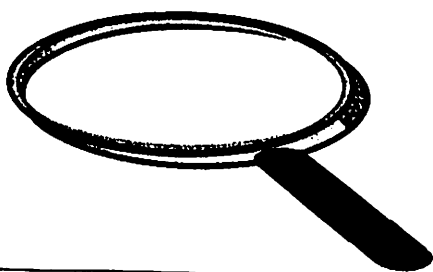




## How are you doing on community participation?

These questions were produced by the Community Membership Project at Indiana University...

1. Is the person making more choices? Explain:
2. Are her/his gifts or talents continuing to be enhanced? How?
3. Does s/he have anything more to talk about with others? Such as?
4. Has the number of community settings the person uses increased? How many and where? Has the level of participation increased? Has the competence with which the setting is being used increased? To what level?
5. Has the person taken on or expanded any valued roles? Explain:
6. Have perceptions of the person on the part of those immediately surrounding him or her (family, staff etc) changed positively?
7. Has the person's network of relationships grown? Has there been an increase in relationships of any type, particularly the 'circle of participation' and excluding paid relationships? Explain:



## Safe Sports

Disability Sport England has launched a nationwide scheme to protect disabled athletes. Coaches and sports club leaders will be trained to identify abuse and act on suspicions. Young people and adults with learning disabilities who take part in sports clubs will be given 'athlete's rights cards'. These underline that they have the right to be listened to if they are unhappy about the way someone is acting. Disability Sport England, the National Coaching Foundation and the English Federation of Disability Sports have agreed a set of guidelines. Contact Disability Sport England on 0171 490 4919.

## Arts and Sport

The Government's Department for Culture, Media and Sport have presented a report to the Social Exclusion Unit. It is called "Arts and Sport" and contains 170 pages of information, examples and recommendations. Free from DCMS, 2-4 Cockspur St, London SW1Y 5DH

## Shopping

The Office of Fair Trading has produced a booklet called "Your Rights When Shopping". Written in plain English, this free publication aims to give people with learning disabilities information about legal rights and how to complain. Order copies by phoning 0870 60 60 321.

## Arts

Five performing arts groups for people with a learning disability have been investigated by university researchers\*. They found immense creativity from performers, many of whom found it difficult to communicate verbally. Performance gave participants an active and visible participation in the cultural life of the community. However, funding is hard to find, rehearsal space unreliable and care staff sometimes do not recognise the importance of the activity.

Mencap has secured funding from the Challenge Fund to bring the Arts to more people with a learning disability. The work will culminate in a Festival of the Performing Arts in June 2000, bringing together disabled and non-disabled artists. Phone Gateway on 0171 696 5589.

\* The project report is called "People with Learning Disabilities and performing arts: maximising the benefits of participation" by Dr. Michele Moore, Department of Educational Studies, University of Sheffield and Dr. Dan Goodley, Department of Psychology, Bolton Institute of Higher Education. The report was written for Salford and Trafford Disability Arts Initiative.

## **Holidays for Everyone!**

Can I Join In? Yes! Where? At The Keppleway Centre in South-West Cumbria....

This exchange has become somewhat of a catchphrase at a new education and activity centre that offers holidays to families, groups, schools and anyone who wants some time away where everyone can take part in the holiday together, regardless of their ability or disability.

At Keppleway we pride ourselves on being the first fully inclusive centre. We offer tailor-made programmes for groups and we will get anyone that wants to ...in a canoe... up the climbing tree ...to shoot an archery arrow...but more importantly you can achieve these experiences together with your own family or peers, whether they have a disability or not. Keppleway is all about mixed groups having a good time together and focusing on fun and togetherness rather than difference.

A few months ago Simon and Tanya Crowder left behind their old careers in social work and teaching and moved to new opportunities in Broughton-in-Furness where they work as hosts at the centre. They are keen to establish links with any schools, youth organisations, respite care centres or families who would like to experience the 'Keppleway inclusiveness'.

Keppleway is keen to put its beliefs into practise and Rick Townson has recently joined the team. Being a full-time wheelchair user but more importantly a computer and fundraising expert and continual joke-cracker, Rick has brought a wealth of experience to the growing staff team at Keppleway. His recent success was the regional launch of 'Positive about Disability' at Keppleway. The building is gaining a real increase in physical adaptations of all sorts to provide accessibility for all, but moreover Keppleway aims to be an everyday centre with a homely or hotel style that doesn't 'feel like an institution'.

Will you come and join in at Keppleway?

