery schools through to primary, secondary schools, as well as further and higher education

There will be reports on the implications of new legislation as well as the development of social policy, service planning and models of good practice.

It will also seek to include an international perspective on inclusive education.



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BEYOND THE WALLS

by

Jill and Bob Long
Wichita - Kansas

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, development evaluations, infant stimulation programmes, 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 penetrable 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 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 programmes 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. 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 always will 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.

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The series - AIDS & people with learning difficulties has been produced in response to requests for help to the four organisations concerned, from staff and carers involved in the personal, social and sex education of people with learning difficulties.

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CARLA'S IN HIGH SCHOOL

by

Marsha Forest, Rosemary Deeley & Jack Pearpoint

Carla's in high school.

That may not seem like news to you, but it is. Let us tell you why.....

The first striking thing you will notice about Carla is her size. She is very small. Her records tell you that she is also an exceptional pupil - multiple exceptionalities the reports go on to say. Trainable retarded. She is described as having severe physical and academic limitations, Turner's Syndrome, scoliosis, speech delay, gross motor delay and at the end of grade eight is described as being at preschool level.

Carla at Age Fifteen

Carla just turned 15 and began her second year in high school in September of 1989. She has earned many new labels at the high school she attends - cute, sociable, fun, cool, trendy, helpful and capable.

When she first entered the doors of Cardinal Newman East High School in Hamilton, Ontario in September 1988, everyone was concerned and a little scared, particularly for Carla's physical safety. The school campus has about 800 high school students. The building has two floors and there were genuine concerns that Carla would be accidentally knocked down, trampled or would fall down the stairs.

If you have spent any time in a high school recently, you will realize these concerns were justified.

What really happened, however, was that everyone, especially the other students, learned to be aware of Carla's presence in the school. They knew when they were rushing down the halls that she might suddenly appear. They were always prepared to stop in midflight. We have seen students joke, push or shove one

another in the halls only to stop suddenly and make a space, like the parting of the Red Sea, while Carla has not been knocked over, trampled upon, or pushed nor has she fallen down the stairs.

The school year in this Canadian high school is divided into two semesters. A student usually takes four courses. The standard day is four 76 minute periods with one lunch break.

Semester I

In her first semester, Carla was enrolled in two classes - typing and science. She began by attending each class for 30 minutes and gradually worked into the full 76 minutes. The aim for these classes for Carla was to learn to:

- * Sit quietly and attentively in a class
- * Develop good social relations with her peers
- * Be with her friends in a normal classroom environment
- * Follow regular classroom instruction

The aim of all these activities was to have Carla ready to get a real job in the summer, and in the future, a real job with real people in real places. High school settings are perfect places to practice to make this happen.

There were specific academic goals for each subject as well.

Typing: Carla learned to recognise and use several keys including the

space bar. She also mastered feeding the paper into the machine.

Science: Carla participated in simple experiments and learned a wide range of new vocabulary.

Because Carla tires easily, she rested in the resource room area for approximately two periods. While there, she had tutorials on her computer, sight vocabulary reading and time to socialise with her high school buddies.

Semester II

In semester II, Carla was ready for more classes - History, English and Sewing. She attended two of these classes for the full 76 minutes and one for 45 minutes. In addition, she travelled to one class with her friends via the shuttle bus to the other campus. With some simple modifications she thrived in all three classes.

Carla received three basic modified credits the first year, and all her courses the second year were for credit. It should also be noted that all Carla's classes include students from basic, general and advanced levels.

Carla's Timetable

Carla was now able to handle a full schedule of four classes. She participated for the full 76 minutes. Her schedule was as follows:

- Period 1 - Sewing (NFM2G1)
- Period 2 - History (HCT2A7)
- Period 3 - Lunch
- Period 4 - English (ENG1G1)
- Period 5 - Physical Education (PHF1G1)

Sewing Class

Carla learned the symbols found on clothing and what they mean, as well as the recognition of the "tools"

of sewing.

Their first project involved decorating a T-shirt or sneakers using stencils and paint. Carla chose to "do" her white tennis shoes.

Their second project involved making a sweatshirt. Her teacher has an open mind and said: "Where there is a will there's a way for Carla to sew. We just have to find the way". She decided to put the sewing foot pedal on the table. Carla used her hand to push the pedal.

Carla practised along with the other students on paper and without thread, following the marked lines.

Other students really enjoyed Carla's participation in the class and learned valuable lessons through the attitude of their creative teacher.

History Class

Carla worked on a modified unit on Canada. This involved such things as recognising a map of Canada, locating the province of Ontario, recognising the birds and animals of Canada, and narrowing down to her city and community. There was an assistant in the room for half of this period. The rest of the time Carla worked alone or with another student.

Lunch

Carla is a social butterfly and like most high school students, lunch was her favourite part of the day. She ate in the noisy cafeteria with her friends. After lunch she could be found chatting with the other kids out in the halls or in front of the lockers.

English

Carla stayed just over half time in this class as she was getting very tired by this time of the day. While there, she worked on increasing her sight vocabulary, writing her name and listening to stories being told by the class and the teacher.

Physical Education

The teacher considered Carla a real asset particularly during warm-up exercises. The rest of the girls hated the warm-ups but Carla shamed them into hard work. In physical education, Carla became more

comfortable walking on uneven surfaces. She learned to kick a soccer ball, play baseball and cricket, run, and change quickly for classes. Carla's physical stamina increased incredibly this year. Considering her size, her physical condition, the length of the halls she travelled and the stairs she climbed, her progress was really astounding.

Friends and Support

Carla usually attended all school dances and became quite comfortable in that atmosphere. She also attended school football games. She has established a couple of good firm friendships. These friends phoned her regularly and insisted that she phoned back. Her mother reported that she now raced for the phone along with her brothers. These girl friends visited one another and went to the mall and bowling.

A special education resource teacher in augmentative communication worked with Carla once every two weeks to add new symbols to her communications book. Carla used both the book and some speech.

The Report Card

Comments quoted from Carla's report card:

Subject: Clothing
Very Good

* **I am pleased with Carla's progress. The sweatshirt will prove a challenge to all of us. I know Carla will be successful.**

Subject: History
Satisfactory

* **Some days Carla's progress is great - some days it is not.**

Subject: Physical Education
Very Good

* **Carla especially enjoys the warm-up exercises. She gets involved in all the activities she can.**

Carla at Age Seventeen

Carla is now 17 years old. It seems amazing that we met Carla when she was 12 and now she is a teen. She is

back in school after a serious illness which kept her in hospital for several weeks. She is very susceptible to infections so all are also very concerned for her health. Everyone is delighted she is back. Carla has a full and exciting programme at high school.

Mathematics

Carla has an individualised programme which she implements with the assistance of a teaching assistant and peer tutors.

Physical Education

We visited Carla in the gym class. Here is Carla, just out of hospital, shaky on her feet, half the size of everyone in the room and bouncing away to the loud aerobic music with the rest of the boys and girls. A friend stays with her the whole time helping when necessary. Jack photographed "medically fragile" Carla thriving on "warm-ups" - her favourite part of gym class. She is recovering her health and bouncing away.

Cooking

Carla's programme is a modification of the regular cooking curriculum. The teacher built a small platform so Carla could reach the stove.

Instrumental Music

Carla participates along with the rest of the class. All students are getting exposure to a range of instruments. Carla too.

Community Work

Every Wednesday Carla has a "real" job placement at the Pine Villa Nursing Home. This placement was chosen after doing an assessment process called a MAP. The MAP identifies Carla's strengths and desires. She loves older people and all agreed it would be a safe and stimulating environment in which Carla could learn and work. Now many of the residents "live for" Wednesday mornings with Carla. Her mum describes Carla as the "Pine Villa social director."

The residents and staff will not let Carla take another job placement as

they all adore her and she them. She is seen as a contributing and valuable motivator.

Carla does a variety of jobs at Pine Villa - chats with the residents, takes juice around, works in hair-dressing, hands out notices, takes materials around for the craft programme and helps set up for special events.

