

EVERYDAY HEROES



Building Direct Support Leadership
for Community Inclusion

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State of New York

Office of Mental Retardation and Developmental Disabilities (OMRDD)

*Everyday Heroes is sponsored by OMRDD's New York City Regional Office
Kathleen M. Broderick, Associate Commissioner*

December 2002

Reflections on *Everyday Heroes*

Everyday Heroes was conceived and titled before the tragic events of September 11, 2001, which left us stunned and looking even harder for meaning in our lives and in the world around us. We were inspired by many of the references to heroes that helped to describe the qualities we were seeking to describe and honor through our *Everyday Heroes* initiative. We collected newspaper clippings that shed light on the important ways that ordinary people do extraordinary things in daily life. The following are reflections on heroes from the New York Times.

“A diminished view of the hero in American society was not so surprising. In a country that invented mass media, heroes were made overnight and by the end of the week found wanting. Heroes, we decided, were for children. Instead, we embraced winners and celebrities – the athlete, the movie star, the billionaire. We followed their doings as if they mattered, knowing they did not.”

“Who will be tomorrow’s hero? Ideas that three weeks ago seemed old-fashioned – courage, loyalty, and selflessness – have come back. The best measure of our recovery will be how stoutly we memorialize those who died by carrying forth these ideas – and rewarding those who act on them.”

Stephen Dubner, “Looking for Heroes – and Finding Them”
New York Times, October 6, 2001

What New York City has witnessed is a form of sudden social triage. A city of unsoiled and unroughened hands has learned to love a class of laborers it once tried hard not to notice. Like firefighters and police officers, the men and women in the construction trades went immediately to the cynosure of ground zero. Every one of them knows the meaning of hard manual labor, and every one is a gradualist, someone who understands that patient application to small tasks accomplishes great things.

Verlyn Klinkenborg, *New York Times Magazine*
September 30, 2001

This workbook is dedicated to Everyday Heroes from all walks of life
who make a difference in the lives of others.

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Background and Acknowledgements

The Everyday Heroes initiative reflects the commitment of many people who want to recognize and honor the wellsprings of engagement, compassion, and caring that flow through the hands, hearts, and heads of direct support workers. These sponsors believe that chosen direct support workers can draw from their own wisdom and experience to teach others how to incorporate community into the lives of the people we serve. We appreciate all who supported us to nurture, capture, and consolidate the teachings of our heroes.

Thomas Maul, Commissioner of OMRDD, has long championed the valued efforts of direct support workers. He, through OMRDD, co-sponsored the Promise of Opportunity Conference with the Commission on Quality of Care, the Developmental Disabilities Planning Counsel, and the Self Advocates Association, to focus on direct support development. As a result of this conference, many of the Everyday Heroes were chosen as leaders in their agencies. We appreciate Kathy Broderick, Associate Commissioner for the New York City Regional Office, and the New York City DDSO Directors for promoting the Everyday Heroes initiative in the aftermath of September 11th, despite many consequent competing demands.

Agency directors sponsored Everyday Heroes to participate in this initiative because they too recognize that service quality results from attention to the issues of support workers. These agency directors made significant accommodations to enable the participation of their Everyday Heroes.

Of course, the Everyday Heroes themselves made it happen! They worked hard, took risks to try new things, assumed often unexpected leadership roles, and in general went the extra mile to contribute to this initiative.

OMRDD Central Office has also mentored this initiative. We are particularly grateful to Gary Lind and Allen Schwartz, OMRDD Policy, Planning and Individualized Initiatives, who invested their time, energy, and staff to assure success.

We appreciate the concurrent commitment to Everyday Heroes by the Westchester Association for Retarded Citizens (WARC) in the Hudson Valley Region. More than 100 direct support staff from WARC have contributed ideas and experience to this body of knowledge.

We also acknowledge Rooney Design Group who designed the workbook and the companion calendar. We appreciate their commitment to express the beauty and complexity of this project.

Finally, as the facilitators of this initiative, we appreciate each other! Through our partnership, we brought out the best in each other and the Everyday Heroes. We are devoted to the development of Everyday Heroes because they hold the people we support in their hands. We hope to continue to learn from and facilitate others so that we build a better world together.

Beth Mount, President, Graphic Futures
Denise Pensky, OMRDD Litigation Support Services
Shelly Okure, OMRDD Planning and Service Design

Agency Directors and Participants
Everyday Heroes Leadership Institute 2001-2002:
Building Direct Support Leadership for Inclusion

AHRC Michael Goldfarb, Executive Director	Marlene Chunilall and Sheila McColgan
Brooklyn DDSO Peter Ushakow, DDSO Director	Gloristeen Valentine
CAY Community Services Organization, Inc. Claudia Morgan, Executive Director	Sheila Davis
Center for Family Support Steven Vernikoff, Executive Director	Angela Amato
Heartshare Linda Temple, Executive Vice President	Alesia Washington
Independent Residences Ray DeNatale, Executive Director	Brenda Harrison
Job Path Fredda Rosen, Executive Director	Louisa Henderson
Lifespire Mark vanVoorst, Executive Director	Antoinette Harris and Thelma Rochester
Mercy Home Sr. Catherine Crumlish, Executive Director	Barbara Edghill, Brenda McRae, and Roslyn Pearson
Metro New York DDSO Dr. Hugh Tarpley, DDSO Director	Chauntee Jackson and Carolyn Schultz Lillie Mack and Delia Soto
PSCH Ralph Farkas, Executive Director	Krystal Simon and Maxie Williams
Queens Parent Resource Center Ana Magalee, Executive Director	Rose Barbee and Howard Campbell
Services for the Underserved Donna Colonna, Executive Director	Cynthia Welcome
Staten Island DDSO Robert Witkowsky, DDSO Director	Pamela Doyle, Tara Kaufman and Tasha Pettaway
UCP/NYC Edward Matthews, Executive Director	Nancy Leger and Camille Perez
Unique People Services Lynn Wonsang, Executive Director	Erica Cancel and Linda Montgomery
YAI Joel Levy, Ph.D., Executive Director	Diane Greene and Anasha Rouse Innis

About the Everyday Heroes Leadership Institute 2001-2002: Building Direct Support Leadership for Inclusion

Community inclusion is an essential outcome of person centered planning for people with developmental disabilities, and belonging in the community through community presence and participation has become a hallmark of OMRDD services. We know that people need not be isolated and separated from their communities, and that large groups experiences do not lead to personal belonging in community life. We also know that direct support staff are critical participants in the process, and it is through their hard work, personal contacts and real commitment that people with developmental disabilities have been able to become friends and neighbors as well as regular members in their communities.

The Everyday Heroes Leadership Institute 2001-2002 was initiated in New York City to lift up the experience of direct service staff involved in inclusion by learning from the experience of chosen direct service leaders. These direct service leaders participated in the Institute, and also helped develop a curriculum for direct service staff related to inclusion and they have been actively involved in the teaching of these values in their own agencies and beyond.

The Institute was offered to direct support leaders who have demonstrated creativity and promise when promoting community life for people. These direct care representatives were solicited from the different agencies for which they worked, and participation was voluntary. Training directors and residential supervisors from these agencies were also included during the final session.

Participants worked together to identify twelve themes that express direct care qualities and activities that relate to inclusion. During the Institute, each participant taught three of these 12 themes to colleagues at their program site. They worked with the training director of their agency to identify other ways to communicate the twelve themes agency wide.

With the input of the Institute participants, OMRDD and Dr. Beth Mount, Consultant, have produced a variety of teaching and instructional tools that are consolidated into this workbook to teach the values of inclusion. An educational story quilt and a yearly calendar have also been developed to provide instruction and activities for direct support and other staff. The participants of the Institute will introduce these items on December 4, 2002 at the Everyday Heroes Leadership Conference: Building Direct Support Leadership for Community Inclusion. This conference is specifically dedicated to direct support staff and others in New York City involved in the planning and implementation process that places people with developmental disabilities side by side with other citizens. It is hoped that agencies and others will use the workbook and companion instruction tools to teach the values of inclusion, and to build direct support leadership on behalf of people.

The following outline provides an overview of the five sessions of the Leadership Institute.

Day One: October 31, 2001

Communication: Getting to Know You

Sharing Individual Profiles that lead to the development of Theme groups and Media groups.

This session provides a general orientation and overview of program. Participants will get to know each other by sharing their Personal Profiles. Group records of participant discussions will lead to the 12 themes of inclusion. Participants will sign up to be involved in media groups. An introduction to relationship building is provided.

Day Two: December 12, 2001

Inspiration

Introduction of 12 themes, emphasis on the first theme of relationship building: the focus for everyone.

Participants will be introduced to the twelve themes, and this session will focus on the first theme of relationship building: the focus for everyone. Participants are organized into theme groups to work together on teaching relationship building.

Participants are introduced to media groups. Media groups are designed to stimulate educational strategies through a variety of activities as follows: games and discussions, photos, video, film, music and poetry, gifts and food, art projects, material, worksheets. Agency partners finalize strategies and plan to lead an educational activity to focus on relationship building.

Day Three: January 23, 2002

Participation: Reports on Relationship Building:

Participants will work on one of five new themes.

Agency partners report on relationship building. Participants are divided into five theme groups for the day. Theme groups meet to identify strategies and develop plans for communication of next theme. Staff go out to programs to implement their plans for communication and teaching of theme two.

Day Four: February 20, 2002

Sharing Themes: Presentations by Theme Groups of Ideas, Actions, and Activities related to theme two.

Participants will work on six remaining themes.

Participants share results of implementation of theme two. Participants are organized into the third theme work group. Theme groups are organized to develop new action plans. Agency partners meet to prepare feedback for training coordinators/ supervisors.

Day Five: March 13, 2002

Dissemination: Sharing the Values in the Agency

Training directors and residential supervisors will be invited to this session to work with participants to develop strategies for dissemination. Plans for an agency exchange and follow up are developed. Graduation and celebration.

About the Artwork and the Workbook

The Everyday Heroes material is an expression of the contributions of hundreds of people. The workbook consolidates the wisdom, experiences, and teachings of the Everyday Heroes. The fabric artwork creates a visual symbol of the collaboration, creativity, and thoughtfulness of everyone involved in the development of the ideas.

About the Artwork

The hands around the border of the quilt represent the unique mark on the world made by each person who builds a better world by taking action on behalf of another. Each hand is embellished with a symbol that distinguishes each Hero from one another. Each Hero traced their own hand, and then selected jewelry, photos of loved ones, religious and cultural symbols, tattoos, or even personal possessions to remind us of their individuality.

The center heart resembles a milagro, a traditional symbol of healing and protection found throughout the world, particularly in Latin American countries. This hand inside the heart is designed to capture these slightly revised words of Saint Francis of Assisi:

S(he) who works with her hands is a laborer. S(he) who works with her hands and her heart is a crafts person. S(he) who works with her hands, her head, and her heart is an artist.

The hand in this heart sparks a flame of creativity. When the work of direct support workers is valued and respected, then the work of nurturing empowerment is a form of creative social justice that changes the world.

Between the hands and the heart are twelve story squares, which symbolize each of the twelve themes. Everyday Heroes worked with us on the design of these squares by creating their own designs to express the themes. Rose Barbee of the Queens Parent Resource Center made a number of paper collages that inspired a number of the final fabric squares. Artwork descriptions of each theme correspond with the photos and definitions of each theme.

The Everyday Heroes quilt will “travel” with the presenters of ideas as a way to support the memory of the themes, and the meaning of the initiative.

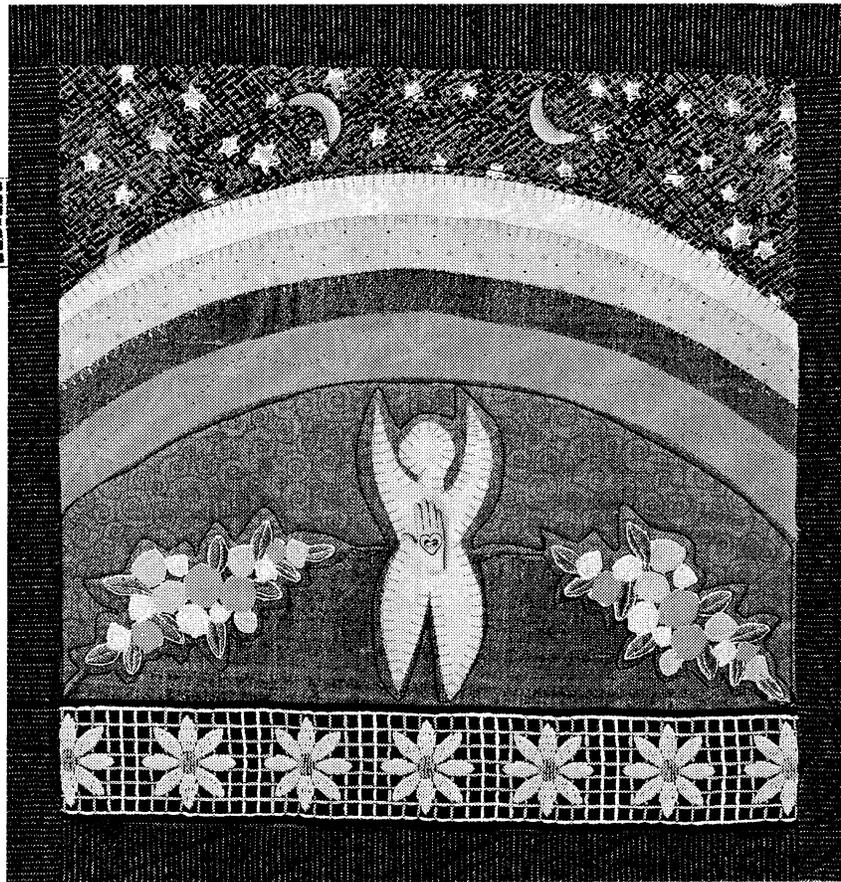
The Everyday Heroes Quilt was designed and fabricated by Dr. Beth Mount, Everyday Heroes Facilitator, who uses art to support people to communicate their ideals. The Everyday Heroes art work is copyrighted to Beth Mount. For other examples of person-centered publications and art work, visit her web site at www.CapacityWorks.com

About the Workbook

The book is divided into four sections. **Part One** describes the qualities of Everyday Heroes through their own quotes and reflections. **Part Two** provides a definition of community inclusion, and then illustrates the “Work in Process,” aspect of inclusion as we “Take the Next Step” from old and better to the best practices possible. **Part Three** describes the twelve themes of Community Inclusion by providing advice to others, examples of practice, learning activities, stories, and inspirational quotes. **Part Four** provides examples of taking the Everyday Heroes back to agencies based on our experiences and lessons learned.

The Everyday Heroes Quilt





PART ONE:
Who Are Our Everyday Heroes?

Qualities That Make Our Everyday Heroes Leaders Within Their Own Programs

I'm a good communicator.
I speak out. I'm a strong advocate for others.
I'm not afraid to ask questions.
I have a big mouth!

I use the street as my classroom.
I am out in the community everyday.
I love to go out into the community, I'll always go!
I make a lot of connections for people.
I'm good at creating volunteer and work sites for people.

I'm a good teacher. I'm a good listener.
I'm here to get new ideas and bring them back to my agency.
I'm the one who always helps new staff learn the job.

I'm the best!
I love my job.
I love what I do.

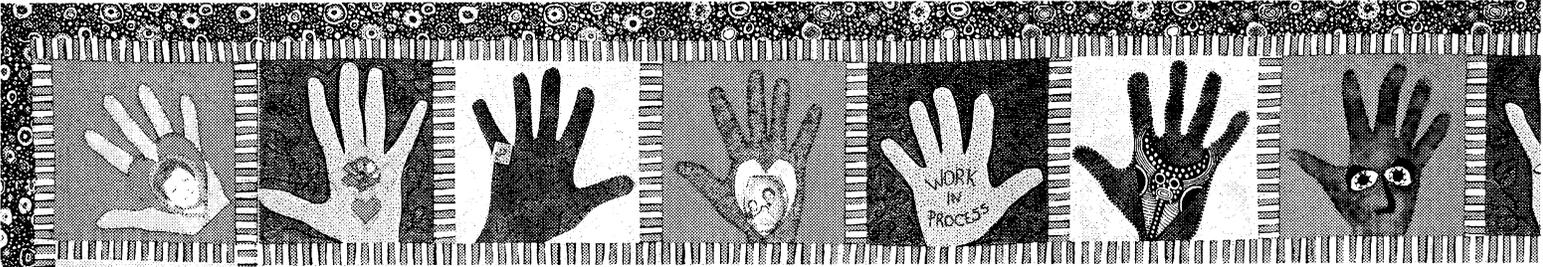
I am hardworking and reliable!
I will always go the extra mile.
I do whatever it takes to get the job done.
People can count on me, especially in tough situations.
I am courageous, there is nothing I would not do!

I never say never.
I believe, do you believe?

I see the abilities in people, not just the problems.

I am well respected.
People always come to me.
I treat everyone as if they are my family.

I'm a good team builder and member.
I work well with others and bring people together.



Getting to Know Some of Our Everyday Heroes

What is your source of inspiration?

Erica Cancel
Unique People Services

My mother. She has worked just about 10 years in this field. My other source of inspiration would be my daughter. I feel that for her to succeed in life and have a good future, I need to work hard to be able to provide for her until she is old enough to provide for herself.

Sheila Davis
CAY Community Services
Organization, Inc.

