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# ❖ Inclusive Futures ❖

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Volume 1 Issue 1

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## Positive news for stronger communities

### If you are:

- *working with children or adults at risk of social exclusion or segregation*
- *interested in developing your approach to INCLUSION*
- *seeking practical tools to strengthen the inclusion of vulnerable or challenging individuals into communities*
- *wanting contacts and links, or stronger networks of support for you or for your work...*

*then read on!*

### Welcome!

Welcome to the first 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. It is relevant to all those who believe that everyone has a right to belong. There will be contributions from people involved in schools, mental health and learning disability services, museums, colleges, volunteering agencies... in fact, anywhere and anyone who is working for inclusion. We have distributed over 500 copies. Please write in if you have any contributions for future newsletters (50 words please!), or if you have any

mailing list additions, deletions or amendments. Write to *Inclusive Futures*, 49 Northcliffe Avenue, Mapperley, Nottingham, or Email [batesmp@compuserve.com](mailto:batesmp@compuserve.com).



Identify your north star. It will be a light for you to steer by, and help you travel in the right direction. You will never land on it - the dream is always ahead of you.

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## Jack and Marsha in Nottingham

**M**ay 15th saw 180 people gather for a conference with Marsha Forest and Jack Pearpoint. The theme was "Inclusion for Everyone" and we were taken through some of the basic values which lie behind all strong inclusion work. Highlights from the feedback forms were comments like...

Chaplain: 'I love the way people, we ourselves and people they talked about, have been at the centre and the heart of the conference.'

Teacher: 'I came last year as an individual and this time brought my circle with me! Together we're better!'

Youth Worker: 'My journey has started along the road to inclusion. Thanks for the inspiration.'

Teacher: 'The tools for inclusion were most useful.'

Adult Services Worker: 'This has inspired me to work harder on inclusion in my community, starting with the person in the mirror. Thanks!'

## A Credo for Support

**D**o not see my disability as the problem.

Recognise that my disability is an attribute.

Do not see my disability as a deficit.

It is you who see me as deviant and helpless.

Do not try to fix me because I am not broken. Support me. I can make my contribution to the community in my own way.

Do not see me as your client. I am your fellow citizen. See me as your neighbour. Remember, none of us can be self sufficient.

Do not try to modify my behaviour. Be still and listen. What you define as inappropriate may be my attempt to communicate with you in the only way I can.

Do not try to change me, you have no right. Help me to learn what I know.

Do not hide your uncertainty behind “professional” distance. Be a person who listens, and does not take my struggle away from me by trying to make it all better. Do not use theories and strategies on me. Be with me. And when we struggle with each other, let

that give rise to self-reflection.

Do not try to control me. I have a right to my power as a person. What you call

*This was written by North American advocates for inclusion, Norman Kunc and Emma Van der Klift.*

non-compliance or manipulation may actually be the only way I can exert some control over my life.

Do not teach me to be obedient, submissive and polite. I need to feel entitled to say No if I am to protect myself. Do not be charitable towards me. Be my ally against those who exploit me for their own

gratification.

Do not try to be my friend. I deserve more than that. Get to know me. We may become friends.

Do not help me, even if it does make you feel good. Ask me if I need your help. Let me show you how you can best assist me.

Do not admire me. A desire to live a full life does not warrant adoration. Respect me, for respect presumes equity.

Do not tell, correct, and lead. Listen, support, and follow.

Do not work on me. Work with me.

## Enhancing Community Capacity

**T**he Nottingham Community Connections Project (0115 967 1794) is working on inclusion with people in touch with mental health services. They have found that lots of people in the community want to welcome others but don't know how. In response to this, mental health survivors and professionals have been working together to offer mental health awareness training. This challenges prejudice and builds up community capacity. In the last year, the Community Connections Project has trained over 400 people, including the Police, the Council for Voluntary Service, and Volunteer Bureau staff.

## Parents supporting parents

**S**haron Scoffings (tel 0115 962 1234) has launched a local support group in Nottingham for parents of children who have been given an autism label and are trying to make it in mainstream school. Sharon said this about the first meeting...