For more details: Phone 01229-716936, Email: [stay@keppleway.org.uk](mailto:stay@keppleway.org.uk)  
Write to: The Keppleway Centre, Broughton-in-Furness, Cumbria LA20 6HE.

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## ***Inclusion in Birmingham Schools***

SCSC was set up in 1996, based on the Coca Cola Valued Youth Programme in Texas. It helps young people who are at risk of dropping out of education. They are trained as tutors so that they can help others further down the school improve their school work. The tutors benefit too - their self-esteem, motivation and school attendance improves.

The programme includes role model visits, mentors, field trips and accreditation (through ASDAN, the Award Scheme Development and Accreditation Network).

SCSC has now also organised other programmes around supported work experience and pastoral support for individual students. The pastoral support fits in with the Government's advice on Social Inclusion and Pastoral Support.

The scheme has been so successful that it is working in ten schools and three Behaviour Support Service Centres with a total of 125 students. SCSC also are helping people to establish similar schemes in five other places up and down the country.

For Further information please contact Gethin Davies (Consultant Director) on 0121 472 3019 or Email [scsc@ukonline.co.uk](mailto:scsc@ukonline.co.uk)

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## *Introducing Hero Joy Nightingale*

The Internet can be a source of human contact and self-expression for people desperately in need of those things who might have trouble finding them through conventional means. Hero Joy Nightingale lives in Canterbury, England, and since birth she has been unable to speak and almost unable to move. She communicates by means of a complex system of hand gestures. She has had no formal schooling.

This makes the achievement of her internet magazine, called "From the Window", now on its sixth issue, all the more astonishing. With characteristic irony, Nightingale describes her magazine as "a non-commercial internet magazine following a quiet path away from the soundbites and manic zing of mainstream net, promoting understanding of the breadth of common human experience, celebrating a joy in language and run by a pretentious and pompous crip child...." Its highlights are the almost shockingly articulate essays by Joy herself, which she dictates to her mother, Pauline. She has also solicited contributions from a gallery of improbably famous writers, including Margaret Atwood, U.N. Secretary General Kofi Annan and George Carey, the Archbishop of Canterbury.

<http://www.rmplc.co.uk/eduweb/sites/hojoy/FTWdiary/ftwdiary.html>

## WEBSITES TO CHECK OUT....

- Adapted Physical Education National Standards <http://teach.virginia.edu/go/apens/home.html>
- American Council on Rural Special Education <http://www.ksu.ksu.edu/acres>
- Child and Family Studies Program <http://www.asri.edu/cfsp>
- Education Development Center <http://www.edc.org/FSC/NCIP>
- ERIC Clearinghouse on Disabilities and Gifted Education <http://www.cec.sped.org/ERICEC.htm>
- Family.com <http://www.disney.com/>
- Family Education Network <http://familyeducation.com>
- Federal Resource Center for Special Education <http://www.dssc.org/frc>
- Internet Resources for Special Children <http://www.irsc.org>
- National Early Childhood Technical Assistance System <http://www.nectas.unc.edu>

## *Bullying.*

Mencap and Values into Action sent out a questionnaire to people with a learning disability. Over 900 people responded and their findings are published in a report called "Living in Fear". Ninety percent of those who replied had faced bullying and one third are persecuted on a daily or weekly basis. Bullies are guilty of name-calling, kicking, biting, teasing, stealing, threatening, swearing, demanding money, hair-pulling, spitting, poking and beating people up. One in four people with a learning disability had been physically assaulted. "Again and again, people reported attempting to go about a daily activity and being attacked verbally, threatened or physically assaulted for no apparent reason. People are left fearful to do simple things such as walk down the street or go to the shops. Bullying is often in a public place - on the street or on the bus - and young people are identified as the main offenders. But bullies are sometimes those who should protect people, such as bus drivers or care staff. Three quarters of those who were bullied told someone after the event, but in half the cases the bullying continued. They were often advised to ignore the situation or walk away from it. For many people the only solution seemed to be moving home or changing day centre. The report recommends that \* the Government should add an anti-bullying strand to their Disability Awareness Campaign, \*Local Authorities should instigate anti-bullying campaigns, \*Police should train officers to act on complaints, \*public transport staff should be trained, \*day centres should be brought within inspection regulations and have clear anti bullying policies.

## *Inclusion and Older People*

The Pathway Project at Age Concern Newcastle offers a range of activities to older people with learning disabilities. There is a keep fit group, line dancing, a social group and regular trips out to community venues. Alongside these opportunities, Age Concern Newcastle runs a Leisure and Learning programme open to anyone of mature years, and a number of the Pathway members have joined these activities. Pathway Co-ordinator, Alison Smailes, wrote about the 'out and about' group "On every visit the group has been well accepted into the community and included within the facilities without any apparent prejudice."