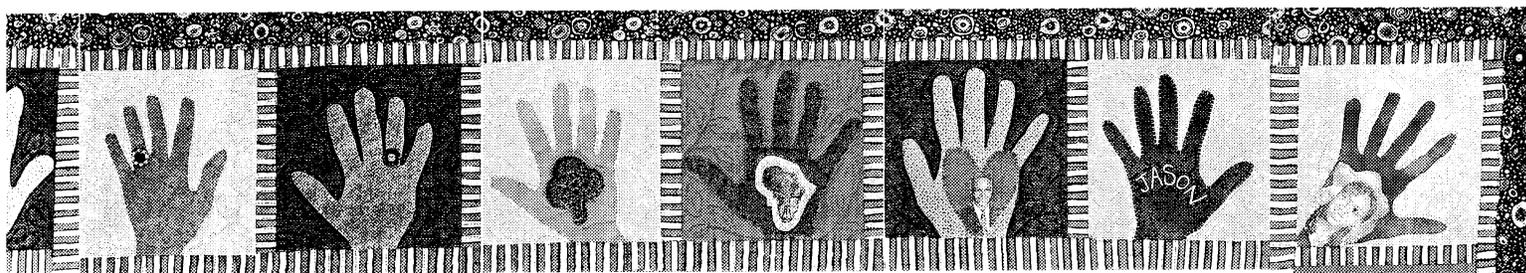
My son, who is now deceased. In addition, the wonderful outcomes for each and every consumer that I work with – the young, teen, and old.

Chauntee Jackson
Metro New York DDSO

First and foremost my sons...without them, I do not know what direction my life would take. Music is also a good inspiration for my soul. It keeps me relaxed and focused. My husband also helps me maintain commitment to people and my job. He always says “don’t start it if you are not going to finish it.”

Antoinette Harris
Lifespire

The people who I provide services to and work for, and who have given me the opportunity to strive for better things. My son also inspires me; I taught him that he did not have to stay in a special education program, but could work towards being mainstreamed into the regular public school class. He graduated from high school with a diploma.



What is your personal history? How did you get into this work?

Roslyn Pearson
Mercy Home

My mother worked for this same agency for nine years. She would bring some of the people home on weekends and on holidays. I would watch the way my mother spoke to them in a soft tone, watch the gestures the consumers made, those that couldn't speak, to let my mother know what they wanted. I looked forward to the weekends when they came over to our house.

What are your dreams and hopes for the future?

Pamela Doyle
Staten Island DDSO

I hope that my children will be happy and that they too will understand people with disabilities and that they will also care.

What do you say for inspiration?

Rose Barbee
Queens Parent Resource Center, Inc.

A closed hand only makes a fist, but an open hand can open the world.

Howard Campbell
Queens Parent Resource Center, Inc.

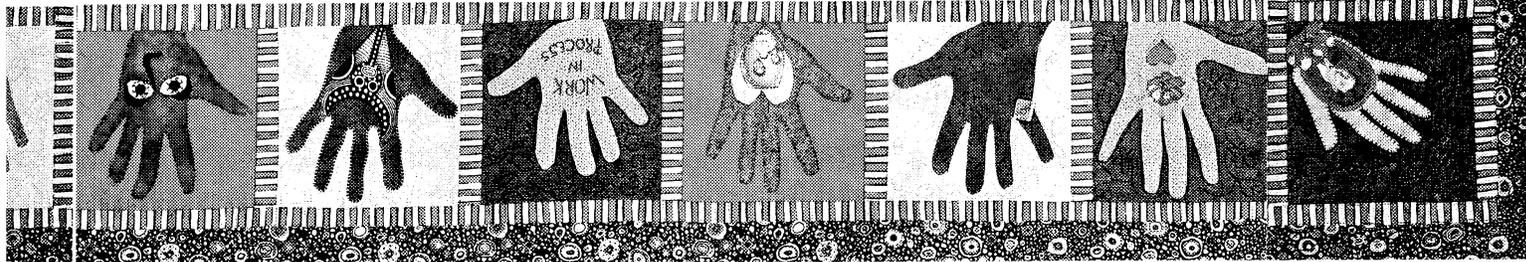
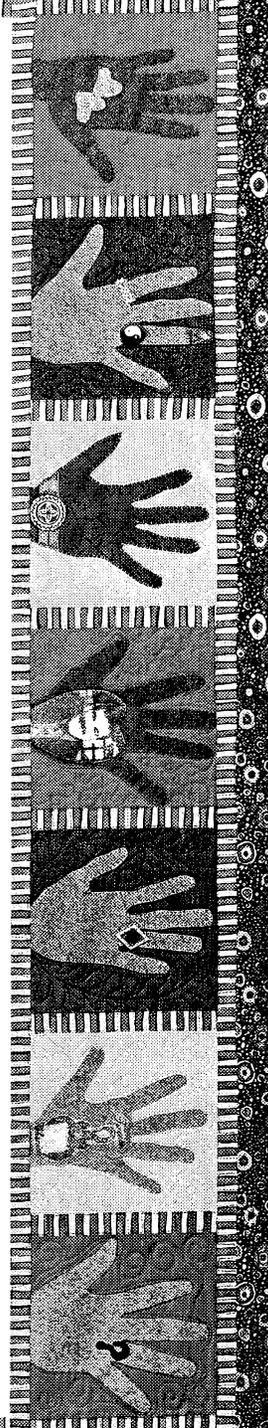
Carpe Diem. Seize the moment.

Marlene Chunilall
AHRC

It's never too late to be what you desire to be, or what you might have been.

Brenda Harrison
Independent Residences

When the going gets tough, the tough get going.





Anasha Rouse Innis
YAI

Your abilities are within your disability.

Tasha Pettaway
Staten Island DDSO

A little bit of love goes a long way.

Cynthia Welcome
Services for the Underserved

Those who bring sunshine into the lives of others cannot keep that sunshine from themselves. It's not where we stand, but in what direction we are moving.

What actions do you take to facilitate people with disabilities to develop and deepen their relationships with other people?

Barbara Edghill
Mercy Home

I make certain that people have real relationships with other members of the community. Making certain that each person's life is unique; no two should ever be exactly the same.

How do you support people to be accepted by others?

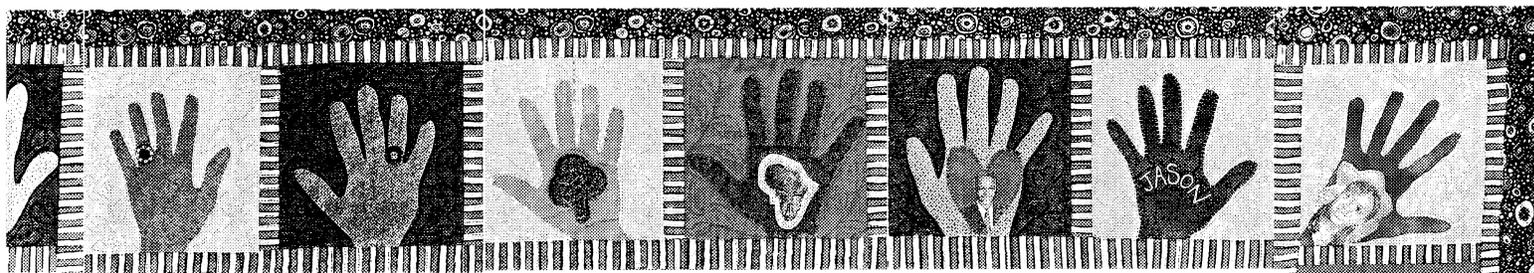
Diane Greene
YAI

I treat people like adults.

In what way do you listen to and support people to live out their dreams?

Brenda McRae
Mercy Home

I find the good in everyone, not only people with disabilities, to see what interests them best.



Gloristeen Valentine
Brooklyn DDSO

By being there for them, listening and supporting their ideas and respecting them.

How do you support people to belong and contribute to community life?

Louisa Henderson
Job Path

By encouraging each individual to participate in their community by finding out what is going on in their community, talking with people to determine how they want to be involved.

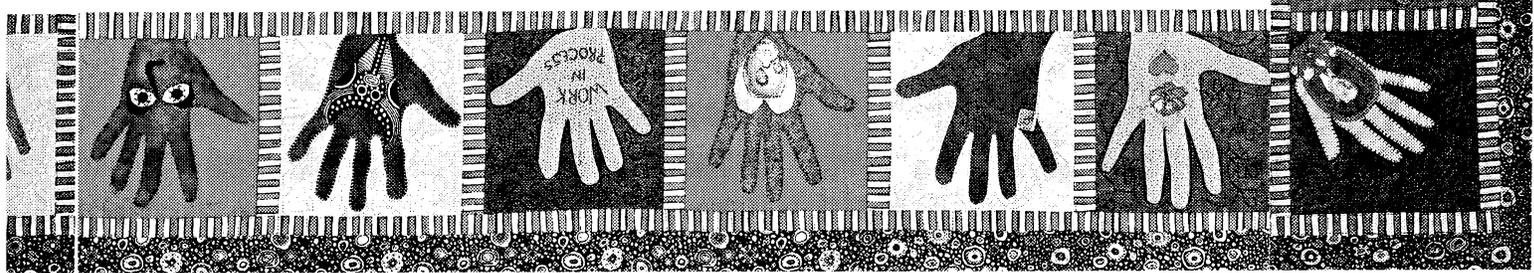
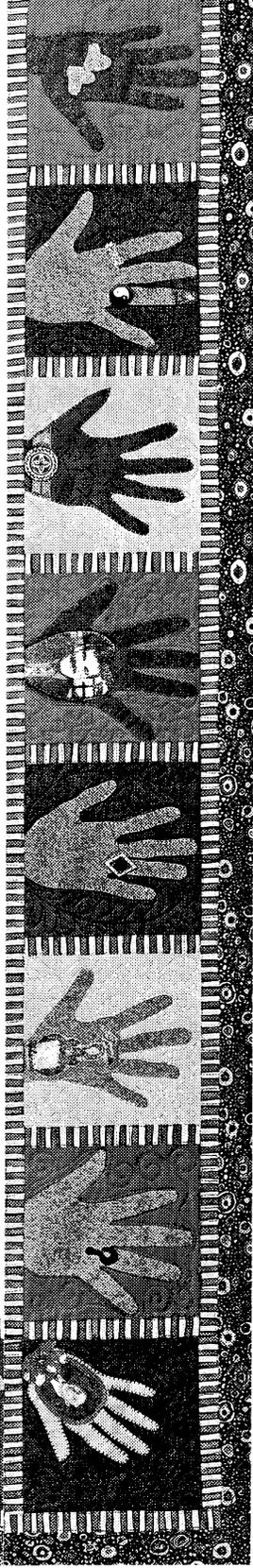
Sheila McColgan
AHRC

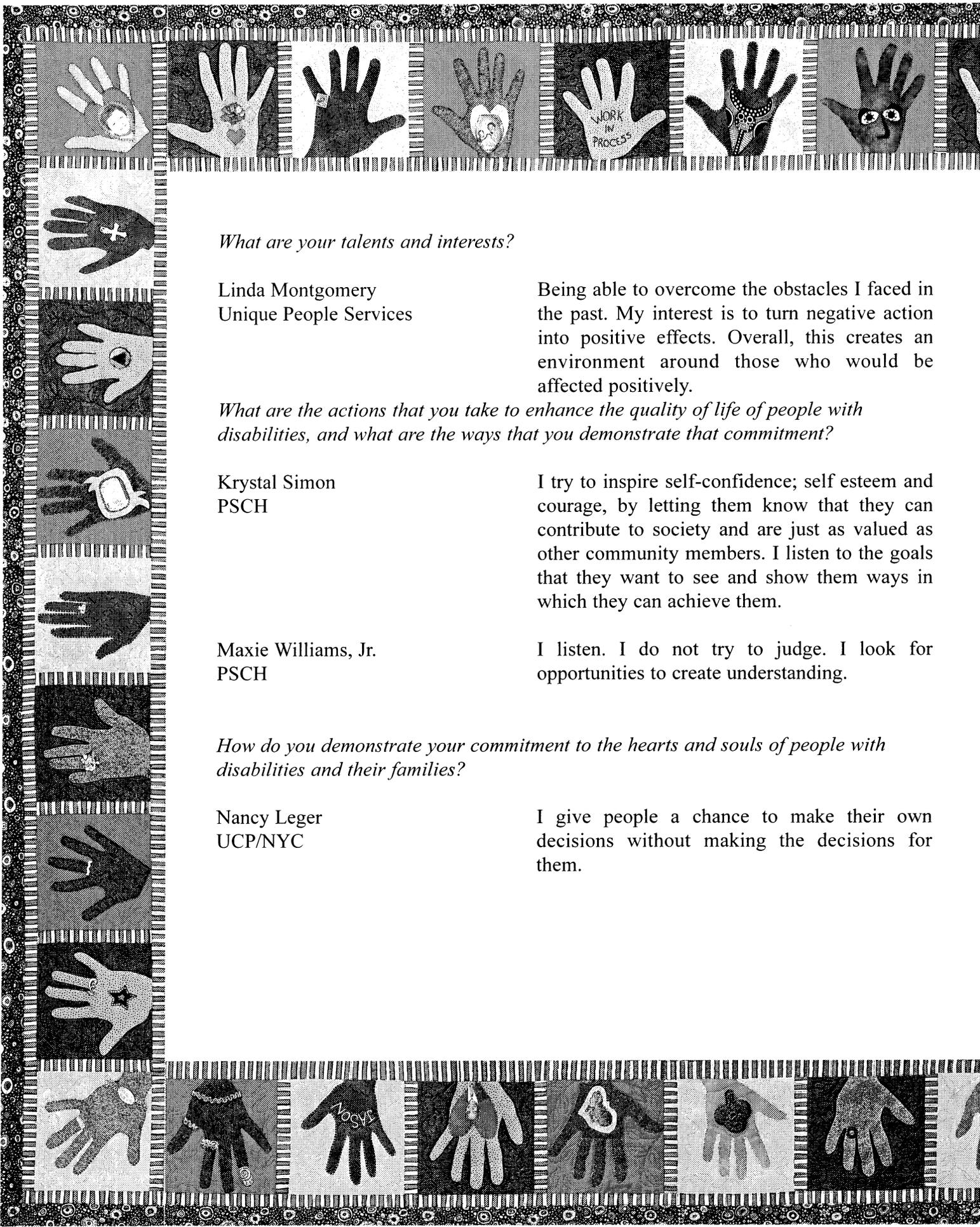
By going into the community and allowing people to do things independently (such as paying on their own) even when that might mean others are inconvenienced yet never apologizing for them. By doing this we show others that our guys have all the same rights as they have. The more we are seen out and about the easier it will become (hopefully) for others to accept us.

What do people with disabilities learn from you? What do you teach people?

Thelma Rochester
Lifespire

They learn self-esteem, and that whatever they want to achieve in life is possible if they really want it.





What are your talents and interests?

Linda Montgomery
Unique People Services

Being able to overcome the obstacles I faced in the past. My interest is to turn negative action into positive effects. Overall, this creates an environment around those who would be affected positively.

What are the actions that you take to enhance the quality of life of people with disabilities, and what are the ways that you demonstrate that commitment?

Krystal Simon
PSCH

I try to inspire self-confidence; self esteem and courage, by letting them know that they can contribute to society and are just as valued as other community members. I listen to the goals that they want to see and show them ways in which they can achieve them.

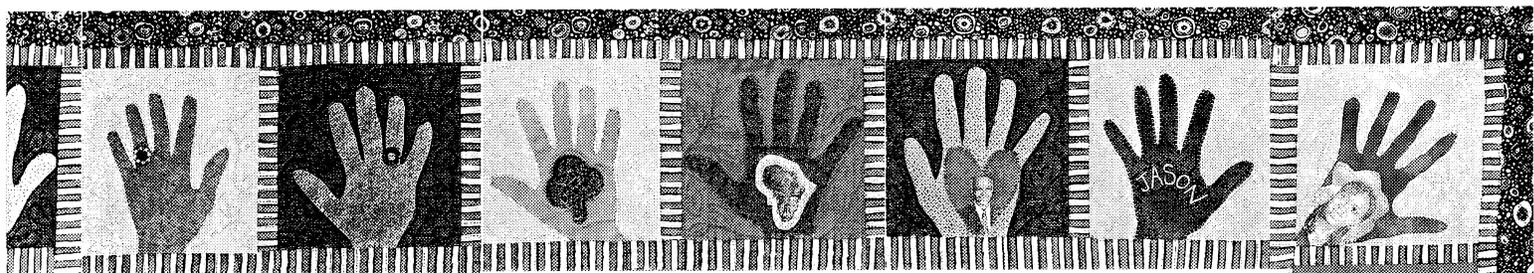
Maxie Williams, Jr.
PSCH

I listen. I do not try to judge. I look for opportunities to create understanding.

How do you demonstrate your commitment to the hearts and souls of people with disabilities and their families?

Nancy Leger
UCP/NYC

I give people a chance to make their own decisions without making the decisions for them.



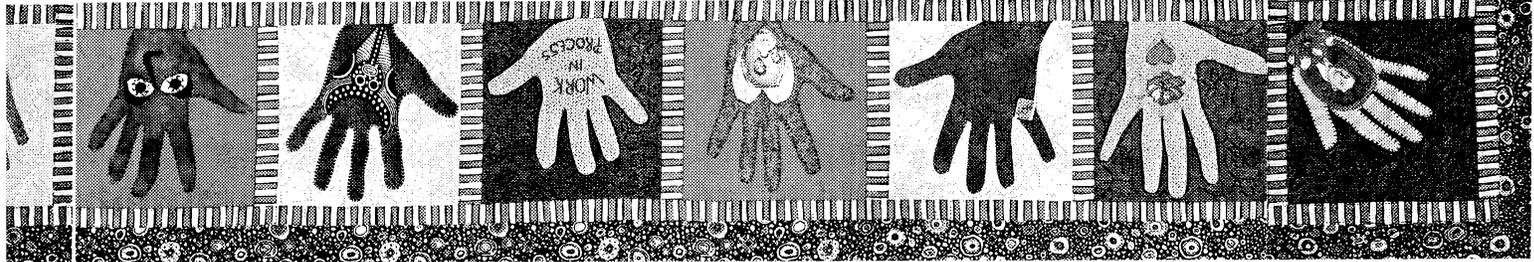
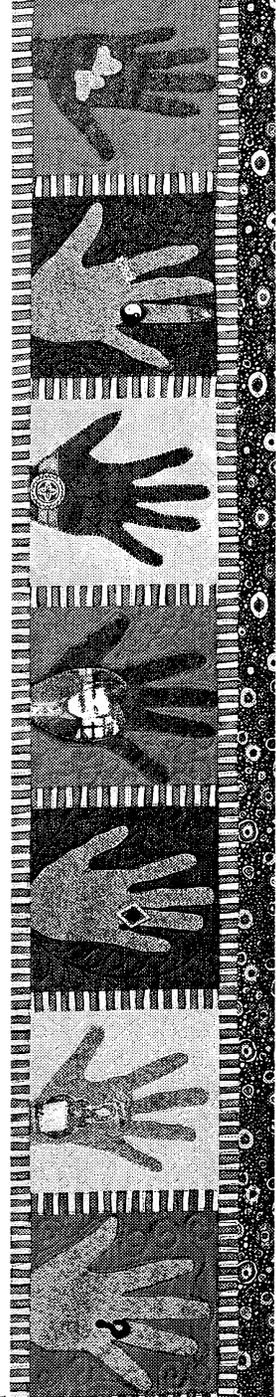
What helps you to maintain your commitment to people and your work?