Reflections

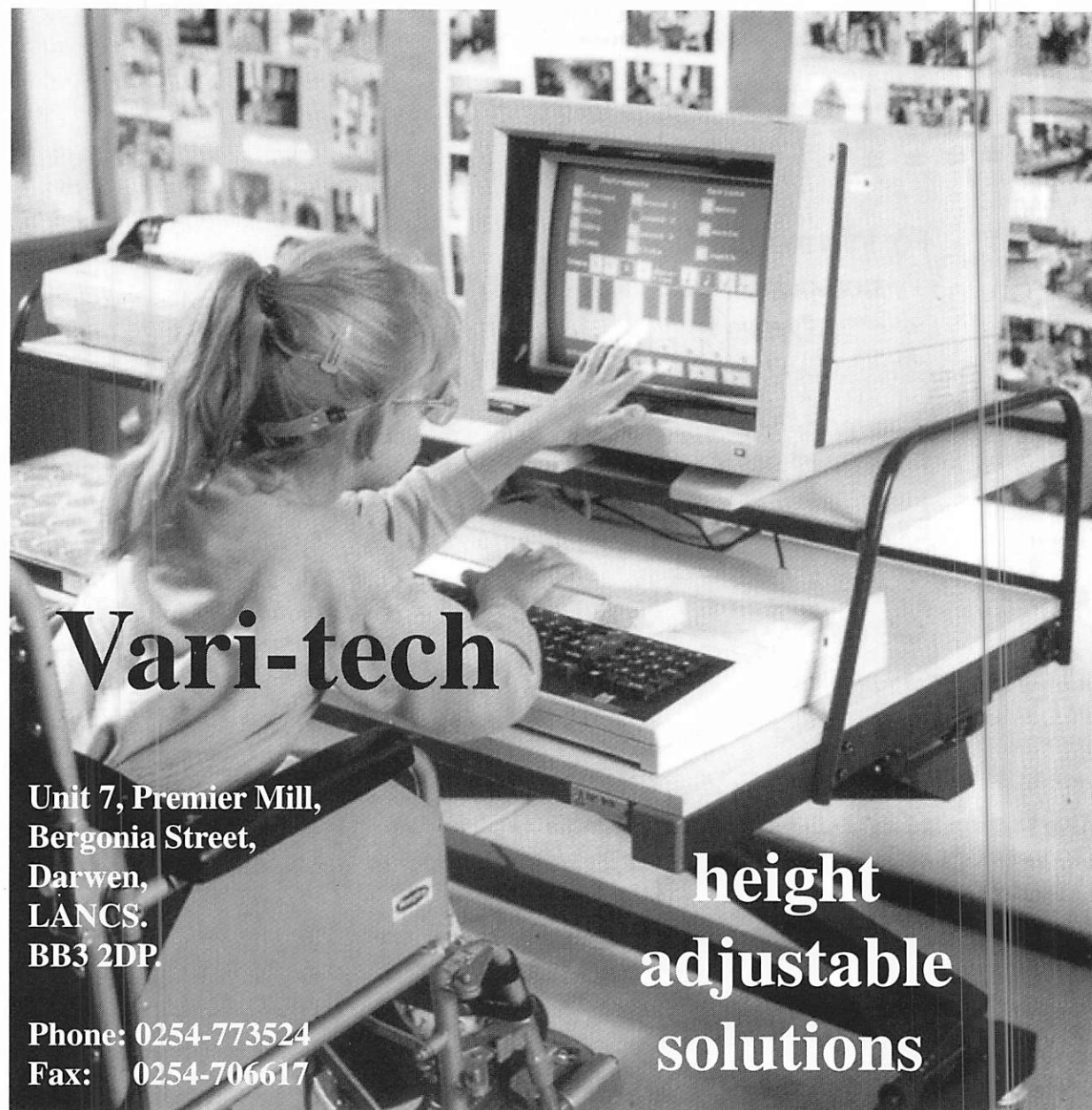
A final thought as we left the school: As we were leaving the school we quietly moved to a corner to watch a scene unfold that really says it all. Picture this. Fifteen teenagers with assorted hair styles standing and sitting around a picnic table near the

entrance to the school. Suddenly we catch a glimpse of a small person in the midst of this teenage throng. It is Carla. She is conversing with two long-haired blond boys. She is laughing as they sign to her. One young man is signing her favourite song. Everyone is noisy and laughing. Carla is really just one of the kids. Why can't this happen everywhere? Why do so many people still make something so human, so simple, so wonderful to see - so complex? Suddenly it all seems clear - it is not about Carla at all. It is about you and me, about our ageing parents, about the stranger that moves into town. It is about racism and sexism. It is about

dealing with our mortality and vulnerability as human beings. It is about life and most of all it is about love.

Rosemary Deely is a high school special education teacher at Cardinal Newman High School East in Hamilton, Ontario.

Marsha Forest and Jack Pearpoint are co-directors of the Centre for Integrated Education and Community in Toronto, Ontario. They are leading advocates for integrating children with special needs into regular classrooms. They travel extensively throughout North America to teach the process of inclusion.



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WHO SAYS PEOPLE DON'T CARE?

by
Pat and Tom Dolan

Four years ago Tom and I decided we had had enough of segregation and lack of care for our daughter in what was called a "Special School". Our pain at seeing our precious daughter become more isolated in the Community, the lack of care because Teachers and Assistants were so busy and stressed, dealing with children with differing kinds of disabilities, the lack of stimulation and worst of all, she had no friends. This was becoming too much for us to bear. But surely, we thought, if we told the LEA and the local schools why we wanted Claire to go to Mainstream Education they would understand and help us to achieve what we knew to be right for her. After all, isn't this what the 1981 Education Act is all about? NOT SO ... our lonely battle began.

Most of our friends and neighbours who had never heard of someone like Claire going to Mainstream School couldn't understand either. How could a child with severe physical and learning difficulties mix with other children. She dribbles, she sucks her hand and she's even INCONTINENT. Wasn't there "special" places for her, weren't we being selfish and overdemanding.

The Authorities and the schools talked of No Room, Too Many Steps, No Special Toilets, not being able to join in with the National Curriculum, other parents would object. It works in Nursery schools, but it won't work in Primary schools.

We had no one to fight with us, but we did eventually find a school where the Headmaster welcomed Claire and us.

We then began another battle to get a few hours for a classroom assistant paid for by the L.E.A.

Three years later Claire started at a local Catholic School, where she joins in with the National Curriculum and joins in everything else with the other children, they even adapt their games to include her.

We were lucky, we had a committed and dedicated assistant for Claire and together we worked hard on Claire's inclusion in the school. It was hard work and the struggle with the L.E.A. was exhausting and now 3 years on, we are beginning another battle with the Secondary School.

The same excuses are being made: No Room, Too Many Steps, No Special Toilets, etc. It works in Primary Schools but not in Secondary Schools.

Claire now has friends who are anxious that their friend carries on with them to Secondary School. They have written letters to the Secondary School asking them to allow her to go with them. The parents are also now supporting us - the battle is just as hard, but the warmth and friendships we have made have made us stronger and are helping us through this time. The children don't see the dribbles, they see her smiles. They find ways to stop her sucking her hand. They don't care if she's incontinent, they love and care for her and don't see her disabilities, but the great gifts she has to offer and so our battle continues. But NOT a lonely battle - a battle with *friends* beside us.

LETTERS FROM THE CHILDREN

Dear Sir/Madam,
I am writing to you about one of my classmates, Claire. She is disabled and might (not "is", but "might") be able to attend the same Secondary school as us. Most of the class (including me) have known Claire right from the start, when she used to come in every Friday or so (now she is a stationary pupil). This is an important time for our class, especially Claire, as there has been some controversy between the school we are going to and another school. The other school is all one level, which in many ways is O.K. for wheelchair access, but not many pupils from our school go there. This would make Claire very lonely and many children (who have never seen people like Claire) will be apprehensive and probably scared. Although the school we are going to has flights of steps, etc., it would probably be better for Claire to be amongst friends (many of the past pupils from our school will remember her).

Claire has made a great difference in my life and in the lives of my fellow class-mates. We would be sad and feel deprived without Claire (in school in general), and speaking from a year 6's point of view (meaning Claire's), Claire would be too. Although I'm just a child, please consider.

Yours sincerely,
Simon.

Dear Sir/Madam,
Hello, my name is Christopher, and I am one of Claire's best friends. I would be grateful if Claire could come to the same Secondary school because if Claire couldn't come it would be sad to see Claire walk out of our lives. Most of her friends from the past are going to be at the same Secondary School, so please allow Claire to come with us. If you do not allow Claire to come you're not only making us unhappy, you are making Claire unhappy too.

Yours sincerely,
Christopher.

PILOTING INCLUSIVE EDUCATION IN A COLLEGE OF F.E. THROUGH DRAMA

by

Colette Bleakley

The debate on segregation v. integration continues to promote discussion in our schools and colleges despite the Warnock Report, the 1981 Education Act and the White Paper. It will continue in spite of the 1992 FE/HE Education Act. Barriers will be broken down, erected and chipped away at again! These range from very real Health and Safety issues to attitudinal responses that are based upon ignorance, fear of failure and inexperience.

Actions, so they say, speak louder than words. Whilst the cerebral staff development that one can design and deliver to meet the identified needs of staff in relation to special educational needs/disability issues are useful, examples of good practice in one's own institution may have a more challenging effect upon tutors. Indeed, if inclusive education is to cease to be a major issue, it must be seen to work within the context of the college or school. Fears should be dispelled and supportive structures put into place so that learners, in spite of disability or special learning needs, can access the course of their choice, focus on their abilities and tutors can get on with the business of teaching them. I began to look for ways to demonstrate that true inclusion can be mutually beneficial to all involved.

There have been many developments in the range of provisions for students with special educational needs in the Further Education College I work in. The special needs staff seek to ensure a quality service that is student centred and offers progression. But the courses on offer are in the main segregating and inclusion has taken place as a progression route for more "able" students. Students on the

various Community Care courses on offer in the college have worked with students who have special needs, as part of their work experience, but have rarely worked as fellow students, learning together. There are some students with disabilities accessing the main stream courses but they remain a very small minority. In the FEU publication "Towards a Framework for Curriculum Entitlement" (1989) it was suggested that the minimum entitlement should comprise "negotiated content, negotiated and prespecified outcomes, individual progression opportunities and learning experiences which are the same for everyone".

It also proposes that the purpose of the college mission statements and subsequent action plans is to provide learning which is enriching and equitable.

Negotiated content, outcomes, progression routes and individual action plans, have been a feature of the adult education programmes for people with disabilities in the School of Special Education for some time. However, we have had to work within a limiting time framework as access to mainstream provision often proved elusive for a number of reasons. If one is to provide learning opportunities that are enriching and equitable for all our students, these issues need to be addressed.

