



# Social Inclusion Training Pack



National Development Team for inclusion

## About the Social Inclusion Training Pack

The Social Inclusion Training Pack (SITP) comprises a wallet containing two sets of cards, this booklet and a sample Worksheet. A few cards describe some training exercises that will help you understand the ideas behind the SITP. The remainder of the cards describe different strategies for promoting inclusive lives. Each of the strategy cards contains a definition of the strategy, one or more stories to bring the strategy to life, some hints about how to use it well and some hazards to avoid. Many of the strategies include references to other literature, and you will find the full reference list at the end of this booklet.

This document explains how to use the exercises and the SITP strategy cards and covers the following:

- About the Strategies
- Overview of the seven sections
- Index of Strategies, listed by section
- References and documents quoted in strategies.

The SITP has been developed by Peter Bates, Head of Mental Health and Community Inclusion at NDTi. It was extensively tested in training sessions all around the United Kingdom, and continues to evolve. A software version was tried in 2006, but many people found difficulties in getting access to the technology. The SITP was first published in 2009, and revised for 2010 with 5 new strategy cards and 32 other cards revised to include new material.

## About the Strategies

1. The strategies have been collected by the NDTi, but are based on -
  - Resources that have been developed by other people within the context of health and social care (e.g. on person-centred planning)
  - Social inclusion activities that we have seen being used by staff in health and social care services
  - Resources and working methods that have originated outside the context of health and social care (for example in employment or education) that are relevant to the promotion of social inclusion
2. The list of strategies is extensive, but we do not claim that it is exhaustive. It is likely that more strategies will be added, and incorporated in future versions of the SITP. Suggestions for new strategies will be welcomed.
3. Many stories have been collected that concern people who have used mental health and learning disability services. However, we believe that the strategies and the SITP can be used to benefit people who belong to other groups at risk of social exclusion.
4. The inclusion of a strategy does not imply that the NDTi recommends it as an effective way to achieve social inclusion. It simply means that we have seen it being used for that purpose, and / or accept that in some situations it may be an appropriate activity. As the Hints and Hazards section for each strategy suggests, the value of a strategy has to be assessed in relation to each person and / or community resource. Its effectiveness will depend on how well it is used.
5. The strategies are sub-divided into 7 categories or sections, as detailed overleaf.



## Overview of the Seven Sections

### Section 1: Getting to know the person

A thorough understanding of the individual is the essential starting point in any attempt to assist a person to engage in community life. Traditional assessment tools used by health and social care services may reveal little about the person as a community member and so these cards offer a number of inclusion-focused approaches.

Section (a) is called looking at the whole of life and offers a number of person-centred approaches. The term 'person-centred' has become very popular recently, but is used in different ways. Here we mean a process that has at its heart the whole-life aspirations of the person, that has its home in unpaid rather than professional relationships and is all about building a great community for everyone.

In using any of these approaches, we need to beware of using person-centred planning to create new case records without restructuring organisations in order to deliver individualised opportunities to people. All person-centred planning approaches expect people to use the format themselves to explore their own routines, supports and ambitions before attempting to plan with another person.

Section (b) narrows the focus to look at one particular aim. Perhaps the person wants to get a paid job or start working as a volunteer. These individual aspects of life, such as education, employment or arts, are referred to as life domains in the following examples.

Once the person has indicated in their person-centred plan that they wish to become a student or join a church (for example) a more detailed investigation of that aim is needed. Section (b) contains some of the strategies that address this issue.

The final part of this section offers a number of questions and perspectives that can provide useful insights in getting to know the person better.

### Section 2: Getting to know the community

In section 2 we move on to look at what is going on in the local community. The first subsection is called looking around the streets and offers a number of ways to locate the places where people meet and do things together. Once Under one roof – section b) it is important to learn as much as possible about the range of activities and groups that use this building. The section concludes in sub-section (c) with some individual insights and questions that help in community mapping.

Sub-sections:

2a Looking around the streets

2b Under one roof

2c Useful questions

### Section 3: Building capacity in health and social care

People working in the health and social care industry have been so busy arranging treatments and fixing up care packages that they have had little time to pay attention to the natural community. So anyone who tries to build community connections needs to engage health and social care staff in the process. They need to understand that it is important for people to connect to natural communities and redesign their work patterns so that they foster participation.