Camille Perez
UCP/NYC

My respect for human kind and empathy.

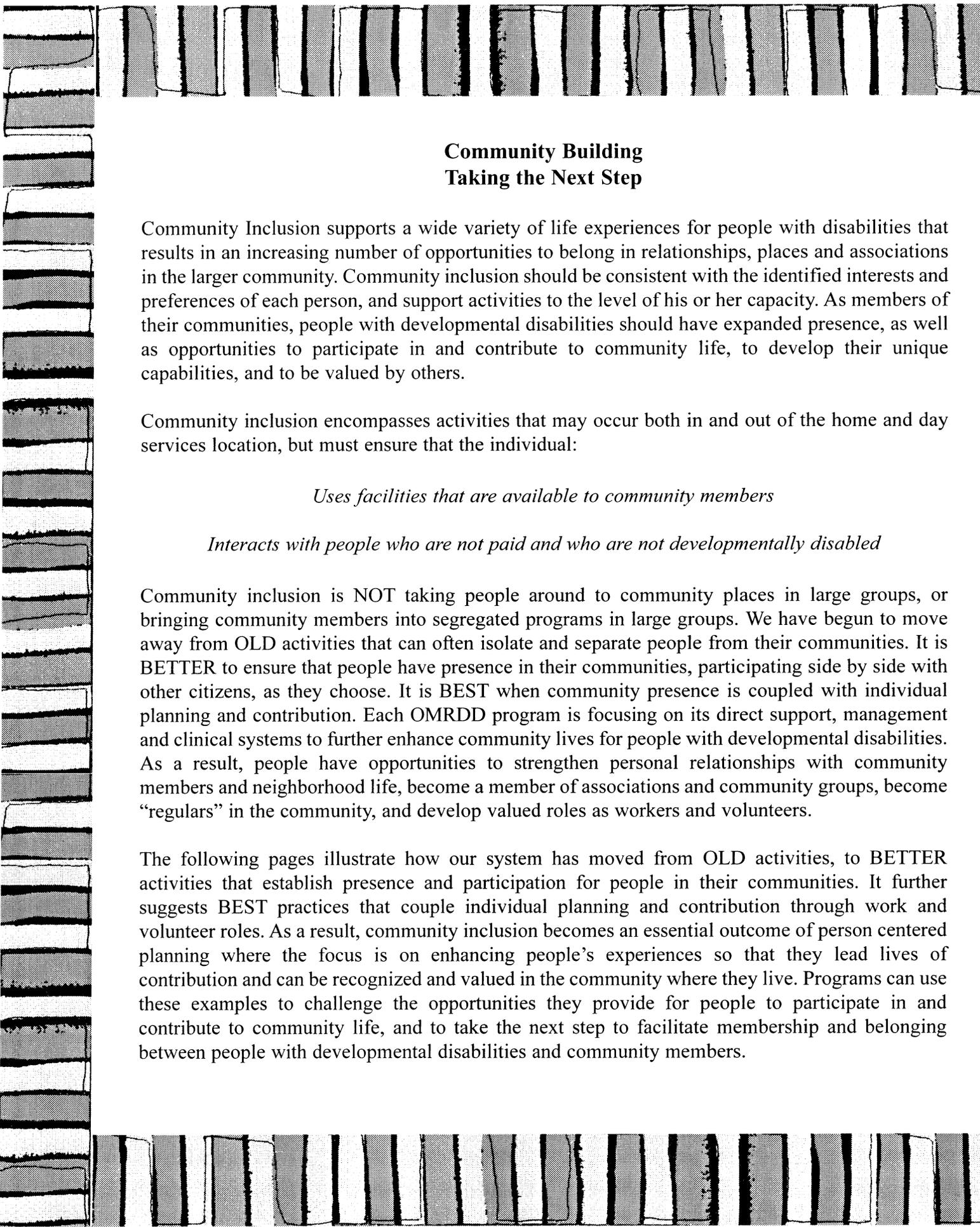
Alesia Washington
HeartShare

I take great pleasure in seeing someone smile when they hear my voice, in seeing someone pick up a spoon who never had before, in seeing someone enjoy a baseball game or going to the park and watching children play. These things are priceless and I am fortunate to be a part of a very special field. I often hear people say that we must be gifted to do this type of work. I am not the gifted one, I am the receiver of this gift.





PART TWO:
Community Building:
Taking the Next Step



Community Building Taking the Next Step

Community Inclusion supports a wide variety of life experiences for people with disabilities that results in an increasing number of opportunities to belong in relationships, places and associations in the larger community. Community inclusion should be consistent with the identified interests and preferences of each person, and support activities to the level of his or her capacity. As members of their communities, people with developmental disabilities should have expanded presence, as well as opportunities to participate in and contribute to community life, to develop their unique capabilities, and to be valued by others.

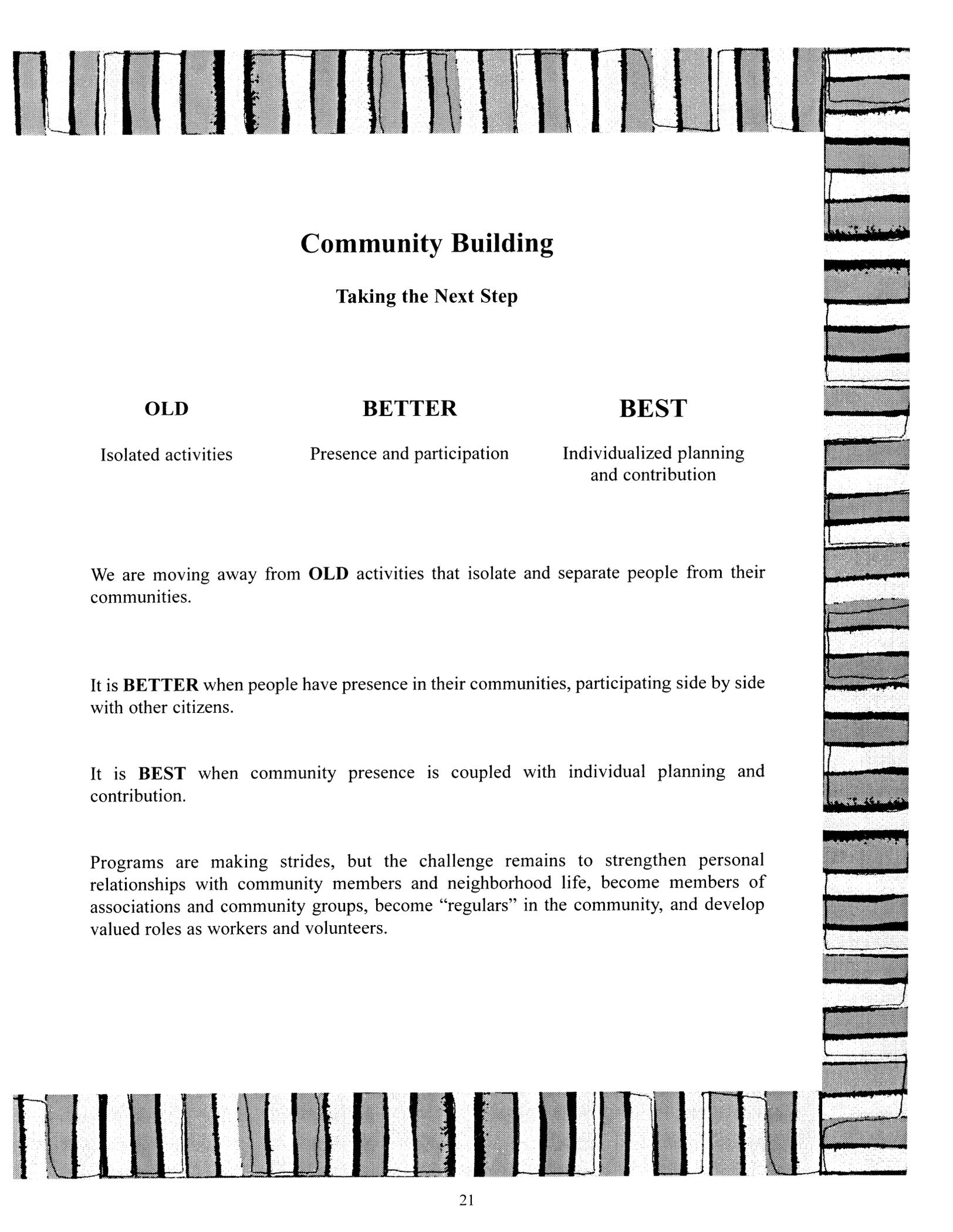
Community inclusion encompasses activities that may occur both in and out of the home and day services location, but must ensure that the individual:

Uses facilities that are available to community members

Interacts with people who are not paid and who are not developmentally disabled

Community inclusion is NOT taking people around to community places in large groups, or bringing community members into segregated programs in large groups. We have begun to move away from OLD activities that can often isolate and separate people from their communities. It is BETTER to ensure that people have presence in their communities, participating side by side with other citizens, as they choose. It is BEST when community presence is coupled with individual planning and contribution. Each OMRDD program is focusing on its direct support, management and clinical systems to further enhance community lives for people with developmental disabilities. As a result, people have opportunities to strengthen personal relationships with community members and neighborhood life, become a member of associations and community groups, become “regulars” in the community, and develop valued roles as workers and volunteers.

The following pages illustrate how our system has moved from OLD activities, to BETTER activities that establish presence and participation for people in their communities. It further suggests BEST practices that couple individual planning and contribution through work and volunteer roles. As a result, community inclusion becomes an essential outcome of person centered planning where the focus is on enhancing people’s experiences so that they lead lives of contribution and can be recognized and valued in the community where they live. Programs can use these examples to challenge the opportunities they provide for people to participate in and contribute to community life, and to take the next step to facilitate membership and belonging between people with developmental disabilities and community members.



Community Building

Taking the Next Step

OLD

Isolated activities

BETTER

Presence and participation

BEST

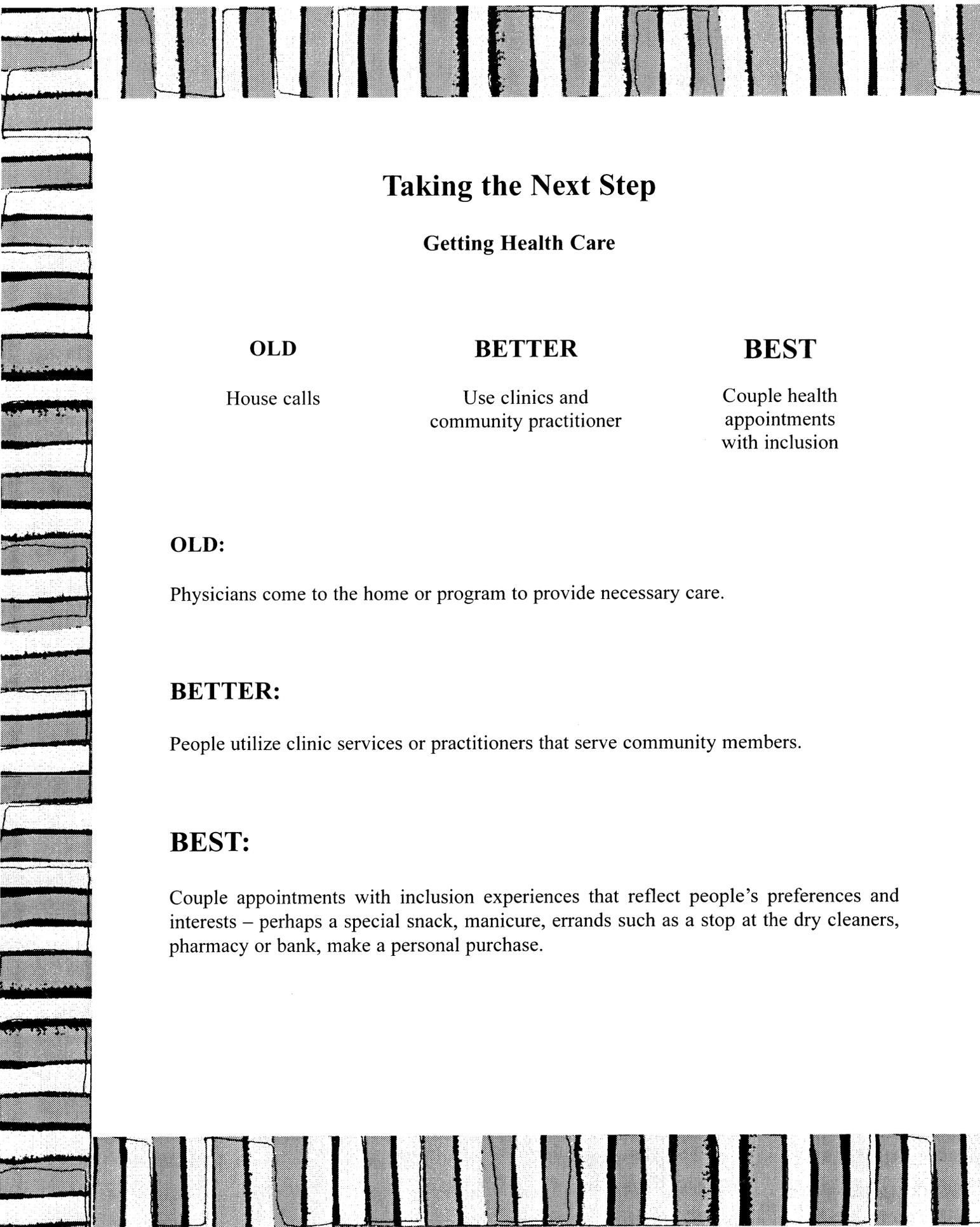
Individualized planning
and contribution

We are moving away from **OLD** activities that isolate and separate people from their communities.

It is **BETTER** when people have presence in their communities, participating side by side with other citizens.

It is **BEST** when community presence is coupled with individual planning and contribution.

Programs are making strides, but the challenge remains to strengthen personal relationships with community members and neighborhood life, become members of associations and community groups, become “regulars” in the community, and develop valued roles as workers and volunteers.



Taking the Next Step

Getting Health Care

OLD

House calls

BETTER

Use clinics and
community practitioner

BEST

Couple health
appointments
with inclusion

OLD:

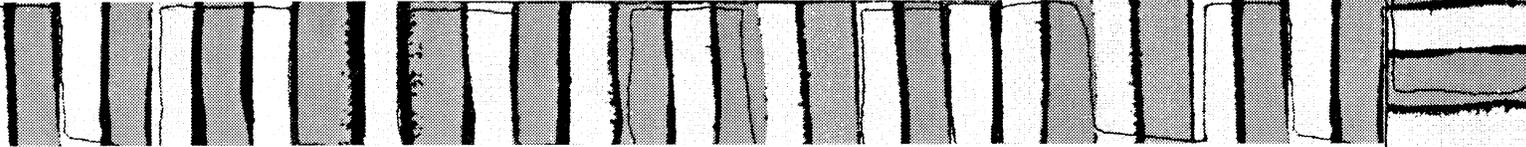
Physicians come to the home or program to provide necessary care.

BETTER:

People utilize clinic services or practitioners that serve community members.

BEST:

Couple appointments with inclusion experiences that reflect people's preferences and interests – perhaps a special snack, manicure, errands such as a stop at the dry cleaners, pharmacy or bank, make a personal purchase.