SPACE in mainstream is a Parent for parents support group. We aim to support those families with primary age children who have been labelled with Autistic Spectrum Disorders through their life and education at mainstream schools.

18 parents attended our first meeting on 7th May. Parents of children with autism said how isolated they feel in putting their children through mainstream education - isolated from

- the parents of 'normal' children,
- parents of children with other disabilities
- parents of other children with ASD disabilities - who are most likely to be able to provide mutual support.

Unlike parents of children attending specialist schools who may have regular

contact with other parents having similar experiences and facing similar problems, parents of autistic children in mainstream schools often find themselves very much alone and value contact with other parents in similar circumstances.

We all recognise that our children are individuals and different and that they therefore need individual

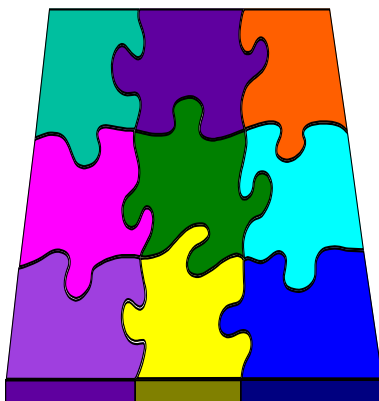
### ***Support for Parents and carers of Autistic Children Educated in MAINSTREAM***

learning plans, levels of support and arrangements within the schools that they attend.

As a whole the group is very positive about the principle of inclusion. Some of us wanted our children to be educated in mainstream, others have felt that they had to go via mainstream but really wanted specialist education. All feel a clear need for support from those going/gone through the same experiences.

### Anyone for a Beer?

**P** Please come to an ***informal evening*** get together with others who are working for Inclusive Futures. It will be held at the Regent's Bar, Moat House, Mansfield Road, Nottingham on July 4th 1998 from 7.30pm. Bring



friends, meet friends! Phone the Moat House on 0115 935 9988 and tell the conference office if you want a bar meal. It is a public bar, so there won't be big lectures, but just a chance to meet others and exchange some stories of both successes and failures in your work for inclusion.

## Conferences past and future

**A**ngela Valeo and Gary Bunch from York University, Toronto visited Nottingham University on 4th and 5th June to talk about the educational consequences of including all children in ordinary classrooms. Their recent research has shown that all children make more academic progress, enjoy school more and make better relationships in integrated classes.

Gerv Leyden attended and commented, "Some of Gary's most interesting recent Canadian research is into teacher attitudes about inclusive education - teachers from both mainstream and special educational systems.

Not surprisingly, many teachers believed that without sufficient support inclusion is too difficult to achieve. Yet teachers, classmates and parents also told of the value in bringing all students together in their local mainstream classrooms.

In their overall evaluation of the research Gary and Angela concluded 'practice such as that occurring every day in many schools, demonstrates that inclusion is sound educational practice.'

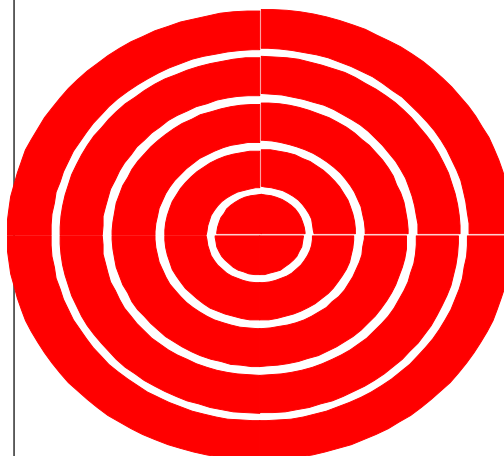
'Inclusive Futures' are planning further visits from Jack Pearpoint and Marsha Forest in 1999. There will be further courses providing 'Inclusive Tools' - watch out for more information in the next edition of this newsletter, or write directly to 'Inclusive Futures', 49 Northcliffe Avenue, Mapperley, Nottingham.

Profit from the 1998 conference with Jack and Marsha pays for this newsletter - for a time!