Sub-sections:

3a Competent staff

3b Organising care

3c Arranging activities

## **Section 4: Building capacity in communities**

If people are not welcoming, then moving into the community can be like moving into a beautiful prison. There are people out there who can help, if only someone tells them what will help. Whilst communities are full of people who welcome others and celebrate diversity there is always room for growth. Section 4 offers a number of ways to stimulate that growth.

Sub-sections:

4a Training

4b Reasonable adjustments

## **Section 5: Support for other aspects of life**

Sometimes efforts to get connected with community opportunities founder because something else goes wrong. Financial problems, a stressful home life or a bereavement can all threaten the community connection. So this section looks at how to bring social inclusion together with support for families, friends and other aspects of life.

Sub-sections:

5a Formal arrangements

5b Making the most of each contact.

## **Section 6: Getting there and settling in**

After developing a rich picture of the person and their community and working to strengthen both, the time has come to get started on the community opportunity itself. This section offers a number of ways in which to support the person to match up their goals with community opportunities, travel to the venue, say hello and get started.

Sub-sections:

6a Preparing to start

6b Travelling

6c Arriving

## **Section 7: Sustaining participation**

Many things in life are easier to start than to sustain. The final section addresses this issue by looking at what happens after the first visit or two is over.

Sub-sections:

7a Doing it together

7b Getting stuck in

7c It all comes naturally



## Index of Strategies, Listed by Section

### 1 Getting to Know the Person

- 1a1 Personal Futures Planning
- 1a2 MAPS
- 1a3 PATH
- 1a4 Essential Lifestyle Planning
- 1a5 WRAP
- 1a6 Life Story Book
- 1b1 Domain-specific Assessment
- 1b2 Employment Profile
- 1b3 Checklist of Activities
- 1b4 CV
- 1b5 Motivational Interviewing
- 1b6 Goal Orientated Counselling
- 1b7 Job Coaching
- 1c1 Unique and Individual Work
- 1c2 Hearing
- 1c3 Dreams
- 1c4 Aspirations and Limitations
- 1c5 Been There, Done That
- 1c6 Old Pleasures
- 1c7 Active Ingredients
- 1c8 Fear

### 2 Getting to know the community

- 2a1 Community Mapping
- 2a2 Experts
- 2a3 Visit Places
- 2a4 Advertise
- 2b1 Understanding One Place
- 2b2 Ecological Inventory
- 2b3 Consider Everyone There
- 2b4 Unwritten Rules
- 2b5 Existing Extra Support System
- 2b6 Requirements of Participation
- 2b7 Special Needs
- 2c1 Fashion
- 2c2 Benefactor
- 2c3 Perks
- 2c4 Progression Routes

### 3 Building capacity in health and social care

- 3a1 Values Training for Care Staff
- 3a2 Inclusion Skills Training for Staff
- 3a3 Quality Assurance System
- 3b1 Care Planning Meetings
- 3b2 Primary Healthcare Needs
- 3b3 Retain Access to Support
- 3b4 Follow Up
- 3c1 Ordinary Life Parallel
- 3c2 Merge Two Groups
- 3c3 Deliberately Integrated Group
- 3c4 Guest Contributions
- 3c5 Day Centre
- 3c6 Group in a Community Venue

### 4 Building capacity in communities

- 4a1 Communication Across Sectors
- 4a2 Opportunity Providers Network
- 4a3 Secondment
- 4a4 Cross-agency Mentoring
- 4a5 Inclusion Training
- 4a6 Authorship
- 4a7 Address Negative Ideas
- 4a8 Demand Compliance
- 4a9 Win Over
- 4b1 Capacity-Building
- 4b2 Accommodation
- 4b3 Access
- 4b4 Differentiation
- 4b5 Subsidy
- 4b6 Nomination Rights
- 4b7 Taster Sessions
- 4b8 Running Community Organisations
- 4b9 Create a New Venue
- 4b10 Carving