Taking the Next Step

Enriching Family Relationships

OLD

Family visits at home and program, staff maintain contact

BETTER

Support correspondence and family visits for dinner and to house activities, support travel as needed

BEST

Sponsor special events out with family, support attendance at family occasions

OLD:

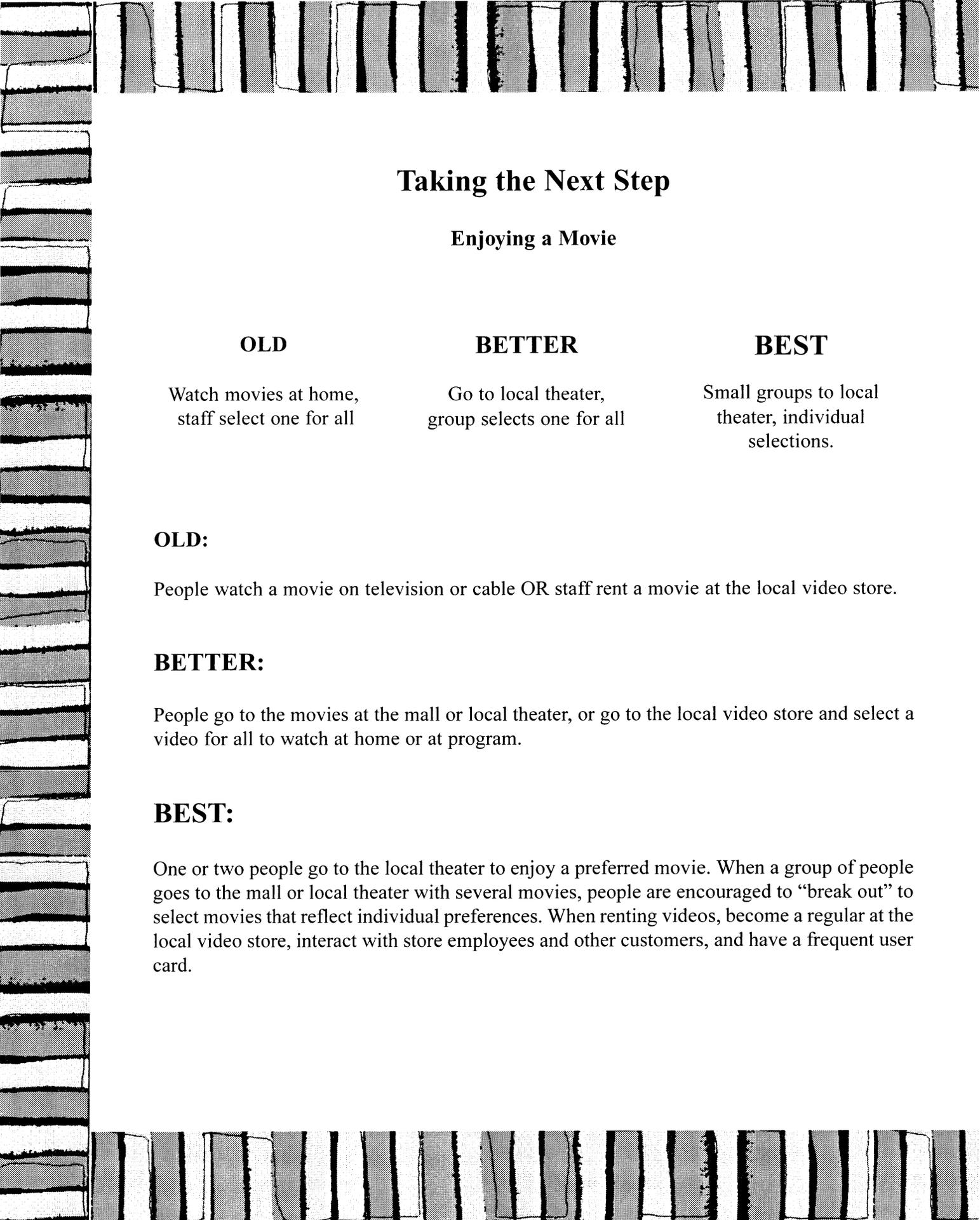
Families visit at the home or program, and maintain contact with staff.

BETTER:

Support letter writing and card exchange. Make phone calls to family members, particularly to share good news and positive experiences. Invite family to dinner and to activities at the home or program. If necessary, arrange transportation and coordinate travel with local families, and find ways to support visits to families who live a distance away.

BEST:

Seek out extended family members whenever possible. Sponsor a special dinner out for the person and invite family or a special friend to join. Support attendance at family occasions, such as reunions, funerals, weddings, celebrations. Promote extended visits to the family home and joint trips and vacations. Take pictures of people in the community and send to family, with short notes on what is happening in the picture. Involve the person in the mailing, whether at the post office or walk to the corner mailbox. Take studio portraits of people and send to family.



Taking the Next Step

Enjoying a Movie

OLD

Watch movies at home, staff select one for all

BETTER

Go to local theater, group selects one for all

BEST

Small groups to local theater, individual selections.

OLD:

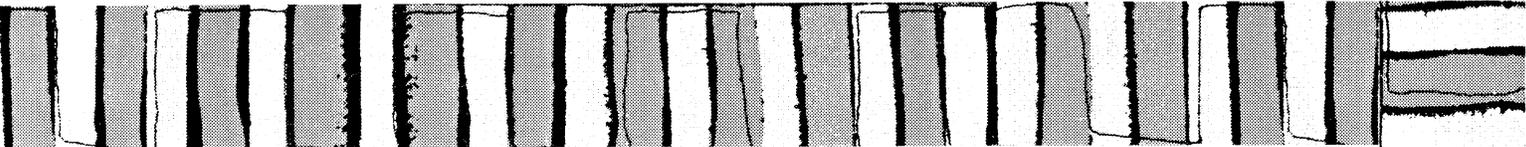
People watch a movie on television or cable OR staff rent a movie at the local video store.

BETTER:

People go to the movies at the mall or local theater, or go to the local video store and select a video for all to watch at home or at program.

BEST:

One or two people go to the local theater to enjoy a preferred movie. When a group of people goes to the mall or local theater with several movies, people are encouraged to “break out” to select movies that reflect individual preferences. When renting videos, become a regular at the local video store, interact with store employees and other customers, and have a frequent user card.



Taking the Next Step

Looking Terrific

OLD

Services at home or
at program

BETTER

Regular services
at local hair salon and
barber shops

BEST

Go for individual looks
and trendy styles

OLD:

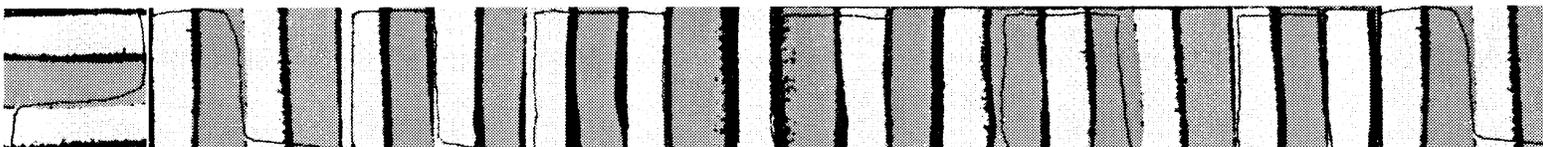
Community hair stylists/barbers come to the home or program for groups of people.

BETTER:

People become regulars at hair salons/barber shops in their neighborhood.

BEST:

Individuals become regulars at hair salons/barber shops in their neighborhood. Particularly with hair styling and personal appearance, encourage individual looks that are trendy and consistent with community peers.



Taking the Next Step

Accessing Reading Materials

OLD

Staff bring in books and magazines from home

BETTER

Group trips to the library or bookstore

BEST

Volunteer as an individual or in a small group, join a book club

OLD:

Staff bring in books and magazines from home.

BETTER:

Groups of people go to the library or bookstore. Take an opportunity to sit down and read, enjoy picture books, listen to videos or purchase coffee, if sold.

BEST:

One or two people go to the library or bookstore, where they can pick out their own books. Use a library card, join a frequent use club, and participate in library programs or book club activities. Get to know the librarian or sales personnel. Support people to volunteer at the library on a regular basis. Participate in a literacy program.



Taking the Next Step

Developing Hobbies

OLD

Do table top crafts

BETTER

Purchase craft/hobby supplies/Be a regular

BEST

Take art classes

OLD:

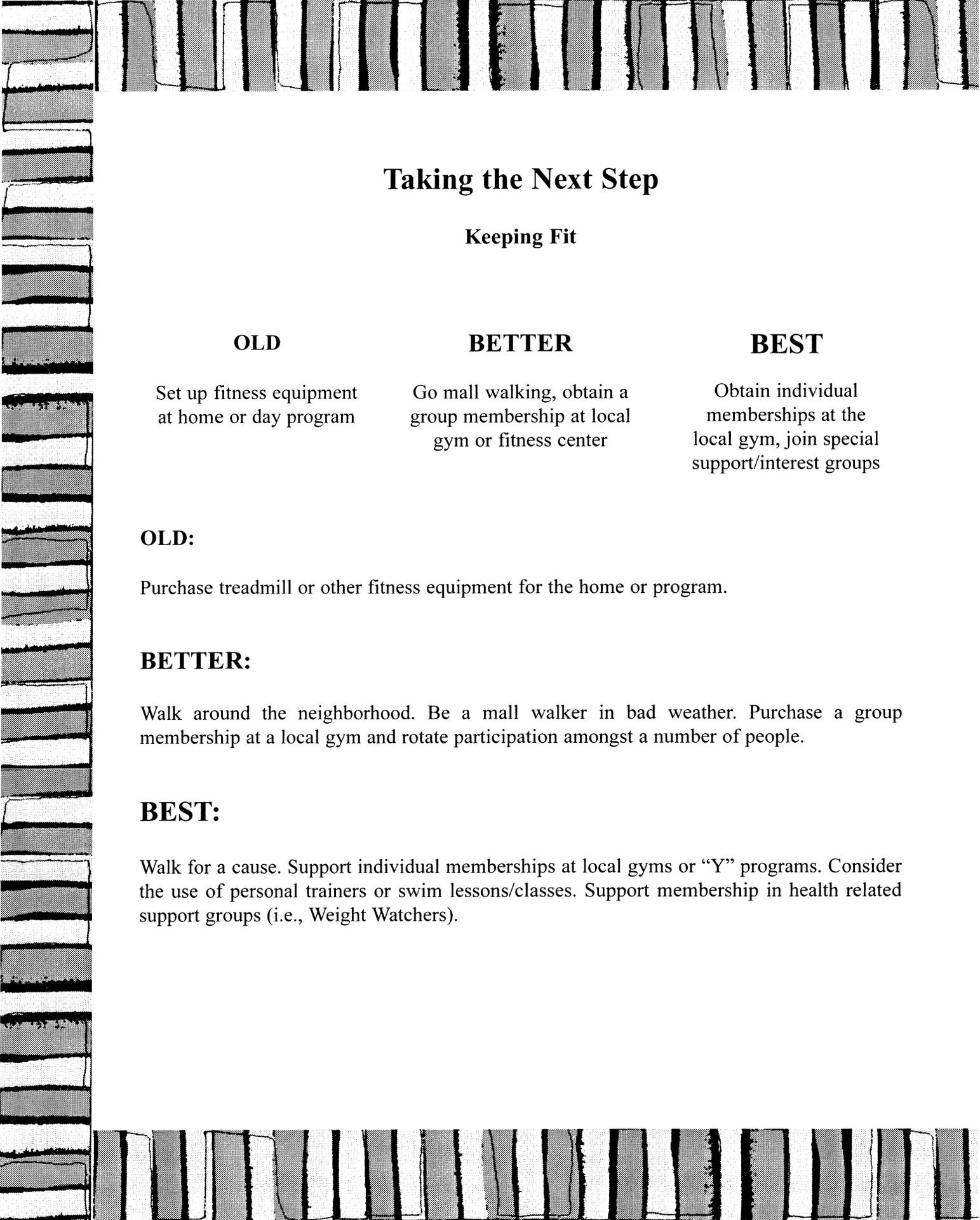
Do arts and crafts or some other hobby at home or program. While this activity may promote skill development and helps pass the time, it does not expose people to new places or experiences.

BETTER:

Take the person to purchase his or her own craft or hobby supplies. Become a regular at the store. Look for clubs that match people's interests and preferences.

BEST:

Take an art class at a local high school, college or continuing education program. Seek out public places to display people's art. Take craft items made at home or program and contribute to local causes and associations where people meet others who share their interest or hobby. Join a special interest club. Use "walk in" craft locations, i.e., community darkroom for photography, Color Me Mine for pottery.



Taking the Next Step

Keeping Fit

OLD

Set up fitness equipment at home or day program

BETTER

Go mall walking, obtain a group membership at local gym or fitness center

BEST

Obtain individual memberships at the local gym, join special support/interest groups

OLD:

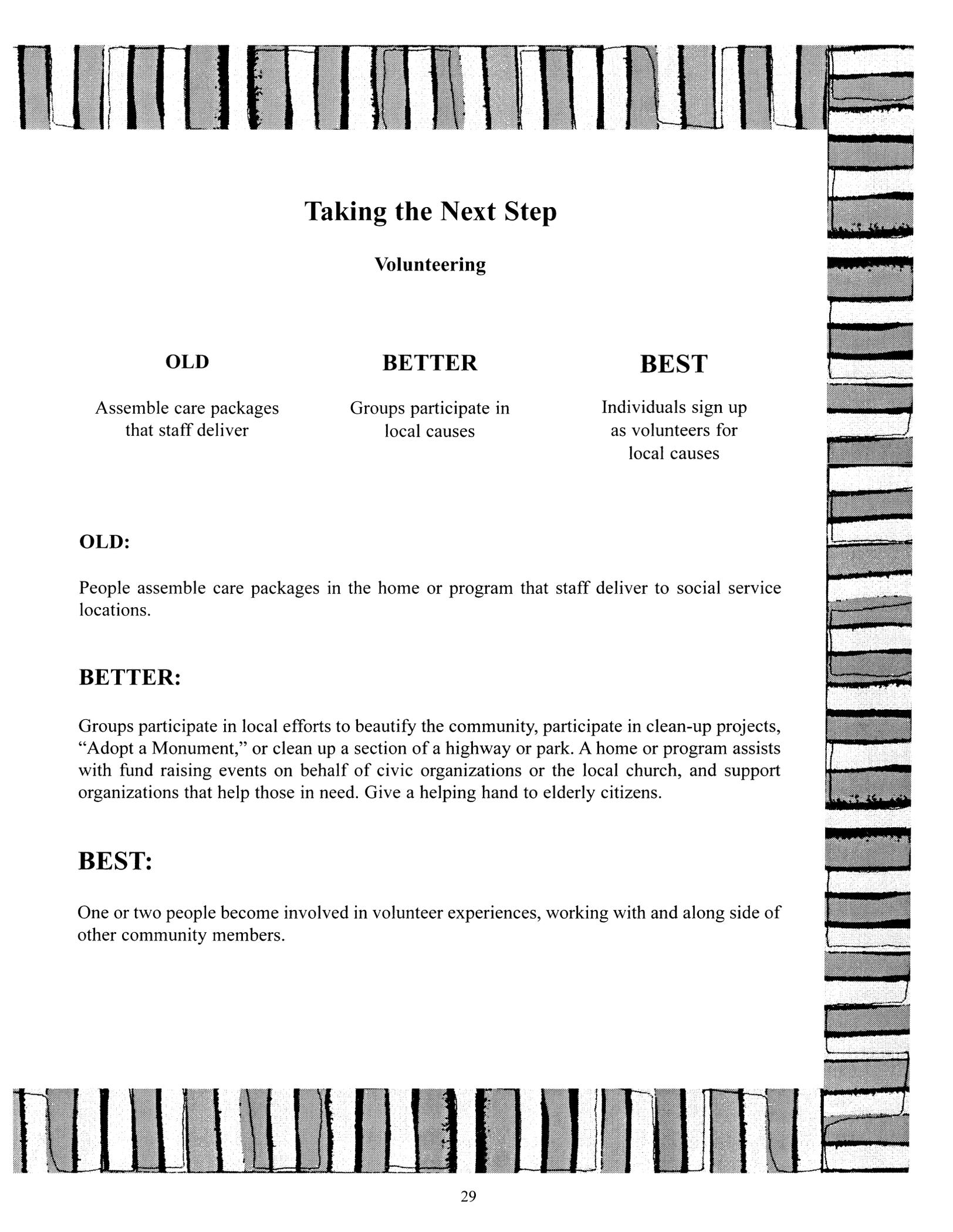
Purchase treadmill or other fitness equipment for the home or program.

BETTER:

Walk around the neighborhood. Be a mall walker in bad weather. Purchase a group membership at a local gym and rotate participation amongst a number of people.

BEST:

Walk for a cause. Support individual memberships at local gyms or “Y” programs. Consider the use of personal trainers or swim lessons/classes. Support membership in health related support groups (i.e., Weight Watchers).



Taking the Next Step

Volunteering

OLD

Assemble care packages
that staff deliver

BETTER

Groups participate in
local causes

BEST

Individuals sign up
as volunteers for
local causes

OLD:

People assemble care packages in the home or program that staff deliver to social service locations.

BETTER:

Groups participate in local efforts to beautify the community, participate in clean-up projects, "Adopt a Monument," or clean up a section of a highway or park. A home or program assists with fund raising events on behalf of civic organizations or the local church, and support organizations that help those in need. Give a helping hand to elderly citizens.

BEST:

One or two people become involved in volunteer experiences, working with and along side of other community members.

