

# ◆ Inclusive Futures ◆

Issue 4

*"Everyone has a right to belong"*

June 1999

## Are you?

*Working with children or adults at risk of social exclusion or segregation  
Interested in developing your approach to inclusion  
Seeking practical tools to help vulnerable or challenging individuals join community life  
Wanting contacts and links, or stronger networks of support for you or for your work*

Welcome to the fourth newsletter from *Inclusive Futures*. Our aim is to share snippets of good news and hopeful information to help us all work for a more inclusive society. You can be part of this:

- ⇒ Send an item for issue 5 by 25 October - we are hungry for good news and stories from people who have got into inclusive communities. Issue 5 will be out by 25 November.
- ⇒ If you like this newsletter and wish to make a voluntary contribution towards the production and postage costs, then we would be very glad to receive it. Cheques payable to 'Inclusive Futures.'
- ⇒ Let us know about any mailing list amendments - such as your friends!
- ⇒ Photocopy this newsletter and pass copies to other people who would be interested.
- ⇒ Write to us at *Inclusive Futures*, 49 Northcliffe Avenue, Mapperley, Nottingham, or email to [batesmp@compuserve.com](mailto:batesmp@compuserve.com).
- ⇒ Support our conferences.

### Anyone for a beer?

8pm onwards on  
28 October 1999 at  
the Characters Bar,  
Gateway Hotel,  
Nottingham (tel  
0115 979 4949).  
Ask at Reception  
for the Inclusive  
Futures group.  
Everyone is  
welcome to meet  
and talk about the  
realities of  
inclusion.

"It's really a wonder that I haven't dropped all my ideals, because they seem so absurd and impossible to carry out. Yet I keep them, because in spite of everything I still believe that people are really good at heart ... I must uphold my ideals, for perhaps the time will come when I shall be able to carry them out."

Anne Frank

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### Action for Inclusion

The fifth annual inclusion conference with Jack Pearpoint and Marsha Forest will be held on Friday 15th October in Nottingham. Here is a chance to deepen your understanding of what 'inclusion' means both for those working in school systems and for those serving in the adult sector. If you have ever struggled to imagine what a fully inclusive school or whole society might mean in practice, then this is the day for you! The 1998 conference was oversubscribed, so book early to avoid disappointment. Get an application form from Inclusive Futures 0115 960 5071.

## A place for Arthur

As part of her job, Sharon developed community living arrangements for eight people who had previously lived in nursing homes. As time went by, the pride she shared in their new homes turned into concern for their isolation. Her concern became confusion as she recognised that neither she nor her staff knew much about the life of the town and how to help outsiders become part of it.

Sharon enlisted Francis to act as a "bridge builder". Francis is a long-time leader of local associations from the town's marching band to a food pantry for the town's many unemployed industrial workers. She asked him to introduce previously excluded people to community associations that will benefit from their contribution.

Francis introduced Arthur, a man who spent over 50 years in institutions, to membership in the core group of volunteers who operate the community food pantry. For more than two years, Arthur has greeted people as they arrive and handed them the numbers that tell them when it's their turn to be served. Though it can take Arthur a long time to complete a statement, his co-workers and a number of the people who come to the pantry say they enjoy talking to him.

Arthur's strong desire to help others forms the foundation of his membership. Because of their common desire, the other volunteers have overcome problems that some professionals

identify as significant barriers to Arthur's community involvement. The other members of the core group have dealt with Arthur's inability to keep the number tags straight by teaching him to recognise more numbers and by helping him to arrange the tags in order on a stick. The group's leader deals firmly with the few customers who occasionally complain about Arthur's presence.

Rather than trying to correct him, the people at the food pantry have redefined his "institutionalised behaviour" of securing possessions - such as his Food Pantry name tag - by wrapping them in multiple layers of handkerchiefs, old socks, and bags. His colleagues consider this habit Arthur's way of showing how much he prizes his name tag and how proud he is to belong with them.

After Arthur had been at the food pantry several months, Francis called Sharon to say that Arthur wasn't making it to the bathroom on time and was wetting himself. Sharon's reaction was one of horror and fear, fear that they were going to suggest he not come any more. Sure that she was going to beat Francis to the punch, she suggested that perhaps someone else from the home could take Arthur's place.