Contact Alison on tel 0191 232 6488 for more information

## **Getting involved in the BIG events**

### Glastonbury Music Festival

Heart n'Soul, the all-singing, all-dancing, all-action music theatre group performed on the theatre stage at the Glastonbury Festival this year. Their ten performers and four musicians delivered a mix of ballads, blues and rock n'roll to a huge crowd of happy festival goers. It was the first time that a learning disabled performance group has been integrated into a mainstream festival of this size and calibre. For their next performances tel 0181 694 1632.

### Hampton Court Flower Show

The Garden Gang is a landscaping company within Richmond Social Services that employs two qualified landscapers and trains 15 workers. They recently became the first group of people with a learning disability to create an exhibit at the Hampton Court Flower Show. Thousands of people visited the exhibit which included a water feature, thousands of pounds worth of plants, sculpture and Indian drums.

## *Building Relationships*

Mary Pipher writes...

"A friend of mine who is a single parent planned a coming-of-age ceremony for her daughter's thirteenth birthday. In the spring, she sent all her women friends who had known the daughter quilt pieces and asked them to draw or stitch a picture on the piece. The picture was to depict an experience the woman had had with the daughter. In the summer, all of these women met the mother and daughter for a weekend of camping, hiking and feasting.

Saturday night around the fire there was a ceremony. Each woman showed and explained her picture. Then she gave the girl a gift - a promise of one way she would help the daughter to grow up. One woman said that she would teach the daughter to garden; another offered to help her write papers and college applications; another could teach her French, and another could help her learn to sail. The girl sat in the middle of the circle beside the fire. She listened to the stories and the offers. The women gave her hugs and congratulations. The next morning in the sunshine, they sewed the quilt together.

## Millennium Awards

About 120 people have obtained a Mencap Millennium Award. The total sum given out amounts to £1.95 million over three years and it is to develop supporters to help the person achieve what they want.

Successful applicants this year range from Peter Allen who has a lifetime ambition to become a volunteer on the Bodmin Steam Railway, to Rebecca Tomlinson who wants to set up a recycling scheme in her area.

*Inclusive Futures*  
49 Northcliffe Avenue  
Mapperley  
Nottingham  
email: batesmp@compuserve.com

## Creating Accepting Communities

This is the title of a brand new publication from MIND. They sent out 10,000 questionnaires and interviewed many witnesses over the last two years to find out about social exclusion and mental health. The 180 page report is available for £9.99 from tel 020 8519 2122.

“But the dreamers of the day are dangerous people for they may act their dreams with open eyes to make it possible.”

T.E. Lawrence

## Measurable Outcomes. Er.....?

These are the 'state of the art outcomes' from special education- quantifiable, objective, operational, small stepped, 'developmental' and wholly meaningless.

### My Older Brother Daryl

18 years old, trainable, but with a learning disability. Been in school 12 years. Has never been anywhere apart from special school. He has had a number of years of individualized instruction. He has learned to do a lot of things!

Daryl can now do lots of things he couldn't do before! He can put 100 pegs in a board in less than ten minutes while in his seat with 95 % accuracy. *But he cannot put coins in a vending machine.*

He can fold a sheet of paper in halves and even quarters. *But he can't fold his clothes.*

He can string beads in alternating colors and match them to a pattern on a card. *But he can't lace his shoes.*

He can sing the ABC's and tell me names of all the letters of the alphabet. *But he can't tell the gents from the ladies toilets when we go to McDonald's.*

He can count to 100 by rote memory! *But he doesn't know how many pound coins to give the checkout worker for a £2.59 purchase.*

He can sit in a circle with appropriate behavior and sing songs and play circle games. *But nobody else in his neighborhood his age seems to want to do that.*

I guess he's just not ready yet.

Adapted from a piece by Preston Lewis in the TASH newsletter, December 1987.

## Training Opportunities

### *Partners in Policy Making - North Staffordshire and London*

North Staffordshire is running an exciting course called 'Partners in Policymaking' that starts in January 2000. We require a few more participants who are either:

- parents of children with disabilities, or
- adults with disabilities.

#### CONTENT

The course provides information, skills development, confidence-building, and the necessary tools to enable people, when they graduate, to become equal participants in the making of policy - in Health, Social, Educational and Voluntary Services. This course is for those who wish to gain a deeper understanding of the issues surrounding disability in our society and to work towards more positive futures for themselves and others.