**5****Support for other aspects of life**

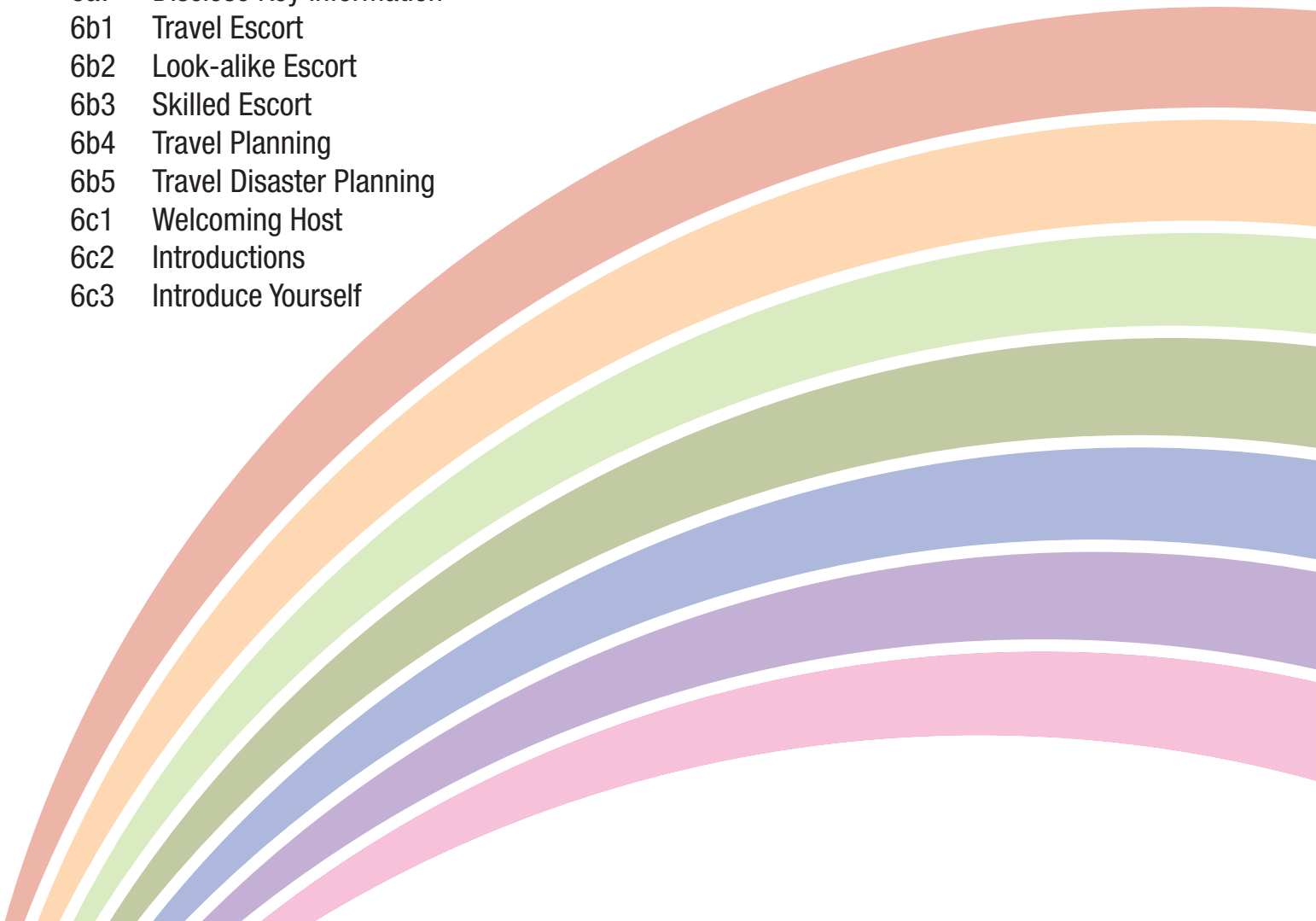
- 5a1 Circle of Friends
- 5a2 Support Group
- 5a3 Befriending
- 5a4 Extra Support and Crisis Plan
- 5a5 Signposting
- 5b1 Help Relatives Get On Board
- 5b2 Helping Friends Get On Board
- 5b3 Interpretation
- 5b4 Local Area Co-Ordination
- 5b5 PLAN
- 5b6 Microboard

**6****Getting there and settling in**

- 6a1 Bridge Building
- 6a2 Guide
- 6a3 Matching
- 6a4 Getting Ready to Participate
- 6a5 Build Confidence
- 6a6 Systematic Instruction
- 6a7 Disclose Key Information
- 6b1 Travel Escort
- 6b2 Look-alike Escort
- 6b3 Skilled Escort
- 6b4 Travel Planning
- 6b5 Travel Disaster Planning
- 6c1 Welcoming Host
- 6c2 Introductions
- 6c3 Introduce Yourself