Francis was shocked. "Absolutely not!" he replied. Arthur belonged with them. They just wanted to solve the problem.

Abridged from a story by Sharon Gretz in Members of each other by John and Connie Lyle O'Brien.

## STEPPING STONES...

Lancashire has taken the education needs of adults with mental health difficulties seriously. All ten further Education colleges in the county are involved in the Stepping Stones Programme. Each college has:

- a Stepping Stones Development worker
- an advisory group made up of mental health service users, college staff, mental health staff and volunteers.
- classes open to mental health service users only, held in community locations
- classes open to mental health service users held in the college building
- support for individuals to move on to classes open to the public.

The Programme started in 1995 and staff saw 300 enrolments at college in the first year. By the third year the Project saw over 4,000 enrolments. Find out more from the Director, Jeremy Braund on tel 01524 60141.

## Employment page

### *Everyone Matters!*

The artist Mierle Laderman Ukeles decided to do something that was art.. and had a message as well. She shook hands with every garbage collector in New York.

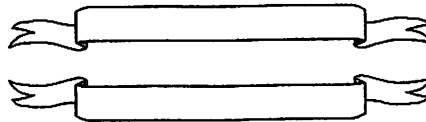
### David's Story

David Hinds from Carshalton is supported by his job coach Paul Hickman. As well as working at the Sutton Holiday Inn, David has been pursuing other interests in his spare time. Paul has helped him to negotiate permission to use the gym at the hotel. In addition, David attends Westcroft Sports and Leisure Centre where he can train in an open environment. He swims and he also attends a weekly music class. David said, "Two years ago I was going to a day centre and I was not working at all. I am a much happier person now."

From "Viewpoint",  
the newspaper of  
Mencap and Gateway.  
April 1999

### Government Money!

Mencap and its sister organization in Scotland, Enable, will receive more than £200,000 under the Government's New Deal programme to develop the concept of natural support for people in the workplace. The project based in Gateshead, Leeds and Scotland will recruit co-workers to support people in work. At the same time awareness training will be given in the workplace by trainers who themselves have a learning disability.



The National Schizophrenia Fellowship has been awarded £170,000 by the Department for Education and Employment to help people with severe mental illness into sustained employment in London and Essex. The grant will be used in partnership with health authorities, trusts, social services and the private sector to help 140 people find jobs in open employment. There will be on-the-job support for new employees, their employers, and self-employed people.

Health Service Journal  
15 April 1999.

### Jeremy's Story

The local newspaper needed a 'runner' - someone who could take letters round to all the offices in the building. Jeremy started work on a trial period. As he isn't able to read or write, letters got muddled up and sent to the wrong place at first.

However, Jeremy is good at recognising numbers so his support worker came up with the idea of writing on each envelope the number of the room to which it had to be delivered. Instead of expecting Jeremy to read the name she wrote a '4' for the sports desk or '6' for the news desk and so on. The building where he works is full of offices and Jeremy has to recognise THIRTY TWO rooms on his delivery round. Before long, he knew every number for every room.