Taking the Next Step

Bringing Community In

OLD

Host holiday events
at home or program

BETTER

Host parties for family,
friends, local
community groups

BEST

Encourage relationships
outside the home
or program

OLD:

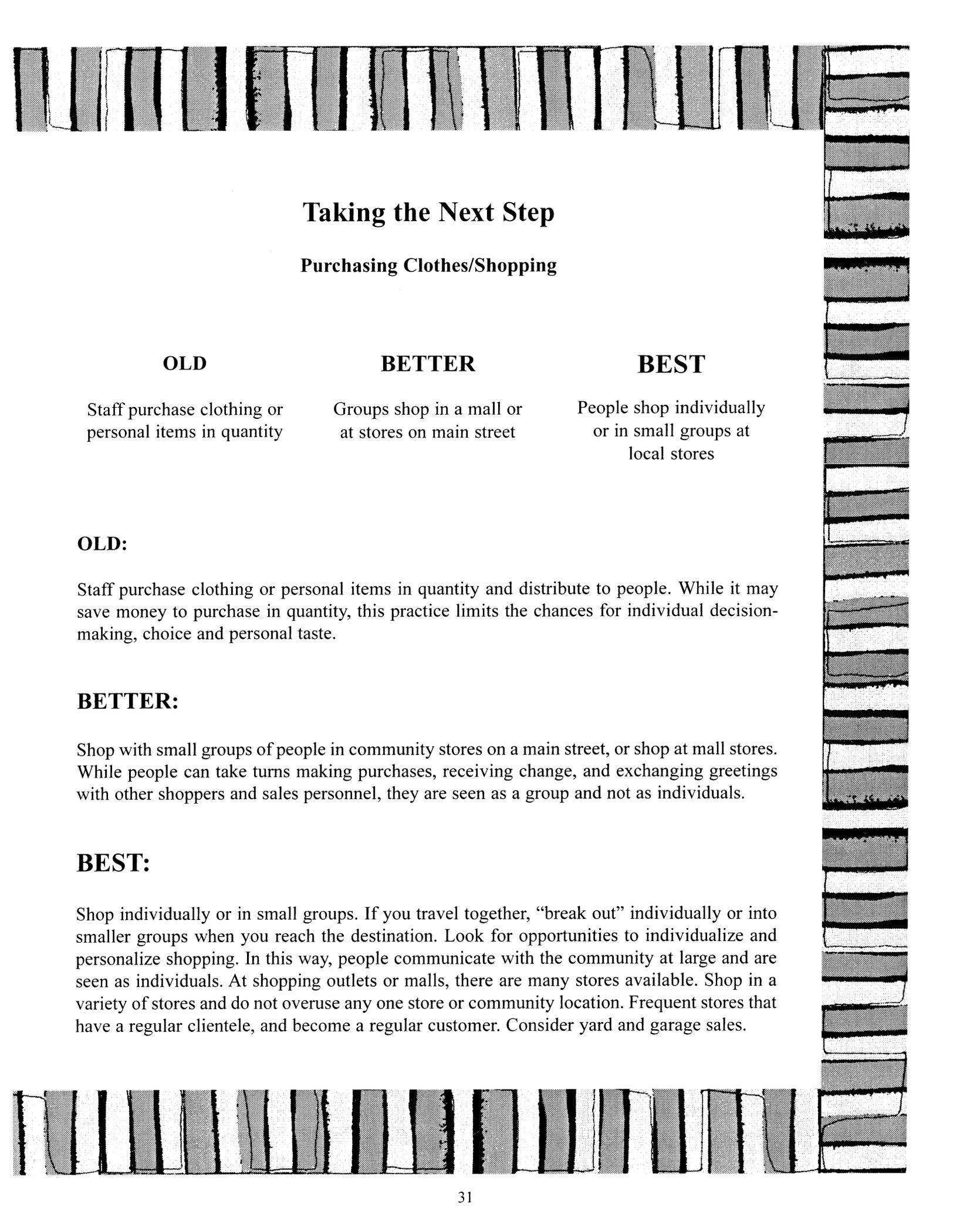
Community groups visiting segregated programs increase the probability that personal relationships will develop, but generally, a large group of citizens coming into a segregated setting (for a special event such as a Christmas party or religious services, does not lead to personal relationships between people.

BETTER:

When community members come to a home or program, look for opportunities to build personal relationships between community members and people with disabilities based on a common interest or activity. Host parties and invite neighbors, supportive community members, and staff families and friends.

BEST:

Continue the relationships outside the home whenever possible. Encourage and establish shared activities in the community that build on common interests between community members and people with disabilities.



Taking the Next Step

Purchasing Clothes/Shopping

OLD

Staff purchase clothing or personal items in quantity

BETTER

Groups shop in a mall or at stores on main street

BEST

People shop individually or in small groups at local stores

OLD:

Staff purchase clothing or personal items in quantity and distribute to people. While it may save money to purchase in quantity, this practice limits the chances for individual decision-making, choice and personal taste.

BETTER:

Shop with small groups of people in community stores on a main street, or shop at mall stores. While people can take turns making purchases, receiving change, and exchanging greetings with other shoppers and sales personnel, they are seen as a group and not as individuals.

BEST:

Shop individually or in small groups. If you travel together, “break out” individually or into smaller groups when you reach the destination. Look for opportunities to individualize and personalize shopping. In this way, people communicate with the community at large and are seen as individuals. At shopping outlets or malls, there are many stores available. Shop in a variety of stores and do not overuse any one store or community location. Frequent stores that have a regular clientele, and become a regular customer. Consider yard and garage sales.



Taking the Next Step

Knowing Your Neighborhood

OLD

Enjoy the backyard and front porch or program entrance

BETTER

Take group walks around the neighborhood

BEST

Connect with neighborhood life

OLD:

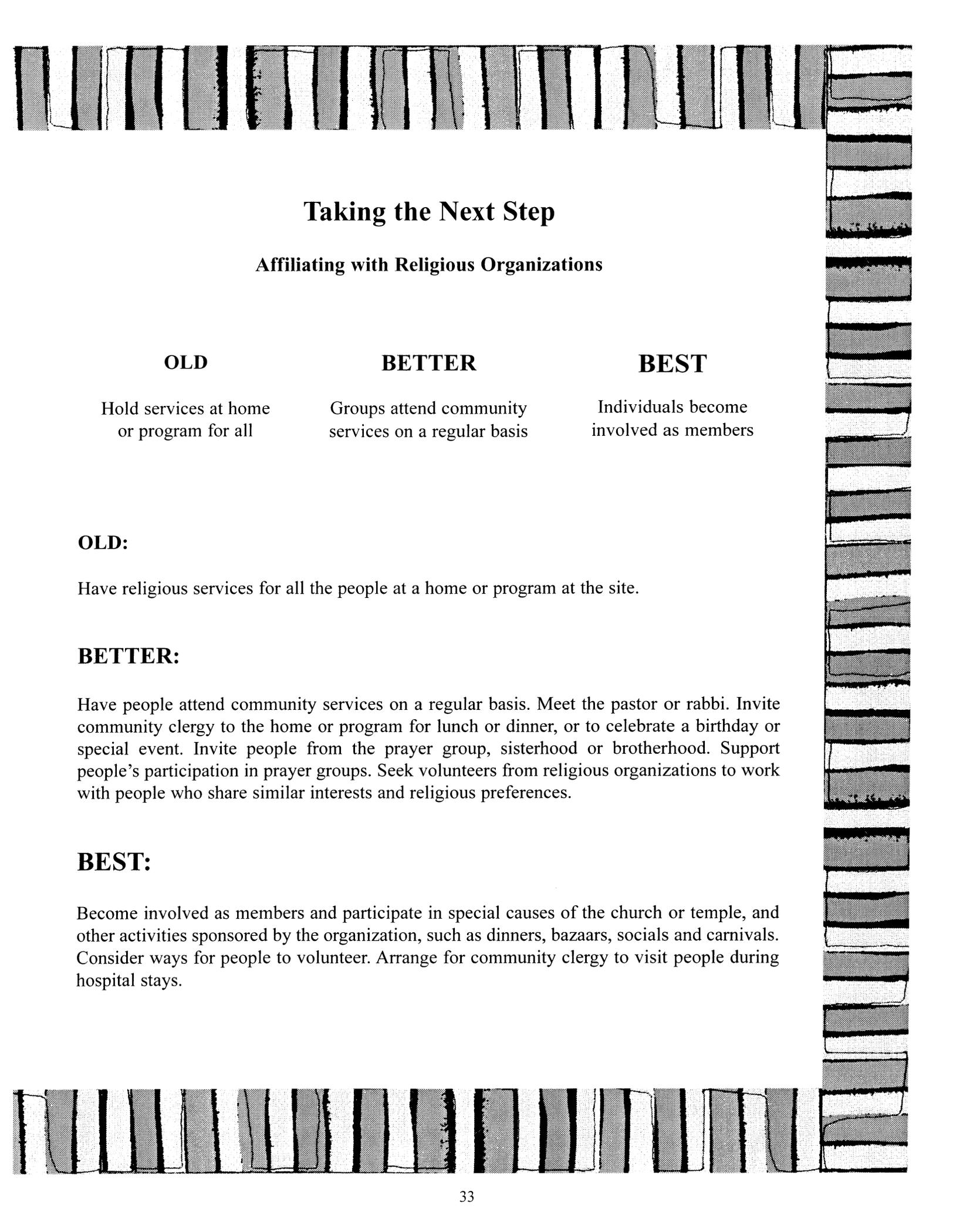
Enjoy activities in the backyard and front porch/entrance of the home or program. While it is always good to get fresh air, activities restricted to the backyard do not promote community membership.

BETTER:

Take a group walk around the neighborhood. Stop and talk. Frequent local stores.

BEST:

Take individual walks around the neighborhood. Get to know the neighbors. Stop, talk and establish a connection with them. Take advantage of all the local stores and become a regular. Join neighborhood associations. Help neighbors in need.



Taking the Next Step

Affiliating with Religious Organizations

OLD

Hold services at home or program for all

BETTER

Groups attend community services on a regular basis

BEST

Individuals become involved as members

OLD:

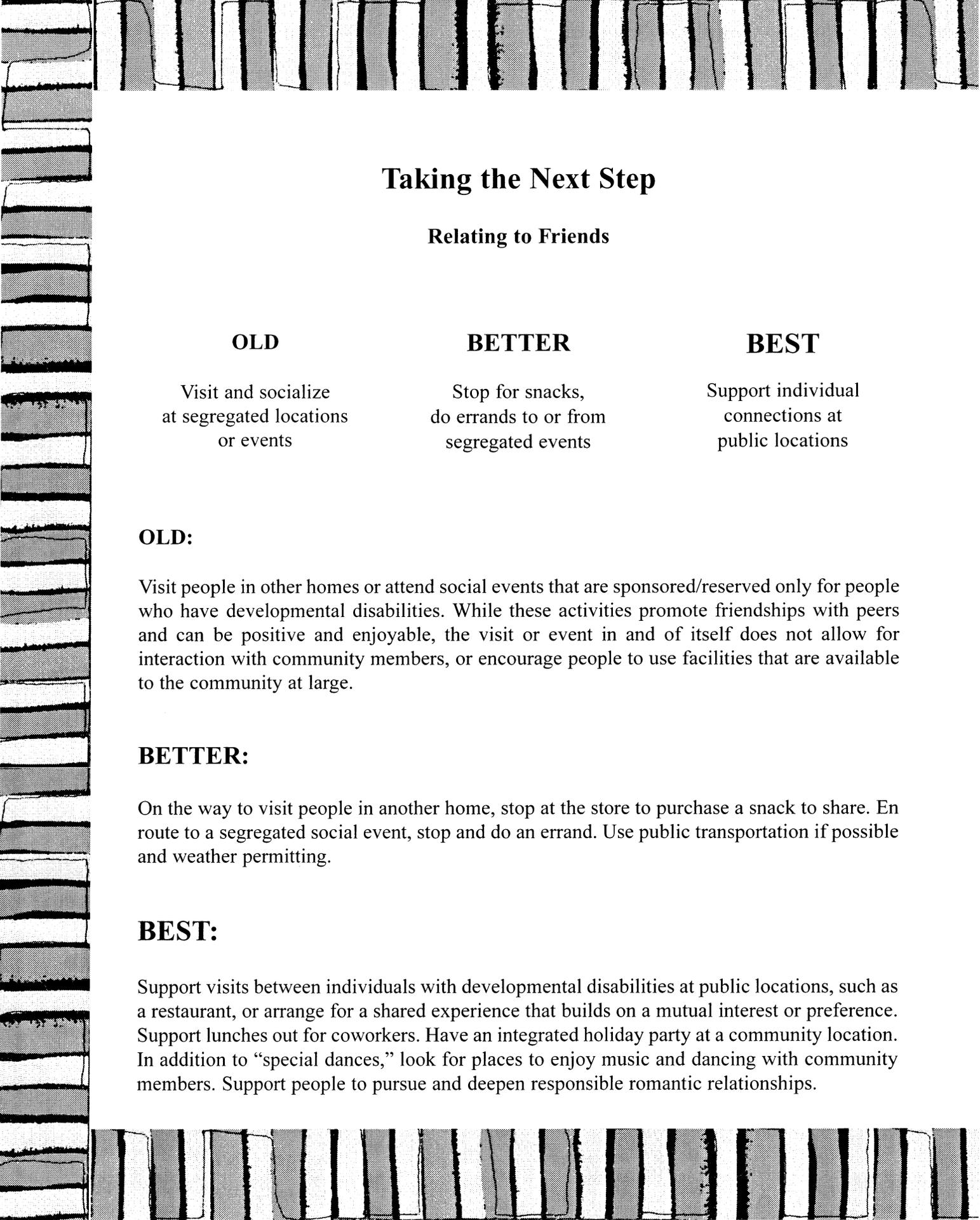
Have religious services for all the people at a home or program at the site.

BETTER:

Have people attend community services on a regular basis. Meet the pastor or rabbi. Invite community clergy to the home or program for lunch or dinner, or to celebrate a birthday or special event. Invite people from the prayer group, sisterhood or brotherhood. Support people's participation in prayer groups. Seek volunteers from religious organizations to work with people who share similar interests and religious preferences.

BEST:

Become involved as members and participate in special causes of the church or temple, and other activities sponsored by the organization, such as dinners, bazaars, socials and carnivals. Consider ways for people to volunteer. Arrange for community clergy to visit people during hospital stays.



Taking the Next Step

Relating to Friends

OLD

Visit and socialize
at segregated locations
or events

BETTER

Stop for snacks,
do errands to or from
segregated events

BEST

Support individual
connections at
public locations

OLD:

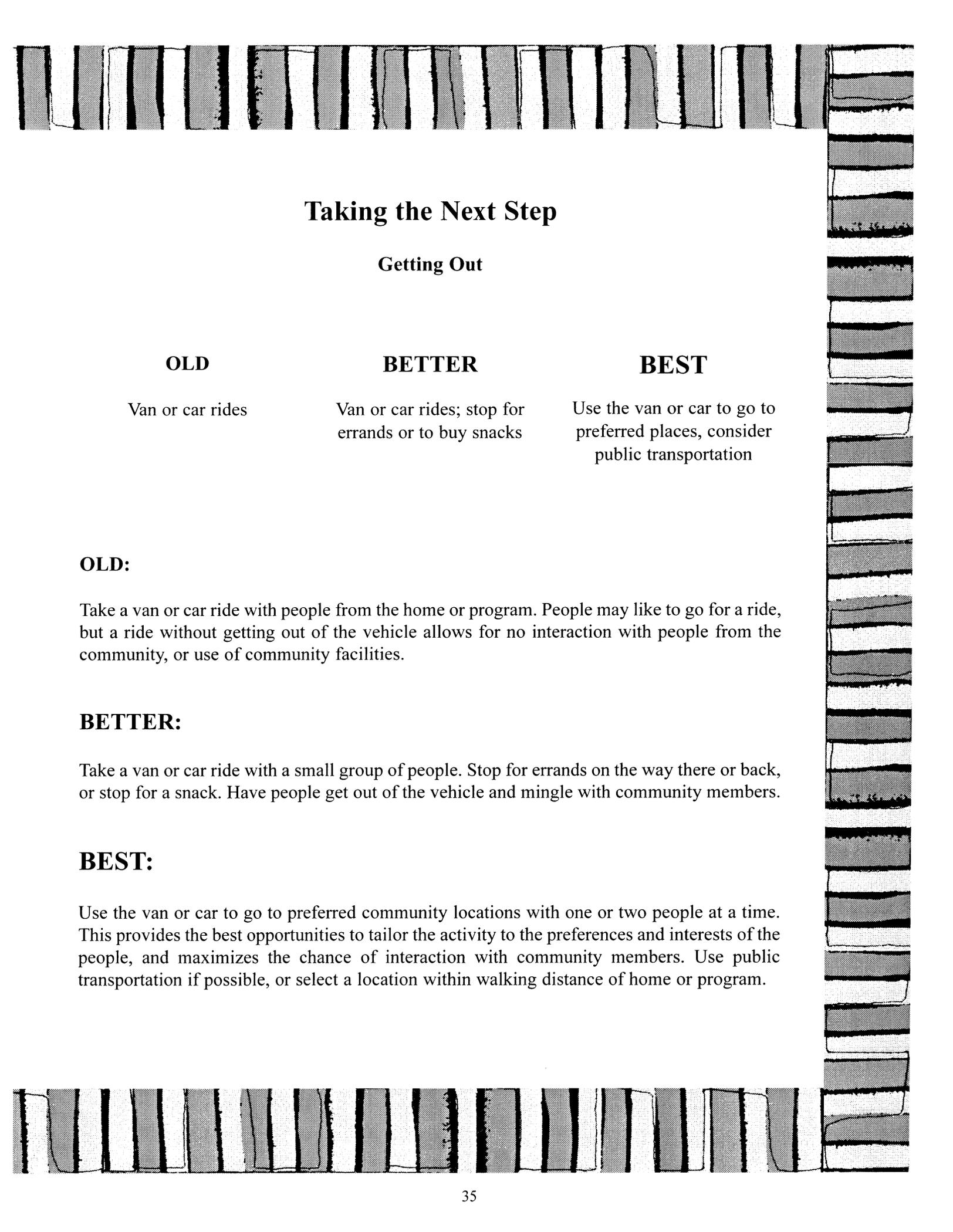
Visit people in other homes or attend social events that are sponsored/reserved only for people who have developmental disabilities. While these activities promote friendships with peers and can be positive and enjoyable, the visit or event in and of itself does not allow for interaction with community members, or encourage people to use facilities that are available to the community at large.

BETTER:

On the way to visit people in another home, stop at the store to purchase a snack to share. En route to a segregated social event, stop and do an errand. Use public transportation if possible and weather permitting.

BEST:

Support visits between individuals with developmental disabilities at public locations, such as a restaurant, or arrange for a shared experience that builds on a mutual interest or preference. Support lunches out for coworkers. Have an integrated holiday party at a community location. In addition to “special dances,” look for places to enjoy music and dancing with community members. Support people to pursue and deepen responsible romantic relationships.



Taking the Next Step

Getting Out

OLD

Van or car rides

BETTER

Van or car rides; stop for errands or to buy snacks

BEST

Use the van or car to go to preferred places, consider public transportation

OLD:

Take a van or car ride with people from the home or program. People may like to go for a ride, but a ride without getting out of the vehicle allows for no interaction with people from the community, or use of community facilities.

BETTER:

Take a van or car ride with a small group of people. Stop for errands on the way there or back, or stop for a snack. Have people get out of the vehicle and mingle with community members.

BEST:

Use the van or car to go to preferred community locations with one or two people at a time. This provides the best opportunities to tailor the activity to the preferences and interests of the people, and maximizes the chance of interaction with community members. Use public transportation if possible, or select a location within walking distance of home or program.