**7****Sustaining participation**

- 7a1 Cabaret Table Group
- 7a2 Mutual Support
- 7a3 Community Buddy
- 7a4 Participate Together
- 7a5 Hold Back
- 7b1 Join
- 7b2 Arrange the Activity
- 7b3 Partial Participation
- 7b4 Attendance
- 7b5 Taper Up
- 7b6 Repair the Activity
- 7b7 Taper Down
- 7b8 Mentor
- 7b9 Restorative Justice
- 7b10 Mediation
- 7c1 Natural Supports
- 7c2 Validate



## References

- AIOSEP (2003) International competencies for educational and vocational guidance practitioners. Available at: <http://crccanada.org/crc/files/competencies-English%Druckversion2.doc> Accessed 3 March 2005
- Amado, A.N., Conklin, F. & Wells, J. (1990) *Friends: A manual for connecting persons with disabilities and community members* St. Paul, Minnesota: Human Services Research and Development Centre
- Amado, A.N., (ed) (1993) *Friendships and Community Connections between People with and without Developmental Disabilities* Baltimore: Paul H Brookes.
- Anselmo, Edward F., Coogle, Constance L, & Wood, Joan B. (1997) *Partners: Building inter-system co-operation in aging with developmental disabilities* Richmond, Virginia: Virginia Center on Aging, Virginia Commonwealth University.
- Aylward, N. (2003) *Looking forward to Thursdays; Effective learning for young adults with mental health difficulties* Leicester: The National Youth Agency.
- Baines, B. Relief of suffering at the end of life: looking beyond pain Paper given at the American Academy of Hospice and Palliative Medicine Convention. June 29, 2000, Atlanta, Georgia.
- Bates, P. (2000) *Introducing Circles of Friends* A Life in the Day 4,4: 20-22
- Bates, P. (2002) *A Real Asset: A manual on supported volunteering* Manchester: National Development Team.
- Bates, P. (2007) *With inclusion in mind* Edinburgh: Scottish Government.
- Bates, P (ed) *Working for Inclusion* London: The Sainsbury Centre for Mental Health.
- Bates, P. and Butler, S. *Community Connections and Creative Mental Health Practices* in Butler, S and Lymbery, M. (2004) *Social Work Ideals and Practice Realities*. Basingstoke: MacMillan.
- Bates, P & Davis, F.D. (2004) *Social capital, social inclusion and services for people with learning disabilities* *Disability and Society* 19, 3: 196-207
- Beard, M.L. (1992) *Social Networks Psychosocial Rehabilitation Journal* 16, 2: 111-116.
- Befriending Network Scotland (2009) *Befriending Code of Practice* Edinburgh: Befriending Network Scotland.
- Beyer, S & Kilsby, M (1997) *Supported Employment in Britain* London: Department for Education and Employment.
- Bond, G.R. (2004) *Supported employment: Evidence for an evidence based practice*, *Psychiatric Rehabilitation journal*, 27, 345-359.
- Booth, T., Ainscow M., Black-Hawkins, K., Vaughan. M. & Shaw, L. (2000) *Index for Inclusion; developing learning and participation in schools* Bristol: Centre for Studies in Inclusive Education.
- Boyle, D. (2004) *Coaching for Recovery; a key mental health skill* *A Life in the Day* 8, 1: 23-27
- Chappell, A.L. (1992) *Towards a sociological critique of the normalisation principle* *Disability, Handicap and Society* 7, 1: 35-51
- Copeland M.E. & Allott, P.K. (ed) (2005) *Wellness Recovery Action Plan* Sefton: Sefton Recovery Group.
- Crowther, R., Bond, G., Huxley, P. & Marshall, M (2000) *Vocational rehabilitation for people with severe mental disorders* in *The Cochrane Library*, Issue 3, 2000 Oxford: Update Software.
- Davis, F.D. (2002) *Extracts from the philosophy statement of a socially inclusive mental health service*. Pages 233-4 in Bates, P. (ed) (2002) *Working for Inclusion* London: The Sainsbury Centre for Mental Health.
- Department of Health (2002) *Action for Health – Health Action Plans and Health Facilitation: Detailed Good Practice Guidance on Implementation for Learning Disability Partnership Boards* London: Department of Health. Available at <http://www.valuingpeople.gov.uk/documents/hapimp.pdf> accessed 20 October 2005.
- Disability Rights Task Force (1999) *From Exclusion to Inclusion* London: Department for Education and Employment.
- Dodd, J. & Sandell, R. (eds) (2001) *Including Museums; Perspectives on museums, galleries and social inclusion* Leicester: RCMG, University of Leicester.