In 1990, the opportunity arose! There were a number of students in our drama classes who were interested in further developing their skills, seeking progression through to an externally validated qualification. Some of these were clear that they did not want yet another "special course"; they wanted to work with

other drama students in the main college. We had done so in workshop sessions but only for specific purposes and for short periods of time. This did not give the groups time to get to know one another or to really benefit from each others skills, insights and experiences. Discussing the way forward with the groups and with colleagues, it became apparent that there were difficulties and barriers on both sides that needed to be addressed. My subject specialism is drama and I have sought to include into mainstream courses, students with disabilities and/or learning difficulties before, but not to examination level. Any group that I had taught to this level prior to 1990, were students without disabilities. So in order to address this, I had to find an appropriate course at GCSE level. I hoped to meet the identified needs but also demonstrate that students with disabilities can be successfully included into the mainstream of the college if, as with all students, they are given the correct amount of support and guidance pre-entry, during and at the end of the course.

**"DRAMA AS A SUBJECT,
CAN BE A GREAT
LEVELLER!"**

Drama as a subject, can be a great leveller! It enables a group to learn about themselves as individuals as well as the positive/negative features of group work. Through experiences in the practical drama sessions, one can gain insights into the way we play roles in different situations, and have the opportunity to analyse the behaviours we adopt.

One is challenged to see things from other perspectives and develop understanding of the way barriers can be erected or imposed upon us, that prevents effective communication from taking place. Through the exploratory nature of drama it is possible to gain insight into the human need to stereotype and pigeon-hole people into categories; providing us with "cosy" codes of behaviour and responses that we can employ. In drama this is challenged. Participants are invited to confront their prejudices, consider the needs and experiences of individuals or groups within our society, within a safe environment. If the atmosphere is right and there prevails a sense of trust and mutual respect, there will be no room for "stars" as each person will be valued for the skills, talents and insights they bring to the group. The first task was to identify a syllabus that would accommodate adults of all ages. To be restricted by a syllabus that focused on written work as evidence of skills acquired causes disadvantages to students who experience difficulties in this area. In consultation with the lecturer in charge of drama, I decided to opt for the Southern Examination Boards, Theatre Arts (Mature). The demands were great in terms of practical work but the options allowed for the flexible approach that we are seeking. We marked the course within the existing body of students and in the community. We had no problems in forming a group but we kept it small deliberately, with the permission of the Head of department. It consisted of five students with disabilities, from The School of Special Education, and four from the second year of the Preliminary Certificate in Social Care Course and one woman who heard about the course through the local library. Five students use wheelchairs. Three had severe oral communication difficulties (one used a touchtalker); one student had had a serious accident sometime before which had left her bereft of confidence; six of the group had various degrees of reading/writing difficulties.

Taking the principles of negotiation and consultation as the rule, the needs

and goals of the individuals were ascertained pre-entry so that the content of course would be appropriate.

"THE FIRST COUPLE OF SESSIONS WERE SPENT NEGOTIATING THE OPTIONS WITH THE GROUP."

The first couple of sessions were spent negotiating the options with the group. This resulted in us choosing those which did not require any formal written work.

It was to prove a most challenging year for all concerned. There were times, as any drama teacher will tell you, that I wondered what I was doing, juggling with the tantrums, blocks, frustrations, but these did not last. Patience is the major ingredient required when one is trying to facilitate group trust and create an atmosphere that is conducive to the creative soul. I am delighted to say that disability ceased to be an issue after the first few weeks, rather we were dealing with the people issues that usually manifest themselves in one form or another, during a practical drama course.

What was particularly heartening was that they did "gel" as a group, they saw each other, warts and all and accepted one another. It was a pleasure to work with them.

I need not have feared the moderator's visit. He was "sold" on the acting skills that the group had developed and was surprised that the students who had speech impairments were able to satisfy all the criteria set by the Board. Their performances, in both the improvised and scripted plays were highly charged. All the students passed with good grades. A major achievement for three of the group who had been dismissed as being severely intellectually impaired.

So where did this leave us? Still plodding on, seeking to set up integrated groups. This year signifies a major breakthrough because we have fifteen non-disabled students, and nine students with disabilities. I'm delighted to have the support of creative, experienced colleagues in

the performing arts who share the same vision, and with the permission of our Head of Faculty, we are able to team teach the group.

Perhaps the best way to conclude this article, is by relating a student's own recent experience. Susan has cerebral palsy and is a wheelchair user. Trust exercises are an integral part of any drama class in its early stages and ours is no exception. The exercise we decided to use was a trust fall - it involves a student falling into the extended arms of fellow students who create a bridge to catch them. No-one is forced to "free-fall", indeed one is as involved as part of the bridge as the individual who free falls.

"... NOT ONE OF US HAD ANTICIPATED ANY OF THE STUDENTS WHO WERE WHEELCHAIR USERS, WANTING TO FREE FALL..."

There were three tutors present and not one of us had anticipated any of the students who were wheelchair users, wanting to free fall; be part of the bridge most definitely but we hadn't reckoned on Susan. She taught us an invaluable lesson - never to assume!

The first attempt failed, as did my heart (well - almost). The second attempt - well all I can say is that she demonstrated just how one can fly in spite of one's disability. I include her reflection of the exercise which demonstrates more eloquently than I can that integration can work!

A PERSONAL ACCOUNT OF THIS EXPERIENCE, IS WRITTEN BY SUSAN FLETCHER ON THE NEXT PAGE UNDER THE HEADING "FLYING HIGH."

FLYING HIGH

by
Sue Fletcher

I was nervous about the trust exercises but I soon got over my nerves when I got up on the stage. The first time I jumped I fell but luckily enough I know which way to fall and I didn't hurt myself. When they lifted me back into my chair I knew I wanted to do it again. Everyone was busy doing other things but they stopped when I called to them, "Hey - I would like to do that again please!" So they lifted me back on the stage again. There were three men holding me and when I looked down I

looked at the two rows of students, holding hands. I was nervous all over again - wondering would they drop me? I jumped and this time I did not fall. As I sailed through the air, it was thrilling! When I landed in the arms of my fellow students, I felt better than the first time. More confident! More at ease with them. The first time I had let go of my arm and it threw me off balance but the second time I kept hold of it and I felt better. The group caught me, making me build trust in them. I felt elated!

When they cheered me as I got back into my chair, I felt as if they were seeing me as a real person for the first time!

- * I learned to trust more.
- * I feel more confident.
- * I feel I can do anything I put my mind to. I just need to trust people and seek their support.
- * I can direct them towards the best way of assisting me.
- * I feel I've more control when I grab my arm.

Picture this, a mother sat watching her son's class assembly along with other mothers, siblings, fathers.

Tense, half not wanting to be there, willing him to "be good", and then feeling guilty for thinking something one criticizes in others.

Her son sits at the end of the row (his support worker close by), he is looking blank - his way of coping.

Half way through he makes a noise and is ushered out.

Six months later, same mother sitting watching same son's class assembly.

Relaxed, feeling part of the parent group.

Proud of her son for sitting with his class in front of the whole school.

Her son, not so blank, in fact he gives the class teacher a hug as she passes!

What's made the difference in that six months?

..... A different class teacher, WHO ACCEPTS

ROWENA BAILEY

A FEELING OF INCLUSION

by
Carol Samson

What is this thing called inclusion? It starts when people say "Come in", "Welcome". Showing hospitality is not a new thing, we do it all the time when friends visit our home. This simple message is all it takes toward that first step to inclusion.

I experienced this recently when I took Claire, who has physical and learning disabilities, to spend the day at her local mainstream High School. I was naturally feeling anxious and nervous about going into this new situation.

I arrived at the school early so I could go along to our first classroom and have a few words with the teacher. I realise now just how important that first meeting was. I was greeted with a welcoming smile and we spent a few minutes discussing where we thought it would be best for Claire to sit, and how to introduce her to the other children.

As I left that classroom my feeling of anxiety had disappeared; it felt as

if a weight had been lifted from me. That teachers welcome had enabled me to feel confident and at ease. As I went out to meet Claire and her parents, who were also suffering these same anxieties, I told them about the lovely welcome I had received and assured them that all would be well; so in turn I enabled them to go away with the knowledge that their precious daughter was indeed in safe hands.

Throughout the day, Claire and I experienced many occasions when we felt this wonderful feeling of inclusion. For Claire it was when children asked to sit next to her and involved her in their work, when they helped her with her lunch, or to give her a drink at break time, or simply to hold her hand and share a smile. These are truly wonderful gifts that we can all share with one another.

For me it was when I walked into a classroom and a teacher gave us a welcoming smile and took the time to have a few words to acknowledge

our presence or to offer a cup of tea.

By the end of the day I felt confident and excited about the future, not only for Claire, but for the whole school community. I know there will be difficulties ahead but it is how we approach these difficulties that will determine our success.

Inclusion means **"BEING WITH", "BEING PART OF"**. I have spoken to many support workers who are taking children with disabilities into mainstream schools on a part-time basis. They don't see themselves as part of that school and as a result are suffering with feelings of isolation. If a support worker is suffering, then the child will also suffer. Attending school on a part-time basis you will only ever be seen as a visitor.

I am convinced that for effective inclusion to take place, students and support staff must attend on a full-time basis. We need to invest time in each other to make us all feel valued members of that community.



**TOGETHER
WE ARE BETTER !**

ENCHANTMENT FOR INCLUSION

by Judith A. Snow

Recently my friends invited me to be part of the teaching team at their brand new workshop, Creative Facilitation. We were supporting 24 people who were exploring their own abilities and techniques for helping others to discover their giftedness. Our common interest was and is to create a world where everyone is seen to be gifted and where no one is excluded from participation. This inclusive culture is to be established by ending prejudice, isolation and lack of practical support.

As the four days of learning and practice drew near to closing, one word kept coming up - enchantment. I have heard this word before in reference to our work or similar work done by others. But I heard it as a sort of romantic or cutely ideal expression. This time it caught my breath and my imagination. What are people saying when they say they are enchanted? What is the nature of enchantment? These are my thoughts on the matter.