Taking the Next Step

Eating Out

OLD

Staff take orders at food courts or fast food establishments

BETTER

Groups “break out” at food courts, fast food establishments

BEST

Individuals or small groups go to restaurants with preferred fare

OLD:

Go to the food court of a local mall for snack or fast food establishment. People sit together and staff order the food.

BETTER:

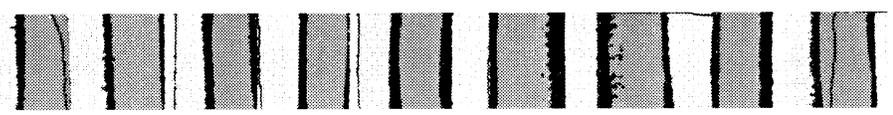
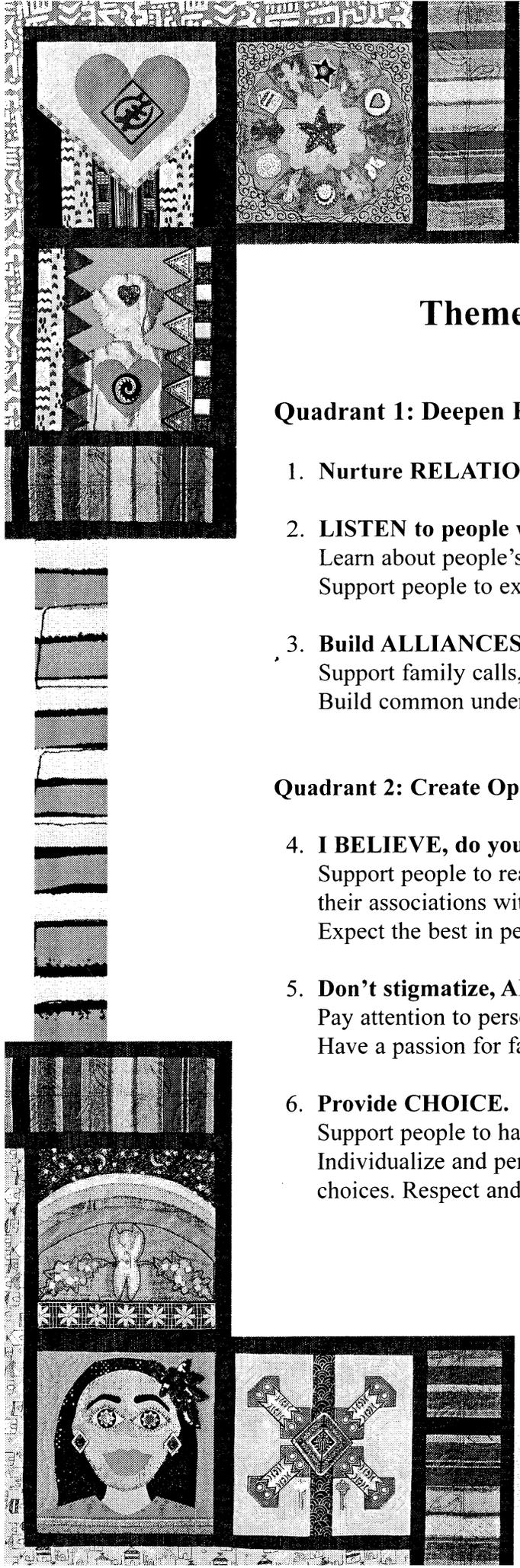
Go to the food court of a local mall for snack or fast food experience. Break out into different tables. People order their own food and pay for their selection.

BEST:

Go with one or two people to a restaurant with preferred fare. Support people to order their own food and pay for their selection. Be a regular at the restaurant. Pay attention to wait staff and patrons to build relationships. Support people to go to dinner with friends and family.



PART THREE:
Themes that Support Community Life



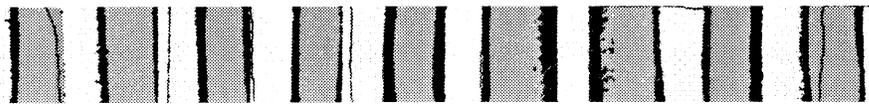
Themes that Support Community Life

Quadrant 1: Deepen Relationships with Friends, Family and Neighbors

1. Nurture **RELATIONSHIPS** with community members.
2. **LISTEN** to people with your heart, see into their souls.
Learn about people's interests. Respond to what people say.
Support people to express what is unique about them.
3. **Build ALLIANCES** with families and advocates.
Support family calls, visits, updates. Work in teams.
Build common understanding and respect between key people.

Quadrant 2: Create Opportunities for Contribution through Work and Volunteering

4. **I BELIEVE, do you? Have high expectations.**
Support people to reach for a dream, and make a unique contribution in work and in their associations with others.
Expect the best in people. Take action to make dreams happen.
5. **Don't stigmatize, ADVERTISE!**
Pay attention to personal presentation and appearance.
Have a passion for fashion.
6. **Provide CHOICE.**
Support people to have their own keys, cash, work, associations, and lives.
Individualize and personalize people's schedules, identities, and other lifestyle choices. Respect and learn from mistakes.



Quadrant 3: Build Connections with Your Neighborhood

7. Know the NEIGHBORHOOD.

Create community by going to the same places, at the same time, to do something of value. Use the street as your classroom.

8. RESPECT each other.

Teach respect. Treat people like family.
Give a person love and respect, and get it back.
Listen to your tone of voice. Have empathy and patience.
See people as adults. Put yourself in the person's shoes.

9. CELEBRATE life and CREATE COMMUNITY! Have fun.

Create occasions to bring people together. Find and share inspiration.

Quadrant 4: Build Memberships through Associations

10. Create UNDERSTANDING one person at a time.

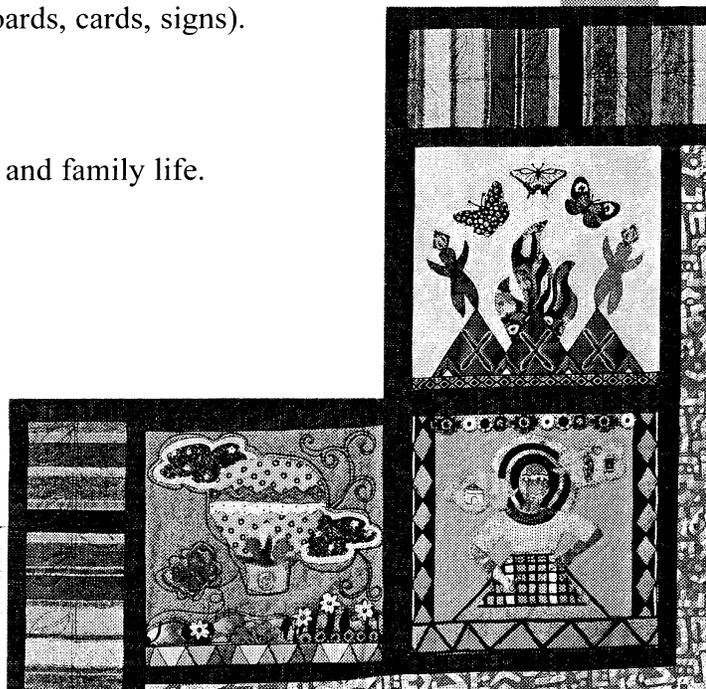
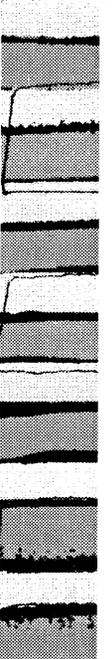
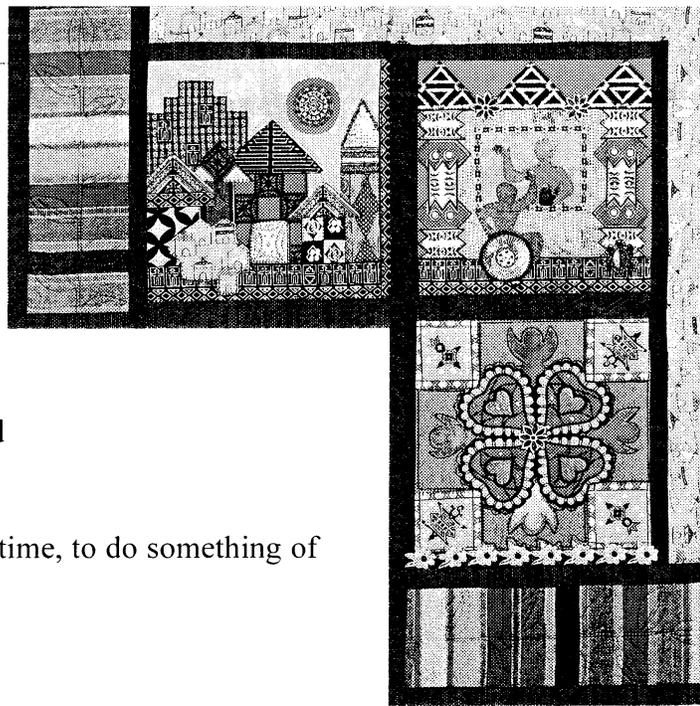
Model for others how to relate. Overcome discrimination. Challenge rejection.
Appreciate difference. Honor people's culture, style, and differences.
Take the next step. Be persistent.

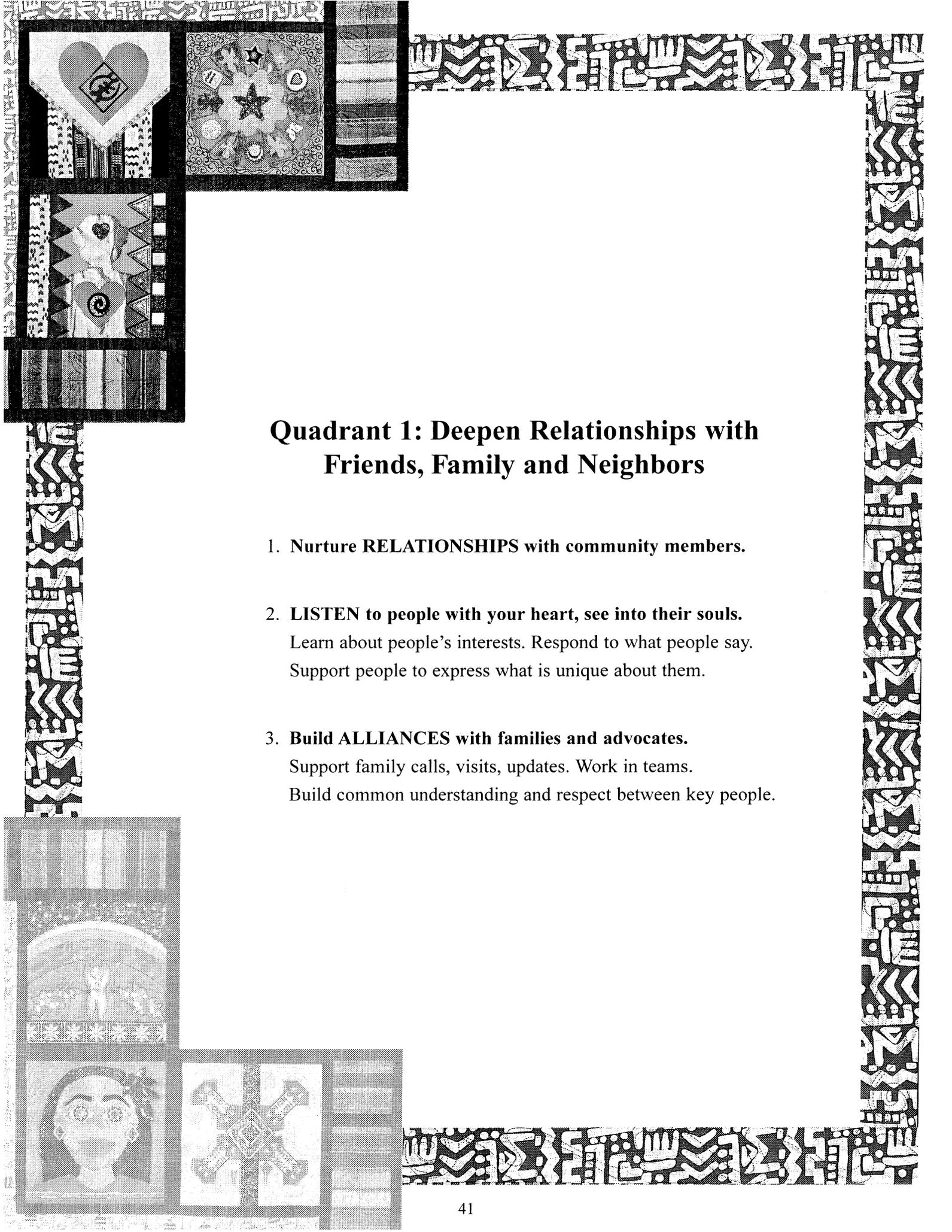
11. Support many ways for people to COMMUNICATE.

Listen to people's eyes and body language.
Use many types of communication methods (i.e., wallets, boards, cards, signs).
Support people to learn and use words for their feelings.

12. SHARE YOUR LIFE and your journey.

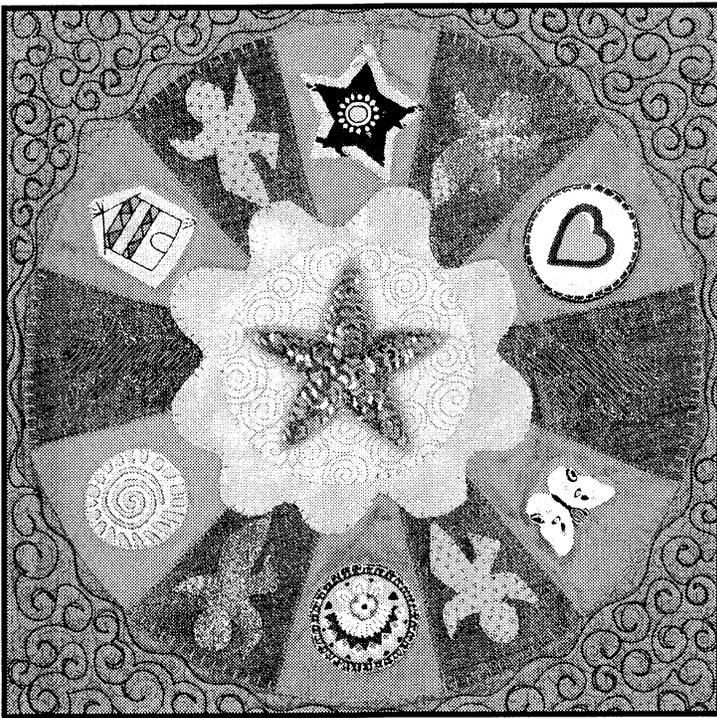
Be a friend. Take trips together, go places, and share friends and family life.
Share your interests and associations.





Quadrant 1: Deepen Relationships with Friends, Family and Neighbors

1. **Nurture RELATIONSHIPS with community members.**
2. **LISTEN to people with your heart, see into their souls.**
Learn about people's interests. Respond to what people say.
Support people to express what is unique about them.
3. **Build ALLIANCES with families and advocates.**
Support family calls, visits, updates. Work in teams.
Build common understanding and respect between key people.



1. Nurture RELATIONSHIPS with community members

This image represents the circle of relationships through which people are connected to community life. The center pointed star represents the five accomplishments of community inclusion; sharing places, knowing people, having respect, making choices, and making a contribution.

Nurture RELATIONSHIPS with community members.

Meet the neighbors.

Do good deeds when possible.

Participate in community activities and volunteer.

Attend community events.

Frequent the same stores, and build relationships with employees.

Use the library on a regular basis.

Send thank you cards, all kinds of cards, for all kinds of occasions.

Sponsor membership in community associations.

Prepare and share food as a way to give gifts to neighbors, local stores and neighborhood figures, hospitals, local community groups.

Plan and implement “giving” projects with people, involve them in shopping, putting it all together, and delivering the gift.

Look to your own life for leads and connections.

You're the friend who's been so good to me. The one who listens carefully and always understands. You're the friend I feel closest to. There have been so many times when I gave you all my fears, hurts and each time you gave me back a heart filled with love and concern; a shoulder to rest my worries upon; and tranquility found nowhere else on earth.

Barbara Edghill, Mercy Home





Whatever affects one directly affects all indirectly. This is the way the world is made. I didn't make it that way, but this is the interrelated structure of reality. Strangely enough, I can never be what I ought to be until you are what you ought to be. You can never be what you ought to be until I am what I ought to be. This is the way the world is made.

Martin Luther King, *I Have A Dream*

Learn About People With Relationship Maps

I was meeting Steven for the first time and decided that the relationship map could help me get to know him. By doing the relationship map together, I found out that he wanted to work on computers at the library. We just got up and went to the Bushwich Avenue library! I also learned he was interested in music, so we looked up his favorite radio station on the Internet and printed out information. In the process Steven met the library worker, learned how to access the computer, and how to find information. He stayed on the computer for 2.5 hours! Now he goes to the library every Wednesday at 11:00 am. This was a great activity for Steven. He doesn't get out much, and he had not been to the library in his neighborhood for several years. He has learned his way around the library, he has learned to use the library printer and to log onto different web sites for information, and to ask library workers for help when he needs assistance. The next time I go, I will invite the parents along so they can see how capable Steven has become!

Maxie Williams, Jr., PSCH

First, I drew my own relationship map and realized that I am closer to my in-laws than my own family! It seemed like a pattern I might want to change. Then I drew a relationship map with a consumer and it sparked a great conversation! Kind of like me, he realized that he was closer to the staff than his own mother. He talked about how much he missed his mother, and we talked about a lot of things. We talked about his feelings and also about how the staff will go the extra mile for him. We hugged and were closer for having talked about such important things.

Chauntee Jackson, Metro DDSO



*Community Inclusion
IS NOT following groups in the community trip
IS choice personal part of the community journey*

<http://www.unc.edu/depts/recreate/crds/Poptions/ci.html>



Learning Activity

Theme: Nurture RELATIONSHIPS with community members

Learning Activity: Developing a Relationship Map

Purpose: What are you teaching? What are other people learning?