- Ducharne, G., Beeman, P., DeMarrasse, R & Ludlum, C. (1994) Building community one person at a time: One candle power in Bradley, V.J., Ashbaugh, J.W. & Blaney, B.C. (eds) (1994) Creating individual supports for people with developmental disabilities: A mandate for change at many levels Baltimore: Paul H. Brookes.
- Early, D.F. (1960) The Industrial Therapy Organisation (Bristol): A Development of work in hospital *Lancet* (1960), October 1, 2: 754-757.
- Edgerton, R.B. (1993) *The cloak of competence* Berkeley, California, USA: University of California Press.
- Employer's Forum on Disability. A range of resources is available at <http://www.employersforum.co.uk/www/index.htm> accessed 16 October 2005.
- Employer's Organisation for Local Government (2002) Making Sense of Change – Saying Goodbye to 'Initiative Fatigue' [http://www.lgemployers.gov.uk/documents/od/organisational\\_development.pdf](http://www.lgemployers.gov.uk/documents/od/organisational_development.pdf) accessed 20 October 2005.
- Etmanski, A. (2003) *A Good Life: for you and your relative with a disability* British Columbia: Orwell Cove and Plan Lifetime Advocacy Network.
- Evans, G., Felce, D., de Paiva, S. and Tood, S. (1992) Observing the delivery of a domiciliary support service *Disability, Handicap and Society* 7, 1: 19-34.
- Falvey, M., Forest, M., Pearpoint, J. & Rosenberg, R. (1994) *All my life's a circle: Using the tools: Circles, MAPS and PATH* Toronto: Inclusion Press.
- Federation for Community Development Learning (2003) National Occupational Standards for Community Development Work Available for download at [www.communitydevelopmentlearning.org.uk](http://www.communitydevelopmentlearning.org.uk) accessed 4 March 2005.
- Felce, D. (1998) Evaluating the extent of community integration following the provision of staffed residential alternatives to institutional care *Irish Journal of Psychology* 9, 2: 346-360.
- Firth, H. and Rapley, M (1987 revised 1989) *Making Acquaintance* Northumberland Health Authority District Psychology Service.
- Fox, K. (2004) *Watching the English: The hidden rules of English behaviour* London: Hodder.
- Further Education Funding Council (1996) *Inclusive Learning: Report of the learning difficulties and/or disabilities committee* (chaired by Professor John Tomlinson) Coventry: FEFC/MHSO.
- Gilbert, T. (1993) *A Systematic Approach To Care In Bridgen*, P. & Todd, M. *Concepts in Community Care For People With A Learning Difficulty* Basingstoke: MacMillan.
- Goffman, E. (1961) *Asylums: essays on the social situation of mental patients and other inmates* Hammondsworth: Penguin.
- Gold, Marc, Information about Job Coaching and other legacies of Marc Gold can be found at <http://www.marcgold.com/index.html> accessed 16 October 2005.
- Gross, H. & McGregor, G. (undated) Life Skills Program School District of Philadelphia Office for School Operations, Divisions of Special Education. Available at [www.phila.k12.pa.us/offices/oss/services/docs/Part1secondary.doc](http://www.phila.k12.pa.us/offices/oss/services/docs/Part1secondary.doc) accessed 3 March 2005.
- Guy, J. (2001) A personal perspective in Dodd, J. & Sandell, R. (eds) (2001) *Including Museums: Perspectives on museums, galleries and social inclusion* Leicester: RCMG, University of Leicester.
- Harper, Linton – personal communication, January 2005. Contact Linton Harper, Project Administrator, Jobs in Mind, 15-20 Bruges Place, Baynes Street, London NW1 0TF. Tel: 020 7428 5999. [jobsinmind@btconnect.com](mailto:jobsinmind@btconnect.com).
- Hewitt, H. (2006) *Life Story Books for people with learning disabilities: a practical guide* Kidderminster: British Institute of Learning Disabilities.
- Hemmings, S. & Morris, J. (2004) *Employing people with learning disabilities: A handbook for employers* York: Joseph Rowntree Foundation.
- Hendrix, E. (1981) The fallacies in the concept of normalisation *Mental Retardation* 19, 6: 295-296.
- Hopkins, B. (2004) *Just Schools: A Whole School Approach to Restorative Justice*. London: Jessica Kingsley Publishers.
- Inge, K.J. & Dymond, S. (undated) *Challenging behaviours in the workplace: Increasing one*