The nature of our work, my many friends and I, is first of all to imagine

the world of inclusion. This world is NOT REAL! It is a DREAM - an ancient dream to be sure, but nevertheless a dream. It is simply a human dream of the world where equality is not an issue because difference is not an issue. It speaks of a world where difference and diversity are radically resourceful; where everything that is done or built is created out of the gift of opportunity that diversity provides. It is the world where exclusion is essentially unthinkable because to exclude anyone would be to rob the community of its most precious resource - the opportunity that that person's difference makes possible.

So our first task is to imagine this world of inclusion - to take ownership and responsibility for the dream. Inclusion is my dream, it is our dream, but not ours alone because it is a human dream, perhaps the essential human dream.

But dream is not real. We clearly do not live in the world of inclusion. We hope for inclusion. Hope is good;

it is more nurturing than despair. For millennia many people have hoped for the world of inclusion. But hope will not distill a dream out of the realm of possibility and build it in the realm of reality. As the Maori say, "Wishing never filled a game bag". Some other power or action is required, more effective than hope. I believe that what is required is the power of enchantment.

The nature of the power of enchantment is that it unlocks the prison of what we already know. What moves us is that we see something happen that we 'know' is not possible. We 'know' that rabbits don't hop out of empty top hats. We 'know' that a model ship under full sail cannot get into an empty whiskey bottle. Yet when we see the impossible has been made possible we are released into a reality ourselves.

When we are enchanted the doorway to reality is opened to possibility and what was only fantasy becomes achievable - if not by us personally right now, at least potentially by someone at sometime in the foreseeable future. A shift takes place in our hearts and minds. We can contemplate what needs to be done next. We can decide whether to be counted in or out.

Knowing that a rabbit can be made to come out of a hat or that a ship can be placed in a bottle will not change a person or the world very much. But some enchantments are far from merely entertaining. Under some enchantments people working together do things they 'know' they don't know how to do.

Recently I was taken on a tour of a small printing company owned cooperatively and operated profitably by a small group of people with big dreams and ideas to communicate. My guide glowingly described the process of raising money and going to another country to purchase obsolete printing equipment, and then, video taping themselves dismantling it in order to use the tape to reassemble the giant piece of machinery in Toronto.



He told of each teaching the other the ins and outs of running the equipment and managing the business. He explained how each had learned to do all the jobs so that every stage of their work could always run at optimal efficiency. He told the story with courage and pride; their story of turning their own marginalization into a profitable, viable business in less than one year. They had become enchanted and their dreams of communicating their ideas became a reality through their hard work even though at no time were they sure they 'knew' what to do next.

The work of enchantment is not hazardous. The doorway between reality and possibility has its own laws; it must be opened adeptly or nothing of substance is achieved. Each dream has its own consistent truths and reality has its inflexible structures and limitations. For a dream to become real the enchantment must match both the dream and the reality of the dreamer.

Our work of building an inclusive world requires we who enchant to develop the skills required to bring the world about. Otherwise the dream will remain a dream. Even worse, if our efforts are too clumsy the dream of inclusion will revert to seeming like unachievable fantasy and people will lose even their hope. So the work of my friends and I, of all builders of inclusion, is not only to dream but also to discover the powerful mixture of inspiration, knowledge, encouragement and action that will open the doorway between our dream and reality. We must become adept at the enchantment of a new culture. Fortunately we have some experience with a mix that works. These are some aspects of enchantment for inclusion that provide a powerful pathway.

Having the dream oneself is fundamental. If the dream of inclusion is clear and strong for the one who is embarking on creating the enchantment it serves as a guide to further knowledge and action. Strengthen

the dream by exploring and speaking about it often.

The first opening of the door to reality comes with articulating the dream. Many people dream of a world of equality - but it is when they hear the words that put flesh on the dream that they discover that it is their own dream. Often their experience is as if they are encountering their dream for the first time. Very simple words are often the most powerful, giving the listeners concrete images to hang their five senses on. If listeners can imagine the colours and flavours of inclusion, see themselves moving and doing in this new world, the dream wakes up in their own hearts, perhaps for the first time. This is the beginning of the courage necessary for action.

Stories are powerful vehicles of conveying these images. Especially powerful are the stories of people who have experienced exclusion and who are striving to build inclusion. Pictures and sketches are also powerful conveyers of images, giving people the means for moving beyond linear, captivated thought into a mental world where concrete images have flexibility.

Often people have never dreamed together - only privately, or perhaps with a close friend. They don't know that people can share a dream. Such a discovery is essential if they are to build a new reality. Our enchantment includes building welcoming places where dreaming and story telling are encouraged, guided and interpreted in the language of inclusion. Such common spaces are usually short term, perhaps lasting for an evening in someone's home or a week at an inclusion workshop. Every effort is necessary to make sure that these spaces for listening, speaking and dreaming are always made available.

Deeply connected to speaking and listening the dream of inclusion is another aspect of our enchantment building relationships. The relation-

ships that we have inherited or built in the exclusion world do not have the power necessary to create reality from dreams. Sustained only by factors such as jobs, tradition or proximity, traditional relationships often take no account of the unique abilities or passions of people. These connections are easily severed.

First and foremost we must create relationships that welcome people who are excluded right now. Not all who are now excluded will want to be welcomed into a new circle of participation. The best way to find out who wants to come out of exclusion and who doesn't is to offer the opportunity, often many times. Those who do dream of inclusion must be welcomed in such a way that honours their own way of being and their own choices about what to do in the world. In other words deep and repeated listening will reveal this person's pathway to finding a valued role in the world. Guided by the gifted participation of this included dreamer such circles of support often create great surprises as people transform together and create new opportunities together.

Other relationships must be created and recreated as well. The ongoing building of a new culture requires a variety of working partnerships. The dream of inclusion has abundant room for individual giftedness but no place for individualism. Our gifts are meant to create opportunities for each other. As creators of the enchantment of inclusion we must take every opportunity to work in creative teams. Also we must make it part of our work to support people in creating and sustaining working teams of their own.

In inclusion both dreaming and diversity are fundamental to sustaining such partnerships. The world as it is now can obscure an enchantment for inclusion and weaken creative partnership. People require opportunities to discover their diversities and deepen their dreaming in order to build and sustain these new relationships. Once again the establishment of

common spaces is necessary. Here people are guided in articulating the dream of inclusion and in rebuilding their supportive relationships. People must gather in large or small numbers, to speak and listen to their dreams again and again, to name their relationships and their work, to fortify their courage and to discover their shared courses of action.

Enchantment for inclusion, is enriched by and infinite variety of strategies and an inexhaustible depth of information and knowledge. These resources can only be measured and defined by those who will use them. We must respond to our own gifts and the opportunities and obstacles encountered by our partners and by the people with whom we are working to enchant. As our work dictates we can make use of history, our own

stories and the stories of others, books of research and techniques, the wealth that comes from close observation and reflection, friends who can teach us to draw, speak, etc., and much more.

Suffice to say, that the road to wisdom has no end and no one has travelled too far on it. It is essential only to remember that the tools must truly reflect the dream of inclusion or the door between reality and dream will not remain open, but instead, be locked shut to us.

And what do the enchanters of inclusion have to look forward to? The ancient Torah tells of how Moses stood on a high mountain and looked out to the Promised Land. He, however, never set foot in this land himself. In my own time Martin

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Luther King dreamt of a mountain and looked out on a world of equality. But he was killed before the work bore its fruit. Will inclusion be achieved soon? Let us create together a powerful enchantment. Let inclusion be in my lifetime.....

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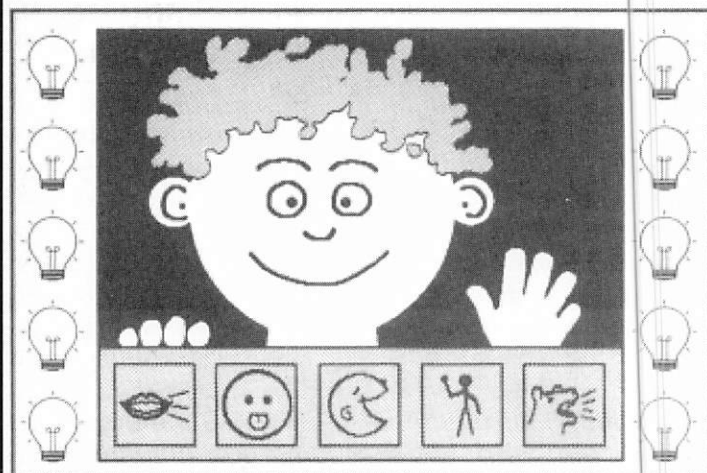
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PEER TUTORING

THE OPPORTUNITY FOR INCLUSION

by
Dr. Sheila Jupp

The inclusion of children with special needs in mainstream education has provided the opportunity to revitalise the "ancient practice" (Topping 1988) of peer tutoring.

This is the opportunity for children in the class to spend time with the child with special needs in helping them with some aspect of their curriculum.

As all educationalists should know, there is a vast body of research which shows that peer tutoring as a technique is effective across barriers of gender, race and social class.

Sharples and Sharples (1981) reviewed 82 peer tutor studies and concluded that same age tutors were as effective as cross age tutors in inducing cognitive advances in both tutors and tutees.

Cohen et al (1982) conducted a meta analysis of 65 studies of peer tutoring. In 45 out of 62 studies, tutored students out performed control students. They concluded "these programmes have definite positive effects on academic performance and attitudes of those who receive tutoring and also have positive effects on children who serve as tutors".