From "Viewpoint", the  
newspaper of Mencap and  
Gateway. April 1999

## Evaluating a Site for Community participation

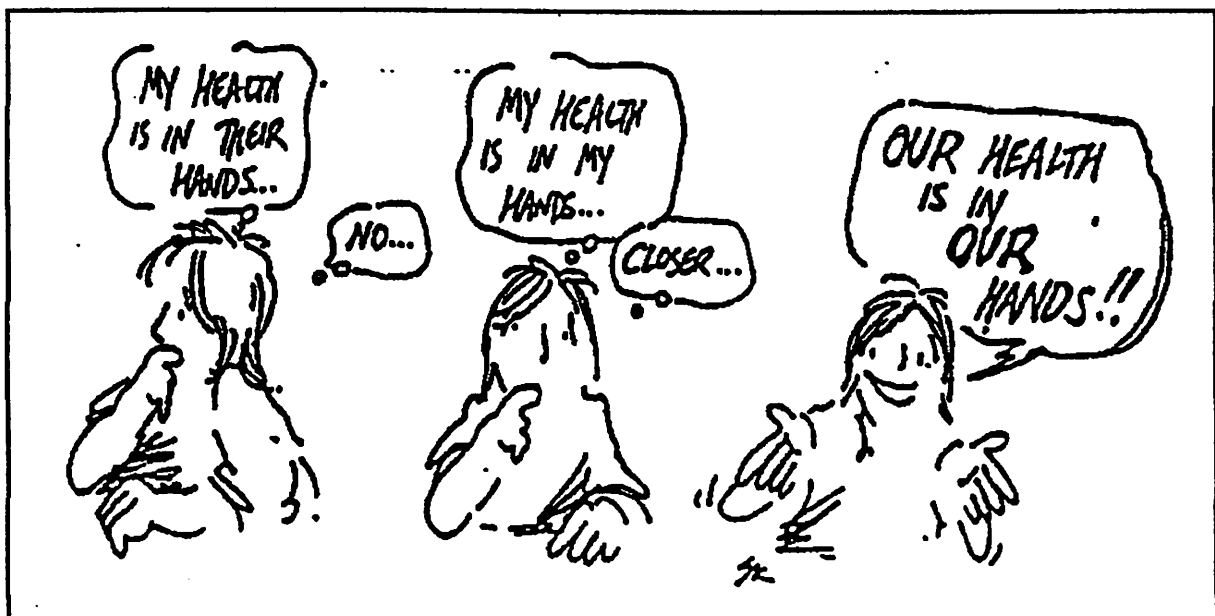
- How does the activity site match the person's interests, skills, culture, personality and age?
- What are the social identities (such as worker or expert) that are available here? How are they important to the person?
- How does the environment resonate with the person? (noise level, standards of efficiency)?
- Do personal habits match the activity? (am/pm, high/low energy, personal appearance, fixed/flexible routine).
- What personal skills and attributes can be enhanced at the site?
- What will the person do at the site? How is it meaningful?
- Is there a core group of people to get to know there? Who are they?
- Are there opportunities to talk to others at the site and get to know them? Who are they and how will this happen?

From "A Guide to Building Community Membership for Older Adults with Disabilities" by Jane Harlan, Jennie Todd and Peggy Holtz. (1998)

## Don't Stop Listening

*Jean Zink speaks of her struggles with Post-Polio Syndrome. The independence which she has spent a life achieving has been at the cost of worn-out muscles and joints. The "aura of independence," as she calls it, that she has gained in the eyes of non-disabled colleagues and service professionals now has become set in their minds, and they fail to recognise that she may no longer be able to do what she could earlier or to be what they expect her to be. She has spoken and written eloquently that the stereotype that sustained her all through her life, namely that she was "just like everyone else," now confounds her and denies her her individuality. Medical professionals and others fail to see that she is a person with a lifelong disability who is aging.*

From "Partners: Building Inter-system Cooperation in Aging with Developmental Disabilities" by Edward Ansello, Constance Coogle and Joan Wood.



## Local news

The Southwell Care Project was formally launched on 15 April 1999 with the aim of providing accommodation and community support for people with learning disabilities.

In addition to their ambitious plans for housing, they say, *"Our commitment is to develop a mutually supportive community spirit across all sections of Southwell's population. We want to build friendships and find opportunities for people with learning disabilities to be real participants in our community."*

The Bishop of Southwell, Patrick Harris, said, *"People with learning disabilities have much to give to our communities. We will discover this if we create opportunities for them to contribute in their own beautiful and surprising ways. In turn, this brings a mutual sense of worth and fulfilment."*

## Circles of Support

Members of the Southwell Care Project helped Anthony Brock create his own Circle of Support.