The Nottingham Community Connections Project are planning a Celebration of Inclusion for November 1998. We invite you to join in the planning and organising to make this a really special day for all sections of our community. Contact Susie on 0115 967 1794.

## Circles of Support

**W**e all need a circle of people who love us and help us achieve our dream. Circles Network UK is an independent



organisation committed to disseminating 'Circles of Support' as a vital approach. They have training courses from time to time. Contact Mandy Neville on 0117 939 3917.

## A job, a wage, and work colleagues - why not?

**S**upported Employment is about a real job in a real workplace for a real salary. A Job

### Coach

analyses the tasks needed for successful completion of the work, and then stays with the new employee in the workplace. The Coach offers support to the new worker to help them do the bits they can, and also gradually trains them to do the rest.

The Coach starts by being there all day every day and gradually fades into the background as the new worker develops skills, confidence and friendships with co-workers. It might take more than a month of full time work for that one person, but it gets them earning a wage, so is cheaper than a day centre place.

This is a very specific kind of approach, which uses a strategy called TSI. The Employment Service have thrown some people off the scent by calling ALL their projects for people with disabilities 'supported employment' - so do check. Ask for job coaching.

It has been going for more than twenty years in America and there are now over 200 Supported Employment projects in the United Kingdom.

Cheshire Social Services have set up a national training course leading to a Diploma in Supported Employment (DipSE is not just a tellytubby!). A hundred people have qualified, on the course which averages 10 hours study a week for a year.

The diploma is validated by Oxford University. More info at pat.mcneil@ dipse.org.uk or telephone 01606 301 027. Or write to Pat McNeil, Course Administrator, National Co-ordinating Centre, Cheshire County Council Supported Employment Service, Central Offices, Hartford Business Centre, Chester Road, Hartford, Cheshire CW8 2AB.



**REMPLOY** are just starting a Supported Employment project in Nottingham. Alison Ward is leading the project and can be contacted on 0116 270 9612 or at 211 Knighton Church Road, Leicester LE2 3JP.

## A conference on employment

**S**omerset Social Services Department are running an innovative project which creates employment opportunities for people who are disabled. They are running a conference called "Welcome to Work" in Bridgwater on 30 June 1998. Cost £145 +VAT. Contact 01273 623222.

## Further education makes a difference

**J**ane Stirling has checked out whether people with mental health problems are getting into ordinary college classes alongside other Nottingham citizens. We asked her to capture the main messages from her Master's dissertation in a few words. Jane writes...

Ten students who had been attending Clarendon College before 1996 and had re-enrolled in September 1997 participated in my study. This enabled me to track student's learning and examine if progression to mainstream classes had been made. I made no distinction between courses that led to qualifications and those that did not. All the respondents had experienced mental health problems for between 3 and 19 years and were receiving ongoing specialist support.

My findings suggest that there were two key factors in facilitating progression to mainstream classes. These were:

- the quality of the learning experience
- the growth of confidence.

Of the 10 respondents:

- two were already in mainstream classes

*People did choose to move from supportive learning into mainstream classes, as long as support was present.*

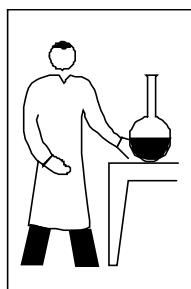
- three were intending to enrol in September 1998
- three wished to start mainstream classes but were unsure if they were ready.
- The remaining two were settled in specialist classes for people with mental health problems.

Conclusions include:

- with good support, people with mental health problems can enjoy a positive learning experience
- people did choose to move from supportive learning to mainstream classes, as long as support was present and they could go at their own pace
- all students reported improved mental health and quality of life since becoming students.

## International studies on inclusion

**G**ary Bunch from York University, Toronto hopes to establish an international collaboration to investigate and research inclusion. He has already held initial discussions with Andy Miller and Gerv Leyden at the University of Nottingham as well as other UK contacts. We hope Andy and Gerv will have more to tell us in the next issue.