Goodlad (1979) lists the potential benefits for both the tutor and tutee in addition to better academic performance (see Table 1).

More recently, the traditional view that tutors should necessarily be more able than tutees has begun to be challenged. A reciprocal relationship gives the chance for equal

reciprocal peer tutoring relationship, the 'under achieving' pupils improved to a level indistinguishable from that of their classmates. Palinscar and Brown (1986), Brierly et al (1989) and

Fantuzzo et al (1990) reports similar results.

Custer and Osguthorpe (1983) arranged for pupils with learning difficulties to tutor their non-handicapped peers in sign language. Results showed that sign language competence of both tutors and tutees improved even more. Maher (1984) deployed high school children with behavioural problems as cross aged tutors for primary school children with learning difficulties in reading, language and maths. Results showed gains in attainment for both tutors and tutees and a reduction in the problem

behaviours from an average of 6 in the baseline period to 2.

Osguthorpe and Scruggs (1990) reviewed 26 studies deploying special education students as tutors and noted that 23 found the tutors/

BENEFITS	
TUTOR	TUTEE
Learns by teaching	Get individualised one to one teaching
Feels more adequate	More experience of teaching
Feels more responsible	More practice
Makes more meaningful use of their knowledge and information	Stays on task longer
Revise and reinforce their own knowledge of fundamentals	More immediate feedback
Improves self image	More frequent feedback
Gains insight into teaching process	More attention
Responds better to peers	More error correction
Responds better to teachers	Responds better to peers
	Companionship
TABLE 1	

opportunities in learning and the exposure to a greater variety and novelty of learning experiences.

Certainly within the classroom there will be a number of times a child with learning disability can contribute to a learning experience. Piglott et al (1986) reported that in a recip-

tutees performed better on outcome measures.

Evidence showing the benefits of giving children with diverse needs and abilities the opportunity to learn together is overwhelming.

Why is it then that we still hear educationalists refusing to accept the academic benefits of inclusion, although they do yield to its social value.

What is education, surely it's about building a better future for everyone, teaching children to be better citizens. Peer tutoring promotes the pursuance of the cross curricular theme of "Education for citizenship" (Topping 1992). Surely in today's individualistic, competitive world it is needed all the more.

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Learning Together

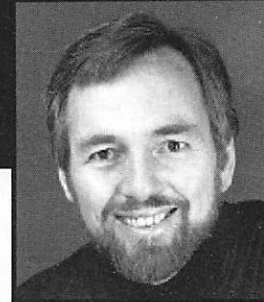
An example
of
peer tutoring
in
Swansea



PUTTING ALL KIDS ON THE MAP

by

Marsha Forest & Jack Pearpoint



"Dream your dream", the facilitator urges, and students, families, and friends respond by suggesting many ways to bring almost any child into the regular classroom. This teamwork approach to planning enables educators to end the segregation of special education students.

Annie, Tommy, Jay, Andreas, Katherine, Becky, Erica, Mark, Greg, Miller, Peter... the list is too long and painful to finish.

These are the names of some of the children who have been rejected by public schools in Canada and the United States. They are black and white, girls and boys, youngsters and teenagers.

In common is their parent's simple dream of having their children accepted and educated in a quality school alongside their peers.

In common is the label **disabled** pinned on them, like the yellow star pinned on people labelled Jewish, and the pink triangle pinned on people labelled homosexual, during World War II.

The Nuremberg Trials confirmed to the world that pinning yellow stars and pink triangles on people was a crime against humanity. But today, no trials have ruled that IQ scores and disability labels often sentence children to lifelong failure.

We know that special education is neither special nor educational in any sense of the word. The outcome for people labelled **disabled** is often a lifetime of loneliness, poverty and joblessness - not an outcome any parent would choose for their son or daughter.

Everywhere we go, people are talk-

ing about the "Butwhatabout Kids". Some of the popular euphemisms include **hard to serve** and **at risk**.

Why don't we just admit it outright? These are children and teenagers who scare us to death; they make us vulnerable and nervous. This is natural, normal and human. What is unnatural, abnormal and inhuman is our systematic "boxing" and subsequent rejection of the people we fear. When we meet teachers who fear having certain students in their classrooms, we offer alternatives. MAPS (Making Action Plans) is one of these tools that takes responsibility from one person and puts it in the hands of a team that comprises school personnel, family, friends and the children themselves. (We describe a second practice, Circle of Friends, in "Portrait of Diane" and "Portrait of Norman", see later pages).

It is glib to think that anyone will learn all he or she needs to know about dealing with children with complex needs in one article. But, with consistent use of MAPS (and Circle of Friends), we have found great success in being able to include almost all children in regular classrooms.

The MAPS Setting

MAPS is a collaborative process that brings the key actors in a child's life together to create an action plan to be implemented in a regular classroom setting. It is **not** a case conference or an individual education plan (IEP), but the results can certainly be used on any IEP form.

MAPS is facilitated by two people. School personnel or an external team can act as facilitators, and they need not be familiar with the student of the family. However, they must know

the MAPS process inside out, and they must believe 150 percent that full inclusion is possible for all. The facilitators must also be good listeners - able to hear great pain without providing immediate advice and solutions. Their main task is to pull information from the group and move it along into an action plan.

One facilitator acts as the "host" This person welcomes the group, explains the process, and guides the questions.

The second facilitator is the recorder, creating a record of what the group says with colour and graphics on a large chart paper. This public record is an essential element of a MAP.

A personal and informal atmosphere is also essential. Before the meeting, the facilitators should set up comfortable chairs in a semicircle. The chart paper and clean markers should be ready along with snacks and colourful name tags.

Eight Key Questions

A MAP is created through eight key questions. Each question must be used, but there is no particular order. The facilitators decide on the order depending on the needs of the group. To illustrate how a MAP works, we'll discuss a student named Mark. Before the questions begin, the facilitator should ask, "Who are you and what is your relationship to Mark?" This sets the collaborative tone for the meeting as participants introduce themselves.

Question 1: What is a Map?

Participants are asked to think of the characteristics of a map. One recent group answered:

"A map shows direction".

"It tells you how to get from one place to another".

"It shows you how to find stuff".

"A map tells you where to go".

The facilitator can then explain:

"That's exactly what we're here to do: to show direction for Mark's life, to help him and his family get from one place (the segregated class) to another place (the regular class)."

"The MAP will also help us figure out how to find the stuff that Mark needs. If we all work together, we can decide where to go next. Together we can create a plan of action that we can put into practice for Mark starting right away."

Question 2: What is the story?

The facilitator can pose the question something like this:

"Please tell us your story. What are the most important things that have happened since Mark was born? I know you can go on and on with this, so I'll limit you to 5 - 7 minutes. Tell us what you feel is really important for all of us to hear and to know about Mark's story."

The facilitator must listen with heart, soul and body and be careful not to make this a case history. The facilitator must also ask the participants to listen with their hearts:

"Don't listen just with your ears. Listen with your whole body. Don't be judgemental. This is not a trial. Try to feel and hear what the person is telling you as if it were your own story."

We usually ask this question before the dream question, depending on the mood of the group. The recorder represents the story using words and pictures. The recorder also summarizes the story after the family or student has spoken, checking the facts and essential elements of the story. (Making simple errors, especially with names, can be very upsetting to people, so request assistance).

Question 3: What is your dream?

This is really the heart and soul of

the MAP. The facilitator must create an atmosphere that helps the family and student feel comfortable about sharing their true dreams, hopes and wants. The question might be posed like this:

"If you could dream the dream you really want, if you could have anything with no holes barred, what do you really truly want for yourselves and for Mark? Money is no object. Don't hold back. Let yourselves be free. Don't ask for what you think you can get. This is different. This is what you really want and dream about or pray for."

There is often a deathly silence at this moment. It is essential. Do not interrupt. Wait. Allow people time to build up their courage to express their feelings and hopes. If this is rushed, the whole MAP may be futile.

When a facilitator asks this question with an honest heart, profound things often happen. In our years of asking this question, parents all over the continent have told us that the MAP empowered them to dream again.

"But," someone out there is thinking "Butwhatabout" the student who can't speak? We have done many MAPS with children labelled **non-verbal**. Although these children don't speak, they certainly communicate. And if the group knows the child well, someone will be able to articulate his or her own dreams for the child and also the dreams he or she thinks the child might have. For example: "If Mark could speak, what do you think his dream would be? Families often weep as they tell us, "My dream is that my child be happy, be included in school, walk or ride to school with his sister, be invited to birthday parties, have a hamburger with a friend, and have the phone ring just for him."

One 12 year old girl told us, "I want a trip to Hawaii and a job with computers. Also a pet dog." She was clear as a bell!

One parent of a medically fragile child told us, "I want my child to have one real friend before she dies. My nightmare is that my child will never know friendship." (This little girl did die soon after, but because

she had moved into a new district that welcomed her, her mother did get her wish. The entire 3rd grade class attended her daughter's funeral).

Question 4: What is my/our nightmare?

Many people consider the nightmare question the hardest to ask, and we agree. But we believe it is one of the most important because the MAP must identify the nightmare in order to avoid it. Unless the **outcome** of the plan of action is to prevent the worst from happening, we're just doing the busywork.

In 10 years of doing MAPS, we find these are the most consistent responses to the question: "My nightmare is that my child will end up in an institute with no-one to love him (or her)." "We will die and my child will be alone and put in a group home." "My child will never have a friend."

No one has ever said "I'm afraid my child will not get an A in maths or learn phonics." No one has ever said "I'm afraid there won't be a proper functional curriculum".