Anthony explains *"My circle was set up in November 1997, and it includes members of my family, friends of the family and people who are associated with me in particular. We meet up every 3 or 4 months for approximately 2 hours to review what has happened to me during the last few months then devise an action plan listing things to do before we meet up again."*

*Having a circle of friends has helped me consider doing certain things that I may not have done. It gives me and the others a chance to think of certain action points to help me achieve my goals."*

*Although not all the action points are achieved, in the past the ones that have been have been a great success. Among the activities that I have done as a result of my circle, has been two visits to someone's bedsit in Leeds. There have also been a few visits to a nearby golf driving range. Recently with the assistance of one of the members I have made my own wine and beer."*

*In a way this circle has made me more hopeful of my own future, it makes me realise that there is hope in the long-term future, to make something of myself. It also enables family and friends around me to help me achieve what I want to achieve and feel more comfortable with myself."*

INDIGO BRAVE THEATRE write... We are a Nottingham-based community theatre company passionate about inclusion, equality, growth, creativity and community.

We work via Performance and Workshops, using theatre, voice, drumming, music, dance and movement, with lots of very different audiences, such as children in schools, local authority care and youth groups to adults in mental health, physical and learning disability services. We focus on personal growth and empowerment.

Thank you for producing your newsletter, it is inspirational to read and to hear about people forging on for the right for everyone to belong -- ON WE GO!!

Best wishes  
Kate Taylor-Maskrey  
Phone/fax 0115 9112171.

## Looking Back...

1977

On a small town street corner  
 In a double baby stroller,  
 Big brother and his baby sister  
 Matthew and me,  
 And Mum taking us to the park,  
 Looked upon as oddities.  
 The nosy woman outside the post office,  
 Pities the unfortunate bunch. So sorry 'bout your birth,  
 Tsk Tsk 'it' will never walk,  
 Just look at that small head and crooked back!  
 Surely such a sickly thing will never learn to talk.  
 And I, not talking or walking myself, return the stare  
 With icy knives and challenge her to tell me:  
 Who asked her, what's she afraid of, and who is 'it'?

1987

The post office corner of our youth  
 Expands into the empty halls and mind  
 Of our elementary school principal.  
 After recess I heard that Matt had fallen from his chair,  
 But when I went to see if he was hurt  
 I found myself sitting opposite the balding ogre.  
 I bit my lip then, but if anyone else tries to tell me  
 My own brother is no business of mine... Watch out!  
 I'm never scared when I know I'm right,  
 And I'm not afraid to fight.

1997

We are not so little any more, and the tables have turned.  
 Belt on and batteries charged, Matt leads me through the mall,  
 Winding and weaving around and through the mobs of people.  
 Go ahead and watch us if you like.  
 We don't mind, if you don't.  
 Besides, we're on our way to another battle (video games).  
 But if you happen to hold that stare too long,  
 Not realising that you've stepped into his path,  
 Matt cannot be held responsible for the throbbing in your toes.  
 And I for one will gladly back him up.  
 His momentum carries me  
 And I have grown quite fond of this rear view.

Leah Dolmage.

From *Entourage*, the magazine  
 of the Canadian Association for Community Living (CACL)

## Moving mountains...

...people with disabilities and other concerned people have worked and continue to work towards a very simple goal. ..They see at the end of the road, a society in which children are not deprived of their rights to be nurtured within the family, to go to school with the kids next door, and to have available, throughout their lives, the necessary support to take part in any aspect of community life.

...It is not over and it may yet be harder, but we have moved mountains in the past and we will do so again. We have the will, we have the hurt, we have the passion and, in that cold, hard world around the corner, perhaps more than ever before in our history, we have many new allies.

Audrey Cole

## Masquerade

is a drama group that was set up in 1996 in Llanfyllin, Powys and is both integrated and community based.

It offers creative workshops for people of ALL ranges of ability and talent, exploring dramatic ways of working with masks, mime, dance and music and activities such as mask making, costume making, playwriting and design.

Performances are based on themes that emerge from the group. The group meets roughly once a month, and welcomes everyone whatever their ability or degree of involvement.

# NEWS FROM SCOTLAND

***SHS (Scottish Human Services) is an independent consultancy company which believes that people of all ages and abilities have the right to the supports and services they require to enable them to participate fully in their communities.***

*They write...*

The Aveyron day centre opened in 1993. The service was established and is managed by a group of parents of young people with high support needs. These parents had concerns about the sort of day services that are traditionally available to their sons and daughters and secured funding for a small independent day centre for young people with high support needs. Over the last couple of years the Aveyron day services has moved from being largely centre-based to using community facilities more frequently, from primarily providing therapy to teaching people functional skills and from working in groups to providing individualised opportunities. Although the service has changed considerably, the staff team want to do more to support service users to achieve greater social inclusion.