This activity helps to depict the important people who are in an individual's life that can contribute to helping develop a more inclusive life.

The completed map allows the individual and their support network to see what supports are readily available to the individual and where additional relationships still need to be strengthened or built. By gaining an understanding of the existing relationships, we can work to find or create opportunities to create new relationships or strategies to strengthen relationships that exist.

Method/Media: Chart; Artistic Design

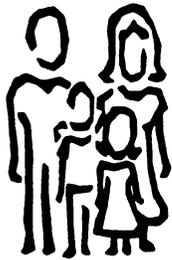
Form of Instruction: Place a line midway down an 8½" by 11" sheet of paper and one line midway across that paper, dividing the page in quarters. Each quarter should have one of the following labels: FAMILY; FRIENDS; PAID PROVIDERS; COMMUNITY SUPPORTS.

Make a small circle in the center of the sheet that encompasses part of each of the four quarters. Draw a stick figure in the circle and put your name (or the name of the individual) underneath it. Begin placing other stick figures, representing people in your life, around the inside circle. The closer your relationship with the person identified, the closer you should have them to you as the person in the inner circle. For example: under family you may have 4 stick figures to denote a mother, father, sister and aunt. Your mother, father and sister may be close to you and you put them close to you, in your diagram. However, you may not be close with your aunt so, even though she is still in the FAMILY box, her stick figure may be closer to the end of the paper. Continue to use this technique until you have exhausted all the people you can identify as having a relationship with in each of the four quarters. [Also, under each stick figure, write their name, their relationship to you and how long you have known them. For instance: Under FRIENDS, after drawing a stick figure pretty close to my inner circle, I would put:

Cynthia
Friend
13 years

Note, if you are working with a person with disabilities on this and no one else is present, you may ask the person if you can speak to other people they know to help determine if there are other relationships that can be uncovered.

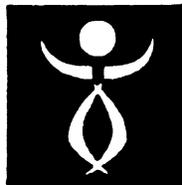
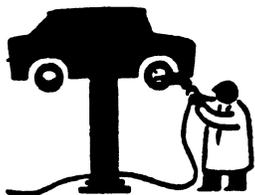
FAMILY



FRIENDS



PAID PROVIDERS



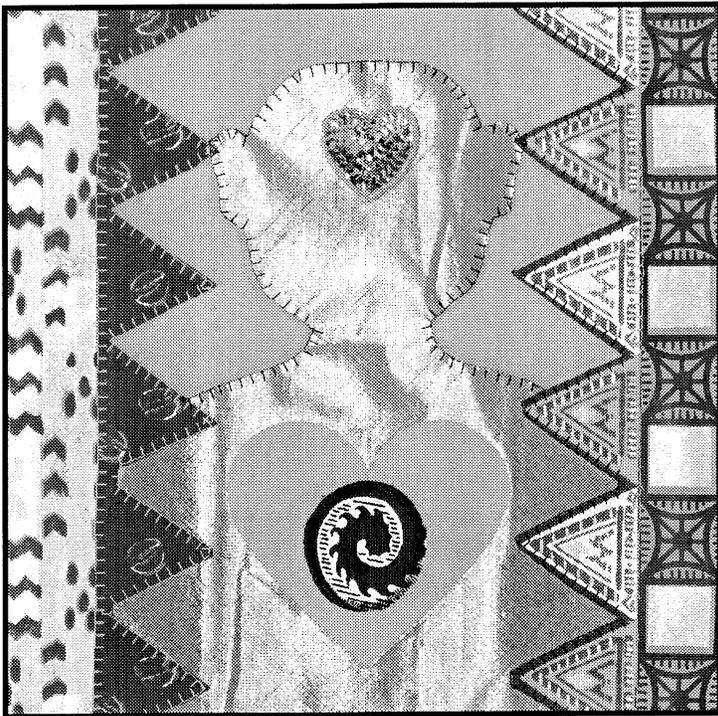
Insert Your Name

**COMMUNITY
RELATIONSHIPS**



BUILDING A RELATIONSHIP MAP

Reprinted with permission from Beth Mount: Person Centered Planning, LifeBuilding Using Personal Futures Planning: Personal Worksheet Packet (2000), available from Capacity Works.



2. Listen to people with your heart, see into their souls

This image symbolizes seeing into other people's hearts and souls with the "eyes" of the heart. We are more likely to have imaginative vision for people's lives when we see them through the "eyes" of the heart.

LISTEN to people with your heart, see into their souls.

Learn about people's interests. Respond to what people say.

Support people to express what is unique about them.

Be a good listener, find a quiet place, and practice patience.

Use a quiet voice.

Ask people about their favorite things to do; ask people what they look forward to doing.

Be idealistic, but make suggestions that are within people's reach.

Be practical with your suggestions; be relevant to the person's life situation.

When people cannot speak, "listen" to their bodies and faces.

*Follow your heart and you will fly.
Help someone follow their heart and
you will soar.*

Reach out and touch a heart.

Sheila McColgan, AHRC



Let us look at our children and families in our community, not as blurred objects in the landscape, or by their possible usefulness to us; but to see them with imagination, with the “eyes of the heart” with faith in their possibilities. It is a great loss when we look at people from a financial or business point of view and neglect the life side.

It Takes a Village, Hidden Wholeness

See People with the Eyes of the Heart

Tyesast and I went through magazines to find photos of the things she loves. We made a collage out of the pictures to express her interests. We also made a basket to put in items that represent her interests and hopes for the future. Since she does not speak, working with images and objects really helps her communicate. Her unique gift is her smile. She can always put a smile on your face and make you laugh, even if you are feeling really down. She likes to get her hair and nails done, and she loves to dance and do artwork. She expresses her interests by pointing and clapping her hands. She likes to visit her former day program to see old friends. We go there once a month and then go out to eat. Her accomplishments over the past two years have been wonderful. She is much more outgoing, and has learned to express herself, do more for herself, and ask for help. We put a beautiful flower in the basket to represent how she has grown from a seed into flower.

Louisa Henderson, Job Path

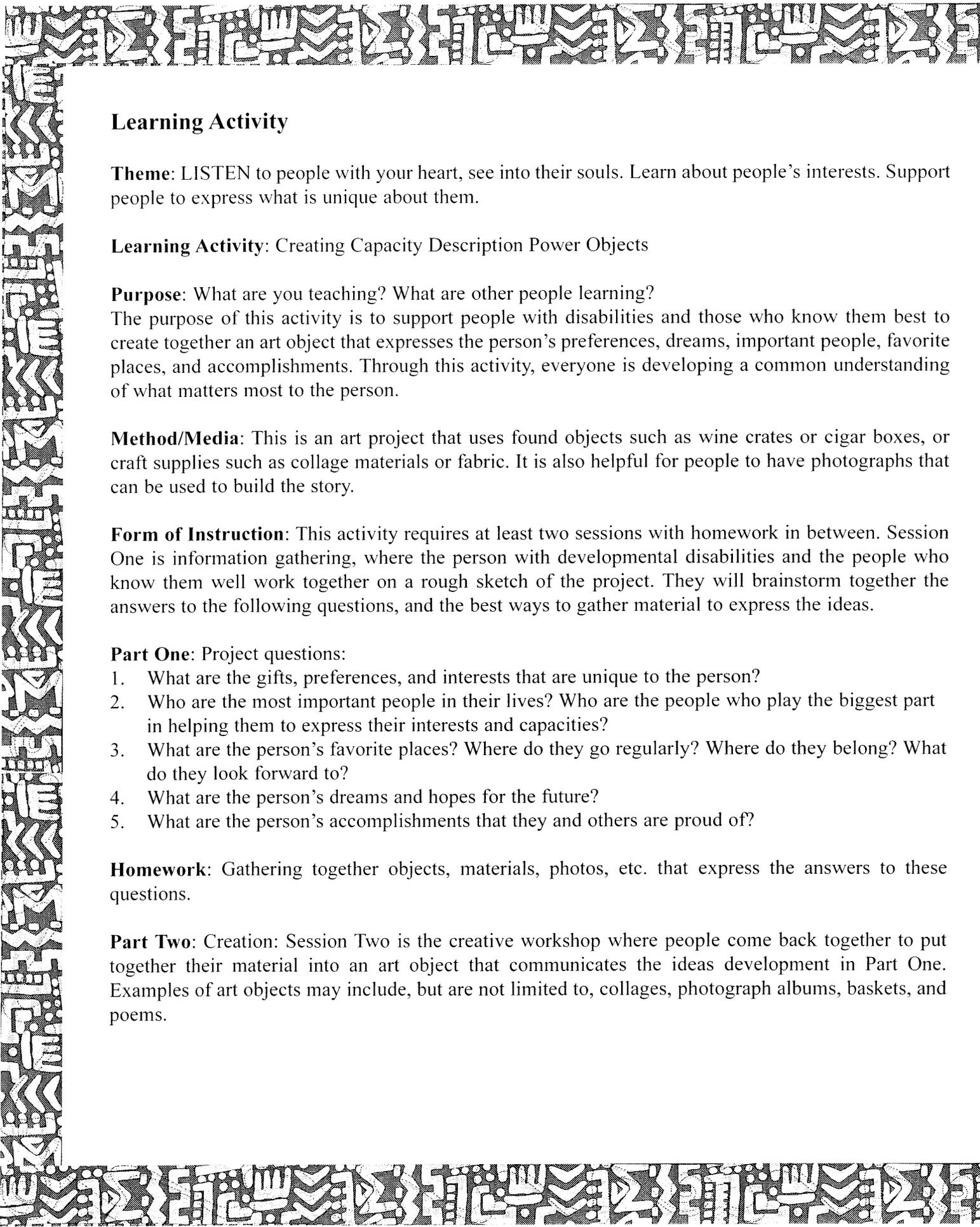
If a person cannot speak, you can still tell happiness or sadness with direct eye contact. You can tell if the person is sick from facial expressions. If a person is blind, he or she must feel safe with you, your touch, voice and smell tells them who you are. They will take comfort in a very soft and gentle touch. Always tell a person what you are doing with them for the day. If you see a change in behavior, ask if there is a change in medication. Ask the manager if there was a change in the home.

Gloristeen Valentine, Brooklyn DDSO

He who works with his hands is a laborer. He who works with his hands and his head is a craftsman. He who works with his hands, his head, and his heart is an artist.

Francis of Assisi





Learning Activity

Theme: LISTEN to people with your heart, see into their souls. Learn about people's interests. Support people to express what is unique about them.

Learning Activity: Creating Capacity Description Power Objects

Purpose: What are you teaching? What are other people learning?

The purpose of this activity is to support people with disabilities and those who know them best to create together an art object that expresses the person's preferences, dreams, important people, favorite places, and accomplishments. Through this activity, everyone is developing a common understanding of what matters most to the person.

Method/Media: This is an art project that uses found objects such as wine crates or cigar boxes, or craft supplies such as collage materials or fabric. It is also helpful for people to have photographs that can be used to build the story.

Form of Instruction: This activity requires at least two sessions with homework in between. Session One is information gathering, where the person with developmental disabilities and the people who know them well work together on a rough sketch of the project. They will brainstorm together the answers to the following questions, and the best ways to gather material to express the ideas.

Part One: Project questions:

1. What are the gifts, preferences, and interests that are unique to the person?
2. Who are the most important people in their lives? Who are the people who play the biggest part in helping them to express their interests and capacities?
3. What are the person's favorite places? Where do they go regularly? Where do they belong? What do they look forward to?
4. What are the person's dreams and hopes for the future?
5. What are the person's accomplishments that they and others are proud of?

Homework: Gathering together objects, materials, photos, etc. that express the answers to these questions.

Part Two: Creation: Session Two is the creative workshop where people come back together to put together their material into an art object that communicates the ideas development in Part One. Examples of art objects may include, but are not limited to, collages, photograph albums, baskets, and poems.



A Pulitzer For Peter

Peter has always had a dream. He wants to be a garbage man. Little did he know that this dream would help him become an author!

Until last October, Peter lived at Bernard Fineson Developmental Center. He was a good worker and participated in the Integrated Services Program, and was assigned to the housekeeping unit. He worked hard, washing, cleaning and resupplying - all the things a good maintenance man does.

But his true love was trash!! After cigarettes, his favorite topic of conversation was garbage. Garbage trucks, garbage men, garbage companies, dumps and trashcans were his favorite subjects. One day, his social worker asked, "Peter, would you like to write a book about a garbage truck?" He was delighted. But he found out that writing was hard work, too.

"Tell me a story about your garbage truck," was the next question. He had to sit. He had to think. He had to focus. He had to choose the exact words. His words were very important. After all, this was going to be a book! Peter had a chance to live out his dream: What would my life be like if I was a garbage man.

Peter had thought about this a lot. He was able to describe exactly what he would do each day. He and his partner would get up early each morning before the sun was up. The truck would have a dumpster on the back. He would drive his truck to factories to empty their dumpsters. Then he would crush the garbage and drive to the next factory. Later in the day, he would empty the trashcans people put out in front of their houses. With a full load, he would drive to the dump. Finally, he would drive home and go to bed, ready to start all over again the next day.

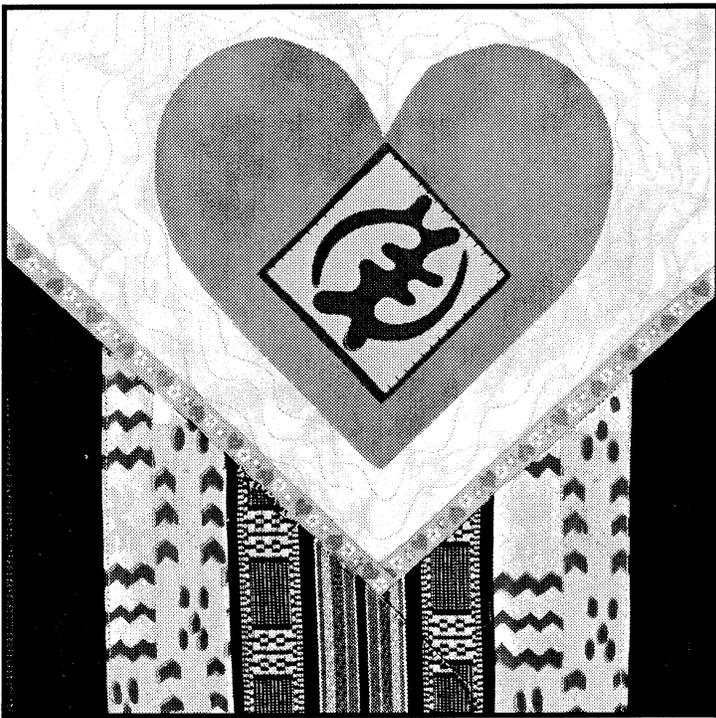
After the story was written, he and his social worker broke it into segments. Peter was a good artist, so he made line drawings for each segment. He made sure each part of his day was fully, though simply, rendered. They even caught a mistake in the sequence of the story. They then used that mistake as though it was a real mistake in a real garbage man's day. They even made a joke about it. And so "Two Trash Men," the book, was born.

The book was set using Microsoft Word. The typeface is Goudy Old Style, 36 point, with 42 point for the title. The text was printed in horizontal format. The printing and binding were done at a local office supply store. The original drawings and the proof copy of the text were used to make the copies. Heavy stock paper was used for the pages and colored heavy stock paper for the title page. The comb binding had to be adapted for a horizontal format. This required careful placement during the hole punching and when cutting the plastic binding afterwards. The staff person at the office store was extremely helpful. (Be sure to go when they're not busy!) The cost for 20 copies of the book was about \$6.00 per copy. Peter took an active role in every aspect of his book's final production.

Peter decided who would get his books. He signed the copies and gave them to his family and friends. His father and brothers were delighted to get copies. So were his friends at BFDC. His psychologist read her copy to her 6-year-old son. He gave it rave reviews and recommended it for his school library. And this led to talk of publication. So, "Two Trash Men" has taken on a life of its own. Copyright and publishing of Peter's book are now being pursued. He hopes it will be published so that many people can enjoy it.

Peter has moved on now. He now lives in an IRA for adults with autism, after living at BFDC for 12 years. He works in a Day Habilitation Program doing maintenance work. And he still enjoys talking about trash!

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3. Build ALLIANCES with families and advocates.

The Adinkra symbol for “Nyame” is the most important Adinkra symbol which represents the higher powers of awareness. “Nyame” inside a heart symbolizes overcoming separation and conflict between people with disabilities, their families, and direct support staff by developing a common vision for the person.

Build ALLIANCES with families and advocates.

Support family calls, visits, updates. Work in teams.

Build common understanding and respect between key people.

Support people to acknowledge family member birthdays, and learn about important family traditions.

Remember Mother’s day, Father’s day, and Grandparent’s day with a card or letter.

Get to know family members, particularly their traditions and religious practices.

Enter each relationship with an open mind.

Be honest with families. Do not avoid sensitive issues.

Support family members in their travels. If possible, visit their home.

Contact families with good news, not just to report an incident.

Learn about the person first hand from families rather than from a report.

If you have had a bad experience in the past, build confidence to try again.

*In the words of a person with a disability,
Let us feel the bitter as well as the sweet
that life usually brings. Let us experience
life in its fullness – the sweat, toil, and
discomfort of leaping over those hurdles
of living as well as the joy, pride, and
warmth that one feels knowing that he
has succeeded. After all, we are just here
for a very short time. You may be
surprised by what we can become.*

McGrath, *Give Us the Knife;
Carving a Lifestyle*





We are bound by shared blood and shared sacrifices. We are much too intelligent, much too bound by our Judeo-Christian heritage; much too victimized by racism, sexism, militarism, and anti-Semitism; much too threatened as historical scapegoats to go on divided from one another. We must turn from finger pointing to clasped hands. We must share our burdens and our joys with each other once again. We must run to each other and not on each other and choose higher ground.