This question often breaks the ice between warring factions. A Kentucky woman broke down describing how her 18 year old son was currently living out his nightmare, being institutionalized, after having blinded himself. "Our family is in the nightmare," she wept. "All we wanted, all we want now, is some shred of human kindness and friendship for our son."

We had to stop for coffee as all participants, both factions, were in tears. For the first time they were meeting as human beings rather than as warriors on opposing sides of a placement review table.

Questions 1 through to 4 are Part I of a MAP. It is often necessary to take a break at this point. The second part is lighter, faster-paced, and moves toward the action plan.

MAPS - Part II

Question 5: Who is Mark?

This is a brainstorming question. To

get started, we like to draw an outline of a person on the chart paper. We hand out sticky notes and ask each person to write one word or phrase that describes the student. We post the notes on the chart paper to give us a snapshot of the student. Mark's snapshot read: **curious, handsome, determined, likes good snacks, always hungry, potential, my son, dimples, pretty ordinary, my brother, very active, pest, a little brat, somebody's great friend someday, an interesting boy, lively, likes to play with drums, great family.**

We sometimes ask, "What have other people said about Mark in the past? What words have been used before in other meetings?" Mark has been described as: **retarded, developmentally delayed, autistic, severely autistic.** These words should be posted separately, but the recorder may want to highlight the dramatic differences between the two portraits of the same person.

Question 6: What are Mark's strengths, talents and unique gifts? What is he good at?

Another list is generated:

happy, beautiful boy, loving, friendly, he can look you in the eye and smile, gives a lot, he has a "look", helps you to put things in perspective, makes you feel good. This brainstormed list is important as it gives us many ideas for the curriculum and daily programme: Mark likes to throw balls, play with ropes and strings, climb in parks, eat, relax, swim laps in the pool, play in water puddles, go skating, play in clothes closets, and be with people.

By this point we have generated an enormous volume of information on Mark, and it's time to move to an action plan.

Question 7: What does Mark need? What do we need to do to meet these needs?

At this MAP the only people present were Mark's mum, dad, teenage sister, and a dedicated teacher/friend. When it comes to Mark's needs, there was a real consensus that Mark "needs to be involved and to meet people his own age." The family

needed him to meet other children so his mother could begin a life of her own.

Question 8: What is the plan of action to avoid the nightmare and to make the dream come true?

The family agreed that it would be a godsend to find someone to take Mark to local places where he could get involved with other kids. The job description for that person was developed from what was said at the MAP:

- * Find places where he can meet kids.
- * Find kids to spend time with him.
- * Go to the youth centre.
- * Get involved in trips, swimming and activities.
- * Develop more communication skills.

When you frame the needs question carefully, it flows directly into an action plan. When planning a curriculum, for example, we might draw the timetable and have the other students brainstorm all the activities that Mark likes and could do. Then we would explore the logistics. If Mark is going to get from history to gym and be dressed in 10 minutes, he will need help - a guide. Who would be willing to help? We link specific people to specific times, places, classes, activities to do right away is crucial. (An additional planning tool, called PATH, uses the information gathered in the MAP to develop a strategic plan of action). In this instance, the family enthusiastically agreed to plan a pizza party and invite some neighbourhood kids - that weekend. Together with Greg, the teacher/friend, they started to look for someone to take Mark into the community. Greg agreed to facilitate another MAP with a wider group in one month.

As the MAP is concluded, the recorder talks the group through a summary of the charts and presents them to the family as a gift. Other tokens, such as a plant or a cake, are also presented.

Before the meeting ends, the facilitator asks each participant one question,

"Will you give me one word, or a phrase to sum up your experience of this MAP. Off the top of your head,

the first thing that springs to mind....." Mark's group answered:

Mum: "I'm relieved. Great session."

Dad: "Very positive. Thanks."

Mark: (gives us a really big smile.)

Greg: "Fabulous and positive."

A Kaleidoscope

The MAP is like a kaleidoscope, a mysterious and magical toy that changes constantly. Through the eyepiece we see little bits of beautiful colour and light turning together in an everchanging mosaic.

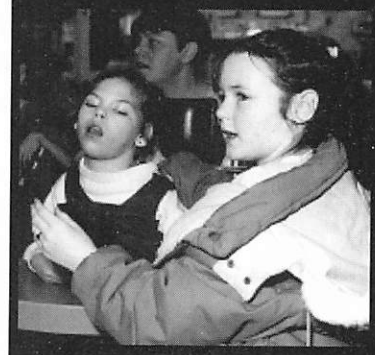
The kaleidoscope picture is like the outcome of each MAP: people work together to make something unique and better happen. The MAP is more than anyone can do alone. It proves what we strongly believe - together we're better.

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**for more details
turn to page 29**



Portrait of Diane

Try to imagine a world in which you do not have a single person who truly loves you. Imagine that you see only paid personnel in the morning and at bedtime. Imagine a world where none of your peers speak or walk. Imagine having no family and no friends. Recently, we met a young woman who literally had no one in her life. She is 16 and knows no one her own age. Diane had been abandoned by her parents at 4 and placed in a group home for children with severe to profound mental retardation.

As we did her MAP, Diane sat with us and listened intensely to the conversation. We were told that she banged her head and screamed constantly. The Diane we observed sat still for two hours and listened intently. What did she hear? What did she understand? It is our belief that she heard and felt our concern. We believe she responded to that caring by sitting with us for two hours.

It was clear that an intentional Circle of Friends needed to be built immediately. Diane had spent her days in a segregated class in a regular high school. Though she was at school, no one really knew her.

The school called together a group of teenagers and teachers who expressed an interest in helping Diane.

"How would you feel if your life was like Diane's?" we asked.

One young woman said, "I'd commit suicide." Others said, "I'd sleep all the time." "I'd take drugs." "I'd drink." "I'd kill someone."

They saw immediately that what Diane needed most was to be with them - to get out of the segregated room. They brainstormed places they could go with Diane. There was a rock concert coming up, and one student volunteered to take Diane with her and her other friends. Another decided to visit Diane and have dinner with her at the group home. The students thought Diane would like the music and cooking classes with their noise and "pretty cool" teachers. The ideas flew. Diane sat through the meeting with a smile as she gently rocked back and forth, back and forth.

Several teachers decided to get involved. Rather than blaming themselves for what they had done in the past, they switched their energy into actions they could deliver in the future.

The result: Diane now has regular visitors to her group home. She has gone out more in 6 months than in the past 10 years, and one teacher and student seem to have formed a special bond with her. They have invited Diane to their homes for dinner and to go on Sunday outings. Best of all, Diane is out of the segregated room and goes to music, cooking and other regular classes. She hangs out in the lunch room and has stopped poking the corner of her eyes and screaming as much as before. Is Diane "cured"? No! Does she now have people to talk to, things to do, a life to look forward to? Yes!

Equally important, Diane's classmates are getting hands-on experience in problem solving (number one issue in the curriculum) with a real and relevant problem. They have to create curriculum and timetables and troubleshoot with Diane. They are learning to manage teachers, manage behaviour, and confront values. Their friendship with Diane may be one of the most important learning activities of their lives. And now Diane has a dream, with a new Circle of Friends as part of it.

Portrait of Norman

Norman wanted to go to camp, but everywhere he and his family went, they were told that Norman's needs were too great. One young counsellor wrote us this letter illustrating the simplicity of the idea of a Circle of Friends.

We decided Norman could attend our camp. That was a big step in the right direction. I had all the kids together in the recreation hall, and gave my little speech. "A Circle of Friends is any support group that helps any camper having problems feel more welcome and included". I was received with blank stares.

*After bombing them with this great opening statement, I simply asked the kids to talk about Norman, who they had met that morning. "What do you think Norman can do all day at camp?" Boom! Everyone was talking at once. That was a question 10 year olds could relate to - it wasn't a lecture on Circles. The meeting lasted about 20 minutes, ending with suggestions about how they could do things together with Norman. I asked for a smaller group of volunteers to help me plan Norman's day. **Everyone volunteered.***

Norman's biggest challenge and the reason he had been rejected by every other camp in the universe was "weak bladder control". Several people (adults) had suggested that Norman should sleep in a separate building to "hide" the problem.

I decided (with Norman's permission of course) to put the issue out in the open. The children suggested (quite matter of factly) that they take turns waking Norman up in the night to go to the bathroom. It never occurred to them (and they rejected out rightly) to suggest that he sleeps in another building! The counsellors volunteered to take turns in helping when needed.

Many baseball games, slumber parties, canoe and splashing trips later, Norman no longer requires a "one-to-one" worker. His bladder problems are getting better (only twice a week instead of every night). Norman's circle of supporters (now a smaller group of real potential friends) meets for an hour every four days. The children and counsellors really look forward to it. So does Norman. Norman's circle has become a place for all involved to get support. Last week Norman wasn't even the issue. The topic of the day was Tanya's bad temper.

Finally I should tell you that the social worker called me in shock regarding the progress Norman had made. She asked if we could work on building a circle in his school and in his group home community this fall. I told her I would love to come and help one of the school people become a facilitator. I guess I really learned a lot in the workshop on MAPS and Circles. Norman was my chance to try it out myself. It was the best experience of my career. I'm launched.

Thanks and Love, Dan.

As Norman's story illustrates, attitudes are the major barrier to including all students in all activities. But attitudes are no longer an adequate excuse. We must welcome all children now. It is their right.

Marsha Forest and Jack C. Pearpoint.