## WHY IS SHS INVOLVED?

- To help people with high support needs to have more control over their life through the introduction of a person centred approach to planning and support.
- To challenge the perception of people with high support needs as 'unemployable'.

- To support the staff team to develop the skills and confidence to help people with high support needs to choose, get and keep a job.
- To support the management team to develop a service development plan for the next two years to build on recent changes.

## WORK SO FAR

The work done so far includes training and support for the staff team, collaborative planning with the service manager and work with the management committee.

Staff training has included modules on recognising quality, planning with individuals, and building community connections.

Through the input of SHS the service has begun to develop a clearer picture of what social inclusion means. They are focusing more on increasing people's participation and status in their community, rather than just their physical presence. Work is now seen by the staff as having an important role to play in this. Whilst the service has always stated that they have a key role to play in developing friendships they now recognise that this means more than just having friendships with staff and other service users.

**Changeover - A programme for improving the quality of residential and day services.**

The Changeover Programme helps people to understand how change happens and to think about quality from the point of view of the person who uses the services. It engages the energy of the people who use the service, carers and frontline staff. People from the local community are also encouraged to become involved.

The Changeover Programme does not offer instant solutions to the complex challenge of providing quality services. What it does do is:

- ⇒ clarify and strengthen shared values and commitment
- ⇒ change the relationship with service users and carers, so that people are more willing to be partners in planning change
- ⇒ develop the commitment and creativity of staff and managers
- ⇒ harness the connections and resources of some 'outside' people and organisations
- ⇒ help people explore and consider a complete 'change of pattern' in the service
- ⇒ help the organisation to improve its capacity for learning and change.

Contact SHS on tel  
0131 538 7717

## STRAIGHT TALKING

“Often, a person with a disability wants to learn about an issue and would be able to understand it, but the language in which it is written or in which it is discussed is too complicated. When it is full of words that only certain people would understand, it leaves the person out. The person is then denied the opportunity to learn and to understand the issue. This handicaps the person. This is a problem for many people, not just for people with certain labels.

Plain language is a kind of “ramp” that we have to build to give people access to understanding things. Although there have been some improvements, we have to build a lot more plain language ramps to make sure that we don’t leave people out.

Perhaps we also have to build ramps to help other people to know how to listen to us and how to believe that everyone has something worthwhile to say and something of value to give to society.”

Barb Goode  
Self Advocate  
Canadian Association for  
Community Living

## A good read....

- ⇒ ‘Kids, Disabilities and Regular Classrooms’ by Gary Bunch. This includes brief sketches of nearly 150 children’s stories, with POSITIVE images of children with labels participating as members of their communities. £5.50
- ⇒ ‘Reflections on Inclusive Education’ by Patrick Mackan C.R. Stories and reflections - one for each week of the year. Perfect to read aloud: to your family, school assembly or class. Each story is about creating an atmosphere where all are welcomed. . £4.30.
- ⇒ ‘Disability Equality in the Classroom: A human rights issue by Richard Rieser and Micheline Mason. 240 pages and resource cards in a ring binder. This has been written for teachers by disabled people. A very thought provoking and challenging pack. £15.
- ⇒ ‘Celebrating the Ordinary: The emergence of Options in Community Living as a thoughtful organisation’ by John O’Brien, connie Lyle O’Brien and Gail Jacob. Options has been supporting individuals to sustain rich lives in the community for twenty years. They reflect on the lessons learnt. £9.

All these items can be ordered from Inclusion Distribution, 29 Heron Drive, Poynton, Stockport SK12 1QR. Ask for their catalogue!

Valerie Bradley said

“In the 37 ... surveys analysed to date,  
60% of people with developmental disabilities  
who responded

said that they had loneliness in the recent past.

This compares with only 15%  
of the general population.”

That was 1994 America.

Is it different here and now?