The Institute on Disability, at the University of New Hampshire have a great internet website on inclusion. Check out <http://iod.unh.edu>

## The National scene...

### **R** EDUCING EXCLUSION

*The Government's Social Exclusion Unit have just published their proposals on school exclusions. Some of the highlights include:*

- *By 2002 there should be a one third reduction in exclusions*
- *The government plans to give exclusions guidance statutory force, giving new grounds for appeal against exclusions*
- *The Department of Education and Employment will produce proposals for measures to target funds on schools which carry out preventive work with children at risk of exclusion and schools which receive excluded children.*



A number of local education authorities across the country are planning and implementing inclusive policies and practices, with the London Borough of Newham leading the way. They hope to be able to offer a mainstream school place for all children in the early years of the Millenium. Further information on progress in Newham and other 'leading edge' LEAs can be obtained from Mark Vaughan at The Centre for Studies on Inclusive Education, 1 Redland Close, Elm Lane, Redland, Bristol BS6 6UE. Tel 0117 923 8450

### ***What other news do people have?***

MIND are conducting a consultation on social exclusion over the summer and want to hear from people who have experienced exclusion because of their mental health problems, and also from people who have been welcomed into inclusive communities, and projects which have provided support for this. Contact Christine Shepherd on 0171 490 0811 and she will tell you how to submit evidence. We must give them some success stories!

### **Volunteering opens its doors**

**T**he National Association of volunteer Bureaux say that there are over 50 staff employed in bureaux around the country to provide extra support to people wanting to become volunteers.

Frances Chadwick is setting up a project in Staffordshire, based at the Volunteer Bureau in Leek. It aims to offer support to people so that they can become volunteers in the wider community. It is open to people with a mental health problem, a learning disability or a physical or sensory impairment. She would like to hear from anyone doing similar work, particularly in a rural area. Call her on 01538 381 356.

## Museums for everyone

**J**ocelyn Dodd is Access Manager for Nottingham City Museums and Art Galleries and leads a team whose work is to make museums accessible to groups within the community who have traditionally had least access to these cultural resources.

After attending the Inclusion conference in Nottingham, Jocelyn was interested in looking at the way in which not just schools, health and social services can be inclusive, but also the role of museums and galleries as inclusive organisations. Jocelyn has recently co-authored with Richard

Sandell a publication entitled *Building Bridges: A Practical Guide to Audience Development in Museums* which was commissioned by the Museums and Galleries Commission.

Please ring Jocelyn on (0115) 915 3691 if you would like to explore the idea of inclusive museums or are interested in using the museum with specific groups.

## The importance of the dream

**O**ne day in the early 1970s, just after Disneyworld opened, Mike Vance was walking down Main Street USA with a young executive. The young man looked around in awe and then said to Mike, "What really galls me is that Walt didn't live long enough to see this." "Of course he saw it", replied Mike, "That's why it's here!"

## Books and stuff

Colin Newton and Derek Wilson are educational psychologists in Nottingham City and are about to have a book published called "**Circles of Friends: Peer Support and Inclusion**". The book shows how building a child's circle of friends can increase their sense of belonging whilst reducing the incidence of disruption. The approach contributes to improved classroom performance and strengthens friendships, personal relationships and growth.

It can be ordered for £11.95 + £2.95 postage and packing from Justine Harrison, Folens Publishers, Albert House, Apex Business Centre, Boscombe Road, Dunstable, LU5 4RL Circles of Friends and approaches to peer mentoring can be accessed direct from the Nottingham Community Educational Psychology website at <http://www.innotts.co.uk/~colinn/epsweb.htm>.

*You can get a catalogue of books and training videos from Inclusion Distribution, 29 Heron Drive, Poynton STOCKPORT SK12 1QR. Phone or Fax: 01625 859146 e-mail: 100411.525@compuserve.com Many of the items are published by Inclusion Press. You can visit their web site at <http://www.inclusion.com>*

## And finally...

Please send your contributions for issue 2 of the Inclusive Futures newsletter by 16th October. You can write to

Inclusive Futures  
49 Northcliffe Avenue  
Mapperley  
Nottingham

Or Email to  
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or [dell@innotts.co.uk](mailto:dell@innotts.co.uk)

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