DIvERsItY GATHERING '93

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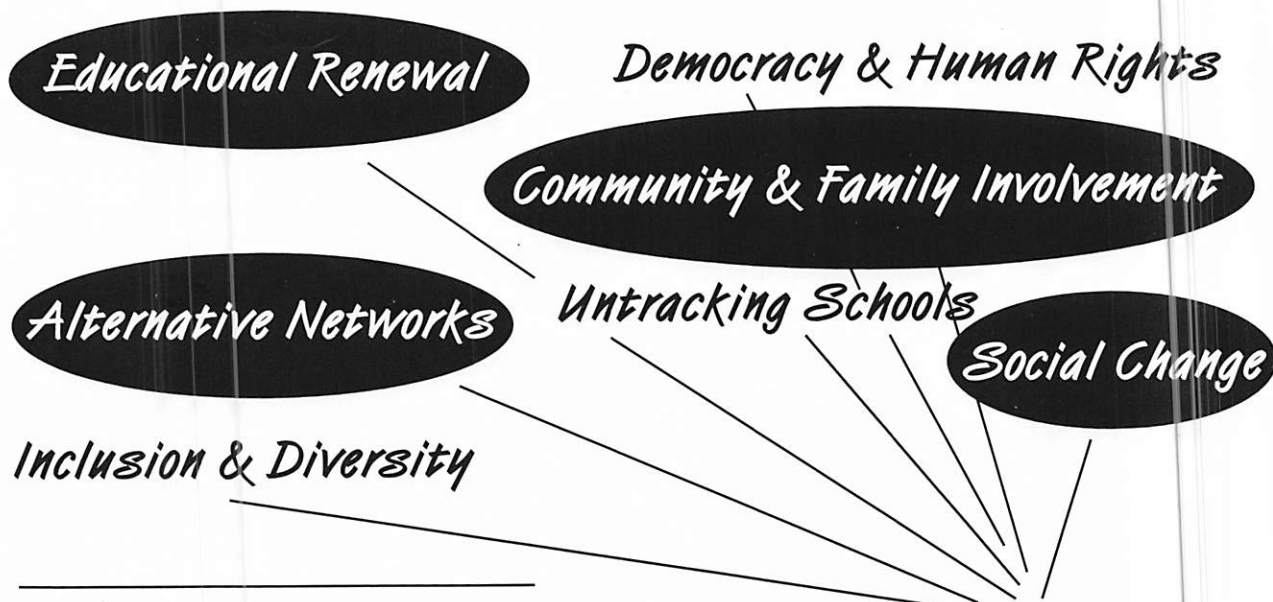
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Maxine Greene - Philosopher - Columbia Univ. New York
Ron Brandt - Editor of Educational Leadership
Te Ripowai Higgins - Maori Leader - New Zealand
Sean Lawless - Educator - London, England
Marsha Forest - Advocate - CIEC - Toronto, Canada
Judith Snow - Advocate - CIEC - Toronto, Canada
Jack Pearpoint - Advocate - CIEC - Toronto, Canada
Carmen Ramirez - Advocate - El Paso, Texas, USA
John Hall - Headteacher - Swansea, Wales
Joe Whittaker - Lecturer - Bolton, England
Kenn Jupp - Publisher - Manchester, England
Sheila Jupp - Consultant Psychologist - Stockport, England
George Flynn - Executive Director TASH - Seattle, USA
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THE SPECIAL TRAP

by Sue Thomas

Sue Thomas is the parent of a disabled child and a staunch campaigner for integration in education for disabled children. Founder member of a parents group called "Passport". Sue has supported many parents who realised too late that their children were now ensnared in a "Special" Trap.

I got up early feeling exhausted, miserable and angry after having a very fitful night's sleep. I had kept thinking, "Had I prepared enough evidence? Had I said enough? Maybe my argument had been slanted more towards resourced schools rather than the community?"

With the day's first cup of tea and my pen in my hand, I lamented the injustice of the education system. I knew also that my friends (who had attended the Independent Appeals Panel yesterday) would be thinking and feeling the same thoughts and emotions. I met Pat and Stuart about three years ago when PASSPORT (a parents' group in Stockport) first started. At that time, we all had just sketchy ideas of what sort of education we wanted for our children. We knew that special or segregated schools were not the answer. We had a sneaking and frightening suspicion that the segregated school system could be causing us more problems than it solved.

About two years ago, Pat and Stuart requested that their child, Wayne, should attend their local primary school for social visits. These commenced in January (1992) for one morning a week. About twelve months ago, Pat and Stuart requested a restatement of Wayne's Special Educational Needs.

Ordinary parents have their rights under the 1988 Act to choose which school their child attends. Parents of children who have been labelled as having Special Educational Needs lose their right to choose the school for their child (under the 1981 Education Act).

A statement is written for the child

who has Special Educational needs. This is binding because it is a legal contract between the parent and Local Education Authority. Once the statement has been finalised, the only chance of changing it is to go to the Independent Appeals Committee or if that fails, to the Secretary of State.

During the whole of the Statementing procedure, the 1981 Education Act talks about the parents being more involved and even being considered as in partnership with the LEA. The Act even mentions how the child's feelings should be considered too.

Writing about parents being in partnership, considering children's feelings, I want to laugh; but I am crying too hard at the moment. It's just a big sick joke.

Most Local Education Authorities use and abuse the 1981 Education Act. It stifles and even strangles any real debate or interchange.

The parents I listen to throughout the North West find it frightening, complicated and strenuous - the procedure is so daunting that they either feel that they stand no chance - so they put up with it - or they arm themselves with knowledge, new skills and determination. Even so, they find that at every step, the cards are stacked so much against them that they still have very little chance of winning what they think is an appropriate Education for their child.

Throughout Wayne's restatementing procedure, Pat and Stuart were asked for their opinions. They dutifully gave them. But nothing changed. At the draft statement stage, they were invited to several meetings to discuss the statement with the Education Officer. Time and time again he stated

the provision of the school prescribed for Wayne was not up for negotiation. Pat and Stuart are not denying that Wayne has severe learning difficulties. They just wanted him to go to his local mainstream school, with a full time assistant, where his older brother already attends and his younger sister will be going to in September.

Since the LEA would not consider educating Wayne at his local mainstream school, the next step for Pat and Stuart was to ask for an Appeal on the Final Statement.

The Independent Appeal Panel is selected by the Education Authority. It is made up of five people. On our panel, there were four women - the youngest must have been sixty years old. Two of the panel were retired headteachers, one had spent all her working life in Special Education. There was a councillor and two other members who "had some knowledge of Education" we were told.

As soon as we saw the panel, we lost our confidence. As soon as we heard them speak, we just knew we stood no chance. They were so for the authority. We were so shattered. We didn't want to believe it. The Authority presented its case first and it was a very poor case. We on the other hand, had gone to a lot of time and trouble. We covered everything. We had an expert witness and we had two short video films in addition to a presentation explaining issues such as community, preparing children for adult life, friendships, integration, inclusions, etc., but we knew we didn't stand a chance.

Working in Partnership - that's a laugh - if you are opposing the Authority then your evidence is not taken seriously.

I'm really angry at the Education System which continues to fail ALL children! If Education is supposed to prepare children for adult life, then what are we preparing our children for? The disabled child - a lifetime of segregation? The non-disabled child - to continue segregating disabled people?

What also makes me really angry is that the panel who hadn't a clue about disability issues, who had never seen Wayne, and who will never see Wayne, were so busy thinking to themselves "What a good job we are doing" that they couldn't see the harm and distress that they were really causing. In my experience, I think all children should have rights. There should be no distinction between the child with or without special needs. A good education needs to be tailored to all children, not just for the child with special needs.

To prepare the child for adult life, each community school needs a diverse population, age, gender, religion, race, ability, disability. Parents and Staff should work together producing an environment so that all children feel that they belong, that they are valued and thought to have gifts.

So many times I've heard that it's up to the parents of the special needs child to fight for their rights, to change the system. The professionals that enable the system to continue excuse their behaviour because they say they have no power. Whilst we continue to think that the victims of the system are the only ones who

have the power to change the system, the system will never change.

I've come to realise that no "one" has the responsibility to change that system - a system which continues to devalue and segregate a section of the population, adding to the fear and prejudice.

Since Wayne was two years old, he has only been able to say two or three words. He is now eight years old. He's spent six years in a school where most of the children cannot speak at all. The Health Authority, to counteract the lack of good role models, provides Wayne with fifteen

The Health Authority has been trying to resettle adults for years into the community; why doesn't it start to see the damage that it and the Education Authority are doing to children and young adults up to the age of eighteen? Why remove them from the community before eighteen and then try and resettle them back into the community after eighteen? It just doesn't make sense.

The Audit Commission report stated that the Education Authority are being inefficient as they continue to pour vast amounts of money into their archaic and

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s e g r e g a t e d
s c h o o l s y s t e m .

This system continues to promise mysteries and wonderful miracles, which entrap and bewitch the naive and innocent parents. As the parents wake up from their enchanted sleep they feel confused and hurt, even betrayed. They are full of guilt, they should have known better but now no one believes

them when they tell of the real secrets, the tragedies, the real waste of human resources which occur in all special schools.