- student's access to community-based vocational instruction using a changing criterion design. <http://www.vcu.edu/rrtcweb/techlink/iandr/voproj/chap3/intro.html> accessed 3 March 2005.
- Johnson, S. (2004) The positives and negatives of service user led training – from a service user perspective *A Life in the Day* 8, 4 : 19-23.
- Kennedy, J., Sanderson, H. & Wilson, H. (2002) *Friendship and Community* Manchester: North West Training and Development Team.
- Kern, R.S., Green, M.F., Mintz, J. & Liberman, R.P. (2003) Does 'errorless learning' compensate for neurocognitive impairments in the work rehabilitation of persons with schizophrenia? *Journal of Psychological Medicine* (2003) April, 33, 3 : 433–42.
- King's College London (2007) *Towards Mental Health; Health Service and Population Research at the Institute of Psychiatry* Number 2, 2007, P11: Can crisis plans reduce coercion?
- Leach, S. (2002) *A Supported Employment Workbook* London: Jessica Kingsley.
- Lee, M., Storey, K., Anderson, J., Goetz, L. & Zivolich, S. (1997) The effect of mentoring versus job coach instruction on integration in supported employment settings. *Journal of the Association for Persons with Severed Handicaps* 22,3 : 151–158.
- Lord, J. and Pedlar, A. (1991) Life in the Community: Four Years After the Closure of an Institution *Mental Retardation* 29, 4 : 213-221.
- Lutfiyya, A.M. (1991) *Tony Santi and the Bakery. The roles of facilitation, accommodation and interpretation* Syracuse University: Center on Human Policy.
- Mather, J. & Atkinson, S. (2003) *Learning Journeys* Leicester: National Institute of Adult Continuing Education (England and Wales).
- McIntosh, B. & Whittaker, A. (eds) (1998) *Days of Change* London: King's Fund.
- McKnight, J. (1995) *The Careless Society: Community and its counterfeits* New York: Basic Books.
- McLoughlin, C.S., Garner and Callaghan, M. (1987) *Getting Employed, Staying Employed: Job development and training for persons with severe handicaps*. London: Paul H. Brookes.
- Mencap (1999) *Living in Fear* London: Mencap.
- Mount, Beth and Zwernik, Kay (1989) *It's never too early, it's never too late. A booklet about personal futures planning* Minnesota Governor's Planning Council on Developmental Disabilities. Download from <http://www.mnddc.org/extra/publications.htm>
- Mungovan, A. & Quigley, F. (2003) *Choosing your path. Disclosure: It's a personal decision* University of Western Australia. Download from <http://sites.uws.edu.au/rdlo/disclosure/> accessed 3 March 2005.
- National Social Inclusion Programme, CSIP (2007) *Capabilities for Inclusive Practice*: Department of Health.
- Newton, Colin & Wilson, Derek (1999) *Circles of Friends* Dunstable: Folens.
- O'Brien, J. and Lyle O'Brien, C. (1996) *Members of each other: building community in company with people with developmental disabilities* Toronto: Inclusion Press.
- ODPM (2004) *Mental Health and Social Exclusion* London: Office of the Deputy Prime Minister.
- Pearpoint, Jack (1990) *From Behind the Piano: The building of Judith Snow's unique circle of friends* Toronto: Inclusion Press.
- Popperwell, i. (2006) Political or parental? Are financial subsidies an appropriate part of socially inclusive mental health services? *A Life in the Day* May/June.
- Pozner, A. and Hammond, J. (1993) *An Evaluation of Supported Employment Initiatives for Disabled People* Sheffield: Employment Department Research Series No. 17, HMSO.
- Pringle, A. (2004) Can watching football be a component of developing a state of mental health for men? *Journal of the Royal Society for the Promotion of Health* (2004), 124, 3: 122-128. <http://www.rsph.org/press/2004/19JuneJRSH.asp>