#### WHO & WHEN

Free of charge for the people of North Staffordshire, two days per month for nine months, Fridays and Saturdays.

#### FOR MORE INFORMATION

Please contact: [Oxana@vppl.freerve.co.uk](mailto:Oxana@vppl.freerve.co.uk)  
OR telephone 01 706 218 400

Circles Network is also running a Partners in Policymaking course for disabled adults and parents of disabled children in London. The course is FREE. There will be nine two day sessions from November 1999 to July 2000. Anybody interested should contact Simon Goldsmith on 01322 614659.

## Skills for Inclusion

is a new 120 hour course designed specifically to equip people working in person centred services with the core values and the essential skills they need. The programme has received funding under Objective 4 of the European Social Fund and the first two courses have already started in Edinburgh and Glasgow. Skills for Inclusion will run 10 times in 1999, providing 250 people with a strong foundation of values, skills and knowledge. Contact SHS on 0131 538 7717 for further information.

## Two hundred people!

Two hundred people joined Jack Pearpoint and Marsha Forest in Nottingham on 15 October for a training day on Inclusion.

## Inclusion Pioneers

The National Development Team is bringing together INCLUSION PIONEERS to learn from one another about how to make inclusion work. We want to gather together a diverse group of people from leisure, employment, education, and voluntary bodies. These people will be eager to listen to one another's stories, translate the lessons into their own context and think hard about what works. Are you a person like this?

Contact the National Development Team on 0161 228 7055 for further information.

The Government has approved plans to close 12 Remploi factories and help the 1,000 disabled workers integrate into jobs in open industry.

## *Getting a life for your children.*

Do you feel that you're having to fight for the everyday things which children in families without disabilities enjoy...

- \* Getting your kid(s) happily settled in their local school
- \* Shopping trips
- \* Visits to: dentist, hairdressers, GP, family & friends
- \* Leisure activities
- \* Holidays
- \* Social times

A small group of Nottinghamshire parents have affiliated to PARENTS FOR INCLUSION. We meet 2nd Monday of the month at 9:30am at: 21, Manthorpe Crescent, Sherwood Vale, Mapperley, Nottingham NG5 4EF. You are welcome to join us. TOGETHER we are working to get a life for our children. For more info ring Caroline 0115 942 6809 or E-mail [sharon@scoffings.force9.co.uk](mailto:sharon@scoffings.force9.co.uk)

## *INCLUSION RESEARCH NETWORK*

The Government's emphasis on combating social exclusion has endorsed the work of academics and practitioners who have been exploring these issues for many years, as well as bringing a host of new players into the field.

The National Development Team has been working to maximise opportunities for the social inclusion of people with learning disabilities for 25 years. We are acutely aware of our need to learn from and share with service users, carers, providers and academics if we are to make the most of the present opportunities. We also need to go 'outside the box' of learning disability services by talking to people who are working with some of the other groups at risk of exclusion.

Despite the high level of current interest in social exclusion and inclusion, there are few forums where researchers can exchange knowledge and ideas, refine proposals for new work and support one another's efforts. As a result, the National Development Team invites you to a lunchtime meeting on 3 December between 10am and 3pm at the School of Psychology at the University of Nottingham. Attendance is free.

The meeting is open to anyone who is actively researching social inclusion or has a research project in mind on the subject. The outcomes of such research would be expected to benefit the quality of life of people who are at risk of being excluded. For example, we would like to hear about studies which examine

- \* supported employment schemes that assist people with disabilities to obtain waged competitive employment
- \* friendship programmes that combat social isolation
- \* access arrangements into mainstream education, sports, cultural amenities etc
- \* the obstacles and barriers which prevent people from fully participating in the wider community

We would like participants to briefly present the inclusion issues that they are currently working on to the group and participate in the ensuing discussion. In addition please bring a brief (100 word) summary in Word on a floppy disc so that we can quickly provide all participants with a synopsis to take away from the meeting. Include your name, organisation and contact details as well as a short description of your work. If contributors' areas of interest fall into distinct sub-groups, then the meeting includes the possibility of spending time in smaller groups. We anticipate that there may be sufficient interest for this meeting to be repeated on a six monthly basis, but the future life and shape of a network will be discussed during the meeting on 3 December.

The meeting is, of course, predicated on the usual respect for intellectual property rights. We see a need for this area of study to expand, and assume that collaborative ventures may be both more exciting and more fruitful than solo efforts. If you know of others who you think would like to attend, please feel free to pass on this invitation to them.

Please telephone Peter Bates on 0410 439 677 if you wish to book a place.