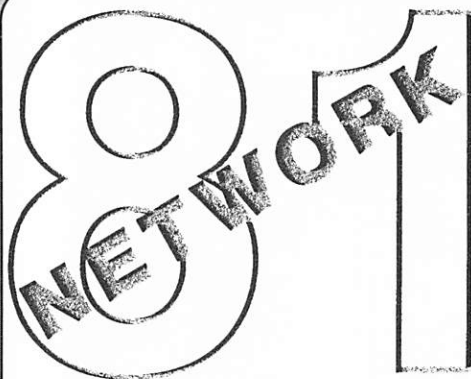
ISOLATION

**At special schools I learnt all I know,
kept apart from society - I began to grow.
Although grateful for a good education,
I now pay dearly for that isolation.
People at work or play - take a good look,
you cannot learn everything by reading a book!
Body language and eye-to-eye contact,
important skills to which people react.
They are acquired - they cannot be taught,
through trial and error - they cannot be bought.
I shall therefore always be "young" for my years,
and that causes me the most pain and tears.**

minutes of Speech Therapy per week with two other children just as distractable as Wayne. During the Appeal, Speech Therapy was thought to be a very important consideration of Wayne's education. Therefore, since the Health Authority cannot/will not provide Speech Therapy at his local school or his health centre, Wayne couldn't attend his local primary school.

Many children are trapped into segregated schools because of the "Therapies". This therapy trap may have been set up by the Health Authority in all innocence but it is used very effectively by the Education Authority.

**"I'm really angry
at the
Education System,
which continues
to fail
ALL
children!"**



NETWORK 81 AIMS

To advance the education of children who have special educational needs.

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To link up and support groups and individual parents of children who have special educational needs.

To raise awareness and publicise good practice in integration.

To encourage parents to take their rightful place in the education policy making process, including equal access to information.

To promote parent-professional partnership.

For more information write or call

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In early December, 12 people met, along with 3 facilitators, to take part in a research project. What they had in common was they worked, or were interested in the inclusion / integration of all people together. They discussed a wide range of age groups: pre-school, primary and secondary education, and work experience for older people described as having special needs or learning difficulties.

The group shared their ideas, their feelings of achievement and frustration about what they were able to do and what they were unable to do because of the co-operation of the people who were responsible for providing the means of inclusion / integration of all people in the community.

This was the first part of the research programme. The group will meet again in March to look back and see

what differences they have managed to achieve and what has changed in the three month period since they last met.

After these three days and the group returned home, one of the members decided to write a poem, which sums up the thoughts of each member of the group who took part in the project.

Karen Bartan

We came together, strangers, united with one idea
To encourage society to accept them all, no matter how they appear.
We shared our good times when we felt we'd moved doubts as big as boulders
We discussed the bad times when the world weighed heavy on our shoulders.

Some people listened, some did agree, others gave advice
on how to be accepted in a world where there's a price.
Where people see you as different because of the way you look and act
A problem that we, as caring people know, is a fact.

We hugged and kissed when the time came to go our different ways
So many friendships were cemented in those three short days.
The choice to be included is everybody's right
So we will continue in this inclusion fight.

Pat Sharp

BOOK REVIEW

Teaching Pupils With Severe Learning Difficulties.

Edited by Christina Tilstone

Published by David Fulton Publishers - London

ISBN 1 - 85346 - 171 - 7

Paperback £12.99

171 pages

Foreword by Ron Gulliford.

This is an easy to read and informative book particularly suited to parents, teachers and students. It has been compiled by Christina Tilstone who is a lecturer in special needs at the School of Education - Birmingham University. Christina, has brought together no less than fifteen contributors (including herself) consisting of parents, teachers, lecturers, school inspectors, advisors, doctors and professors, who between them, have produced a comprehensive insight into the development and practices of special schools.

The book is divided into three parts. Part one incorporates a full and knowledgeable historical account of special education. It also includes some excellent chapters by parents, which make absorbing reading. This section does not neglect the pupil's views and gives an account of self advocacy and the development of self advocacy skills.

Part two covers the influences on curriculum design and assessment. Again this provides a thorough, authentic and well structured guide through the development of curriculum planning and the assessment of children's needs, from the Education Act 1970 up to the present.

Also included, is an interesting chapter on multicultural issues, which is somewhat a rarity when specifically applied to children who have severe learning difficulties. The chapter raises some thought provoking questions in

respect of implementing the normalisation philosophy in relation to black and white cultural values and the problems of stereotyping, labelling and tokenism.

Part two also gives practical insights into managing the classroom environment, but this chapter did reinforce my own beliefs that it is preferable for children who have additional needs to be properly supported within their local mainstream schools.

The difficulties and benefits of multidisciplinary collaboration are well covered, but it is rather implied that this only works well in a special school and does not expound on how this works equally as well, if not better, where children are supported in mainstream situations. Nevertheless, it does give a sound account of both the theory and practice and emphasises parental involvement.

Rather puzzlingly a chapter is devoted to the class teacher and stress, as if they are the only people who experience pressure. Whilst it is interesting to read, I would have preferred other people's stress to have been documented too, e.g. parents and the pupils themselves.

Part three concentrates on inclusive education, reporting varying degrees of integration and focusing upon some school initiatives. It is a fitting end to this book leaving the reader with a positive view of the future.

Christina Tilstone's efforts have been most successful and I recommend this book both for reading and reference purposes.

BOOK REVIEW

THE INCLUSION PAPERS

Strategies To Make Inclusion Work

by

Jack Pearpoint, Marsha Forest and Judith Snow

Published by Inclusion Press £8.50 incl. p & p
Distributed in the U.K. by TENETS Training,
2, Devon Terrace, Ffynone Road, SWANSEA SA1 6DG.

THE INCLUSION PAPERS is an absorbing collection of various aspects of the work carried out by Marsha Forest and Jack Pearpoint over the past few years. It has been written with pleasurable fluency and text that is mercifully free from that irritating jargon with which so many other books seem to plague themselves. It gets to the heart of inclusion in real terms which is completely understandable and thought provoking for any reader. **THE INCLUSION PAPERS** should certainly become a permanent addition to the reading list of any self respecting training course that seeks to develop the skills and insight of those students who wish to involve themselves in just about any form of human service. Personally, I have long felt that nobody engaged in any of the so called 'caring professions' can really regard themselves as truly qualified until they have been exposed to at least one or two of the workshops and conferences for which the authors are now internationally recognised.

Owning a copy of **THE INCLUSION PAPERS** is currently the next best thing to having Jack, Marsha and Judith right there with you in your own living room (or wherever it is that you read books) sharing their ideas and ideals, thoughts and strategies, tools and techniques.

The book itself, is a compilation of articles and excerpts which have been accumulated over the past few years by a dozen contributors (artists,

teachers, professors, parents and poets) who are themselves committed to bringing about fully inclusive communities. A world where children can learn with each other the true facts of life - like "Together we are better", that "Inclusion means

with not in," and that "Each belongs."

THE INCLUSION PAPERS records the authors thoughts, words and experiences and is splendidly illustrated in Jack Pearpoint's own unique style. It takes us far beyond the issues of education and disability and delicately delves into the way in which we each determine to live our lives. Not only does this book provide a sound foundation of reasoning for one's belief and commitment to inclusive ideals, but it also demonstrates just how attainable this can be through action planning, exploring the dynamics of support circles, recognising other people's gifts and employing some creative thinking.

THE INCLUSION PAPERS has an intriguing way of keeping the reader in touch with themselves. It enables them to formulate their own thoughts and feelings and to rediscover what it is that they really believe in, what it is that they really want for themselves and others and how they can do something about it. It allows the reader to dream and goes on to show how these dreams can come true. The book confronts prejudice, bigotry, social injustice and apathy and replaces them with true equal opportunity, a diversity of giftedness

and the excitement of being able to facilitate change. If you believe that everyone, whoever they are, should be entitled to the same status, opportunities and choices that many of us seem to simply take for granted, then this publication is brimming with positive, fresh ideas to make it happen.

Books like this one, have the potential to move our society on from its current, relatively primitive state and into the realms of a higher degree of civilisation. Perhaps you'll love it, perhaps you'll hate it, but one thing is sure, you certainly won't be able to ignore it.

OTHER PUBLICATIONS BY INCLUSION PRESS INCLUDE:

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Don't Pass Me By.

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Literacy & Inclusion.

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DID YOU KNOW ?



George Flynn

GEORGE FLYNN HAS MOVED TO TASH

George Flynn, who until last year was the Director of Education for the Catholic District of Kitchener Ontario, earned an international reputation for his commitment to Inclusive Education, after closing all special schools under his jurisdiction, in order to incorporate those children who have special needs into their local mainstream schools.

In December 1992, George was invited by TASH (The Association For Persons With Severe Handicaps) to become their new Executive Di-

rector. This organisation, which has its headquarters in Seattle - USA, has a membership of around 8000 people who are concerned with meeting the needs of those who have learning disabilities.

During his opening address to these members, George said, "....An appropriate response calls for transformational leadership - a leadership that understands the change process, that understands the need to have a well articulated and widely shared vision, that can take risks, that has the ability to deal with uncertainty, that can engage people at all levels and generally empower the membership."

Membership details, publications, forthcoming conferences and courses etc., can be obtained from TASH at:-

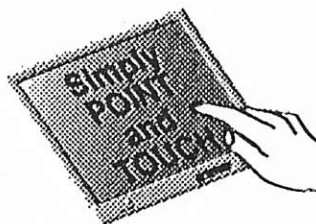
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THE LAW'S ON YOUR SIDE

Parents wishing to challenge a decision made by their local education authority, have always suffered from a lack of legal expertise to support them. Recent changes in education legislation, however, have increased the numbers of parents wishing to challenge decisions made in the Courts. Parents of children who have special needs, have been joined by those concerned about opting out or simply wishing to assert their right to their own choice of school. This has led to the setting up of the EDUCATION LAW ASSOCIATION by ACE, a group of lawyers and parental advisers. This service can be contacted through ACE at:

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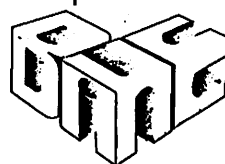
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