- Pugh, R. (2007) Dual relationships: personal and professional boundaries in rural social work. *British Journal of Social Work* vol. 37 pp 1405-1423.
- Pulchaski, C. & Romer, A. Taking a spiritual history allows clinicians to understand patients more fully. *Journal of Palliative Medicine* (2003), 3: 129-37.
- RADAR (2004) Touchstone. How to set up a mentoring scheme with disabled people <http://www.radar.org.uk/RANE/Documents/mentoring%20brochure.pdf> accessed 20 October 2005.
- Rinaldi, M., Perkins, R., Hardisty, J., Harding, E., Taylor, A. & Brown, S. (2004) What we have learnt about the implementation of a User Employment Programme within a Mental Health Trust *A Life in the Day* 8, 4: 9-14.
- Roberts, Ruth S. & Sutton, Evelyn ran Project Access at the University of Akron, Ohio from 1986 to 1993.
- Rogan, Pat (1993) *Toward Integrated Employment for All* Syracuse University: Center on Human Policy.
- Rollnick, S. & Miller, W.R. (1995) What is motivational interviewing? *Behavioural and Cognitive Psychotherapy* (1995), 23: 325-334.
- SAMHSA  
<http://www.mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/cooccurring/workbook/chapter10.asp> accessed 24 February 2005.
- Schalock, R.L. & Lilley, M.A. (1986) Placement from community-based mental retardation programmes; how well do clients do after 8 to 10 years? *American Journal of Mental Deficiency* 90, 6: 669-676.
- Scottish Government (2008) *National Guidance on the Implementation of Local Area Co-ordination* Edinburgh: Scottish Government.
- Sheehan, Antony. Story told at the NIMHE annual conference June 2004.
- Simon, R. (2003) *Riding the bus with my sister* New York: Plume Books. Extracts are available at [www.rachelsimon.com](http://www.rachelsimon.com)
- Skill (2004) *Looking for Work: Disclosing Disability* London: Skill. Available as a download from [http://skill.org.uk/info/infosheets/emp\\_disclose.doc](http://skill.org.uk/info/infosheets/emp_disclose.doc) accessed 3 March 2005.
- Smull, Michael and Harrison, S. (1992) *Supporting People with Severe Reputations in the Community* Alexandria, Virginia: National Association of State Mental Retardation Program Directors.
- Spirituality Action Team at Friendship Inc, ND (2004) *Assessment of Spiritual Strengths Religion and Spirituality Quarterly*, (2004), Fall.
- Storey, K. & Certo, N. (1996) Natural supports for increasing integration in the workplace for people with disabilities: a review of the literature and guidelines for implementation *Rehabilitation Counselling Bulletin* 40(1): 62-76.
- Suffolk County Council (2002) *Aspiring to Inclusion*. Can be downloaded from <http://www.suffolk.gov.uk/policy/diversity/aspiring/>
- Szivos, S.E. & Griffiths, E. (1990) Consciousness raising and social identity theory: a challenge to normalisation. *Clinical Psychology Forum* (1990) August: 11-15.
- Tashie, C., Shapiro-Barnard, S. & Rosetti, Z. (2006) *Seeing the Charade: What we need to do and undo to make friendships happen* Nottingham: Inclusive Solutions.
- The Mental Health Act Commission (2008) *Risk, Rights, Recover: Twelfth Biennial Report, 2005-2007* London: The Stationery Office.
- Thornicroft, G. (2006) *Shunned: discrimination against people with mental illness* Oxford: Oxford University Press,
- Wilson, R.J., Picheca, J.E. & Prinzo, M. (2005) *Circles of Support & Accountability: An Evaluation of the Pilot Project in South-Central Ontario* Ottawa: Correctional Service of Canada.
- Wolfsenberger, W. (1972) *The Principle of Normalisation in Human Services* Toronto: National Institute of Mental Retardation.
- Wolpe, J. (1958) *Psychotherapy by reciprocal inhibition* Stanford California: Stanford University Press.