Jesse Jackson, *The Call of Conscience, the Courage of Conviction*

Build Relationships with Families

We support people to build stronger relationships with relatives, especially those that they rarely hear from. We went with people to the craft store to purchase materials, took photos of people, and then made Valentines ornaments using the photo as the centerpiece. As most of our consumers are Spanish, we wrote messages in Spanish on the back of the cards and sent them out to families. Some relatives called consumers to express their appreciation; others sent back recent photos of themselves for the person to keep. We want to send more notes and photos to families on a regular basis.

Erica Cancel, Unique People Services

Teddy’s relationship with his niece has always been positive. He has often assisted his sister with her care. Recently, his niece celebrated her third birthday. Teddy purchased a gift for her. He enjoys spending time with her and visits her often. He was recently selected by his sister to be the godfather when his niece was baptized. He prepared for the event for weeks. He purchased shoes, socks, and a headpiece for her. He also had favors made for the occasion. He invited one of his housemates to the ceremony. They both looked so good dressed in their suits as they left to go to the church. After the ceremony, there was a reception held at his sister’s home. They had a great time. Becoming his niece’s godfather has given him a sense of pride and a sense of belonging.

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*Talents are best nurtured in solitude,
but character is best formed in the
stormy billows of the world.*

Marlene Chunilall, AHRC





Learning Activity

Theme: Build ALLIANCES with families and advocates

Learning Activity: Showing community lives with photographs

Purpose: What are you teaching? What are other people learning?

Pictures are worth a thousand words and well taken, will tell the story of citizenship involvement for people, and support their individual connection with families and advocates.

Method/Media: Use one-time use cameras, or invest in lightweight auto focus cameras that are easy to use. Ensure that cameras and film are readily available, and that procedures are in place to promote regular picture taking of people and staff in community places and with community members. Maintain an album at the program, and use in photo collages or visual “storyboards” in hallways and classrooms and also mail out to families and community members as part of regular communication. Involve people when mailing the pictures, be it at the post office or walk to the corner mailbox. Include a self-addressed envelope to support return correspondence.

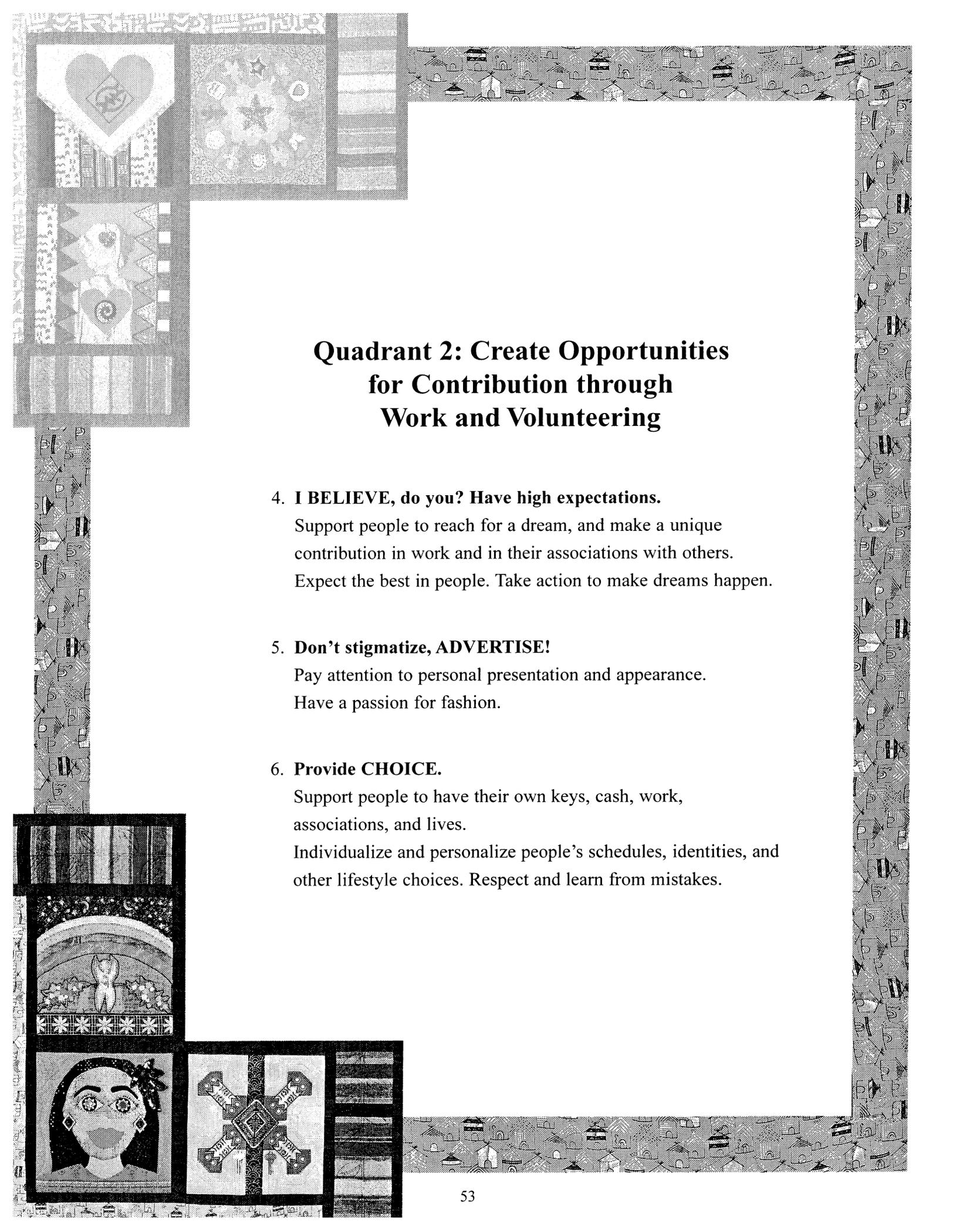
Form of Instruction:

- Help people look terrific when they go out, and capture this in pictures.
- Help people build a wardrobe that is trendy, consistent with their age and culture, and in keeping with people they meet in the community.
- Attention to sometimes small details can make a big difference in your pictures.
- Feature images of people and staff. Show them in community places and with community members.
- Capture interaction of people and staff with community members whenever possible.
- Capture friendships and special relationships on film.
- Take photos of individuals involved in community service, not just recreational activities.
- Avoid pictures with people lined up in a row.
- Avoid pictures of large groups of people with disabilities. Look for opportunities to individualize and personalize pictures.
- Remember picture composition. Particularly for people in wheelchairs, remember to include them in the main body of the picture.
- Use photos to capture old memories and build new ones. When a person is moving, take photos of old neighborhoods and relationships, and build a collage of the new home. Share these pictures with family and advocates.
- Put pictures of people on mugs, T-shirts, key rings, etc., and give as gifts.
- Build personalized communication systems using photos.

Remember to:

Seek out the best buy when purchasing one-time use cameras.

Take advantage of developing that offers frequent use discounts.

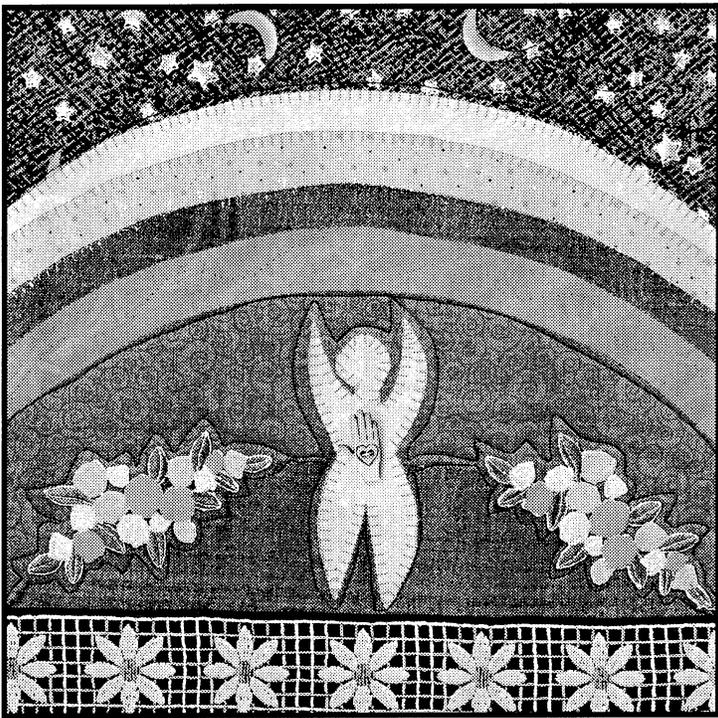


Quadrant 2: Create Opportunities for Contribution through Work and Volunteering

4. **I BELIEVE, do you? Have high expectations.**
Support people to reach for a dream, and make a unique contribution in work and in their associations with others.
Expect the best in people. Take action to make dreams happen.

5. **Don't stigmatize, ADVERTISE!**
Pay attention to personal presentation and appearance.
Have a passion for fashion.

6. **Provide CHOICE.**
Support people to have their own keys, cash, work, associations, and lives.
Individualize and personalize people's schedules, identities, and other lifestyle choices. Respect and learn from mistakes.



4. I BELIEVE, do you? Have high expectations.

This image symbolizes a person reaching for a star, which represents their unique purpose and dream for a meaningful life.

I BELIEVE, do you? Have high expectations.

Support people to reach for a dream, and make a unique contribution in their work and in their associations with others.

Expect the best in people. Take action to make dreams happen.

Imagine that every person wants to do something with his or her life.

Focus on what people can do, not what they cannot do.

Remove childlike activities and décor in adult environments.

Consider only items and activities that are age appropriate and meaningful to people.

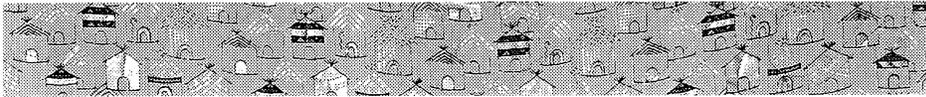
Support people to have their own wallets, bank accounts, room keys, etc.

Follow through on the things you say you will do with people.

Help others keep their commitments.

From the students at P.S. 242: "If my mind can conceive it, and my heart can believe it, then I know I can achieve it."

Chauntee Jackson, Metro DDSO



Dreams Lead to Community Contribution

We made Christmas tree ornaments and sun catchers for people to give to family and friends. People gave the ornaments to their own loved ones, and also gave them to their doctors, police officers, church members, mailmen, the UPS rep., etc.

*Cynthia Welcome & Krystal Simon,
Services for the Underserved & PSCH*

We went with a consumer to purchase body powder, toothpaste, razors, soap, lotion, wash clothes, gift paper, bows, and zip lock bags, which we arranged into eight gift bags and brought to a shelter on Franklin Avenue. Three people including consumers went to a shelter on Franklin Avenue, and consumers met the residents and gave out packages. The Director from the shelter called us on Monday to thank the consumers and staff. He asked us if we could provide four more packages, so we put four more together and went back to the shelter. The residents thanked the consumers, and the consumers talked more than ever! There were good feelings all around.

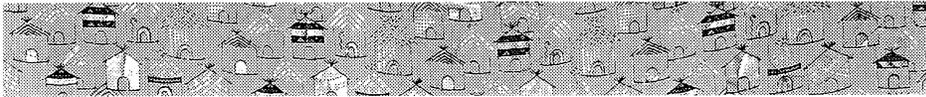
Linda Montgomery, Unique People Services

We wanted to bring friends together to go shop, make care packages, and take them to a shelter. Alexis and Cynthia went to the store to purchase lotions, manicure kits, deodorant, sharps, and cameras for 15 care packages. Then they went to the shelter together and it went great. We learned more about what to put in future care bags that will be meaningful to people. We will do this again.

*Pam Doyle, Tara Kaufman & Tasha Pettaway,
Staten Island DDSO*

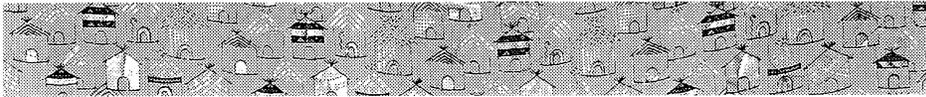
We decided to make holiday wreaths for local businesses as a productive and creative way to connect to the community. Working together with interested consumers, we drew pictures of how the wreaths should look, and then we worked with branches, wood, wire and ornaments to put it all together. When we took one to the local bank manager, she told us that she was having a bad day before we walked in with the wreath. She was so appreciative. She told us that they would hang the wreath every year to honor the people from the Anne Marie Residence who worked on it. We will make a lot more wreaths next time, so that we can give them to family and friends.

*Rose Berber & Howard Campbell,
Queens Parent Resource Center*



The aesthetic side of humanness expresses and celebrates imagination, which is the capacity to think of things as if they could be otherwise. It is this sort of practical imagination that people trapped in the box of segregation and socially sanctioned deprivation of opportunity need almost as much as they need fresh air.

John O'Brien



To accomplish great things we must not only act, but also dream; not only plan, but also believe.

Marlene Chunilall, AHRC

Learning Activity

Theme: I Believe, Do you? Have high expectations.

Learning Activity: Relationship Lotto Game

Purpose: What are you teaching? What are other people learning?

Relationship Lotto helps people see how many ways they are connected to other people and community life just by finding symbols and tokens of connection that they carry with them every day. When we see more clearly our own connections then we can find more ways to support people with disabilities to be more connected to community life and relationships.

Method/Media: This is a game that people play in small teams.

Form of Instruction:

1. Ask people to get together in small evenly divided teams.
This is a good activity to do with people with disabilities.
2. Have people find evidence of the items listed on the game card.
People must show their evidence to others to get a point.
Put a token on each square that you can prove evidence.
3. Do an individual card and a group card.
Ask someone to be responsible for the group card.
4. Summarize scores and give prizes for individual winners and the group that has the highest score.
5. Spend some time reflecting on the outcomes (i.e., look at the difference between the scores for staff and people with disabilities).

Brainstorm together with people ways to increase “scores” by working toward various opportunities for membership.

You will need a game board, pennies, coins, or candy to use for points and prizes for winners, both individually and collectively.

Relationship Lotto

Game # 1 Keeping You Going

Car Key	Driver's License	Bus or Train Pass or Token
Cell Phone		Lotto Ticket
Prayer or Poem or Inspirational Item	Item Related to Voting or Jury Duty	Item Related to Job or Paycheck

Score:

Game # 3 Your Community Life

Membership Card	Frequent User Card	Item Related to a Community Event or Association
Symbol of Religious, Cultural or Ethnic Heritage		Item Related to a Support Group
Item Related to a Hobby or Interest	Item Related to Volunteer Work	Other Item (Tell a Story About it)

Score:

Game # 2 Your Family Ties

Personal Letter, Card or Postcard	Photograph	Item from a Friend
Item from Your Child, Grandchild, Niece or Nephew		Item from a Parent
Invitation to a Family Event	Wedding Ring or Any Meaningful Piece of Jewelry	Item from an "Ex" Somebody

Score:

Total Score:



5. Don't stigmatize, ADVERTISE!

This image represents the beauty inside of people who are valued and respected by those who care about them. This theme is about the power of supporting people to assume socially valued roles and appearances as community members.

Don't stigmatize, ADVERTISE!

Pay attention to personal presentation and appearance.

Have a passion for fashion.

Do things with one person at a time, or in very small groups.

Support people to look good whenever you are going out, not just for special events.

Support people to be clean and neat.

Support people to have great haircuts, nice glasses. Be contemporary.

Talk about fashion. Look at magazines. Think about what looks good for each person.

Help people develop a style or look.

Support people to be polite, have manners. Model ways to positively relate to community members.

Attention to even small details can have a big impression on the acceptance and response of others.

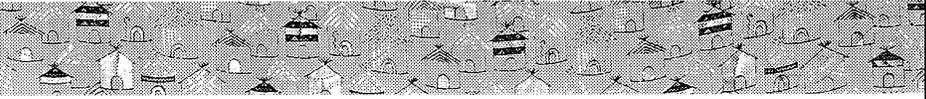
*INCLUSION is -
everybody living together,
working together,
learning together, and
respecting each other,
even though we are all different.*

It Takes A Village...

Where All People Belong

From Ontario's National Community

Inclusion Project 2002-2005



Educating the community about the mentally disabled can make discrimination disappear.

Thelma Rochester, Lifespire

A Certificate of Appreciation

Three participants of the Washington Heights/Inwood Day Habilitation program have volunteered at The Jewish Home and Hospital for the Aged located in Manhattan for the past five years. They assist with the recreation program at the Home 25 hours each month. They provide needed social contact and interaction with the elderly people living there. A warm and caring relationship has developed and they have bonded with the residents through music, play therapy, light exercise, dinners, social events and other activities. This relationship has grown beyond that established through the initial commitment. The Jewish Home has recognized their efforts. Delores in particular was awarded a Certificate for Appreciation for 468 hours of outstanding volunteer service. The ceremony and luncheon was held at the Jewish Home. Delores was dressed in a lovely green pant set made of georgette and satin. She was quite excited about the event. The Metro New York DDSO is very proud of her.

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*The night is beautiful.
So are the faces of my people.
The stars are beautiful.
So are the eyes of my people.
Beautiful, also is the sun.
Beautiful, also are the souls of
my people.*

Langston Hughes, *Words with Wings,
A Treasury of African-American
Poetry and Art*

Learning Activity

Theme: Don't Stigmatize, ADVERTISE!

Learning Activity: Just Say IT, Family Feud

Purpose: What are you teaching? What are other people learning?

Just Say IT, Family Feud helps people to think about the language they use with individuals. It is important to sensitize people to recognize the “buzz words” or jargon terms that are regularly used when speaking to or about the people we serve. It is important that we project a valued presence for people with disabilities and model ways for community members and family to interact with them.

Method/Media: This is a game that people play in small teams.

Form of Instruction: Ask people to get together in small evenly divided teams. Each team has a buzzer. You will need a Master of Ceremonies (MC).

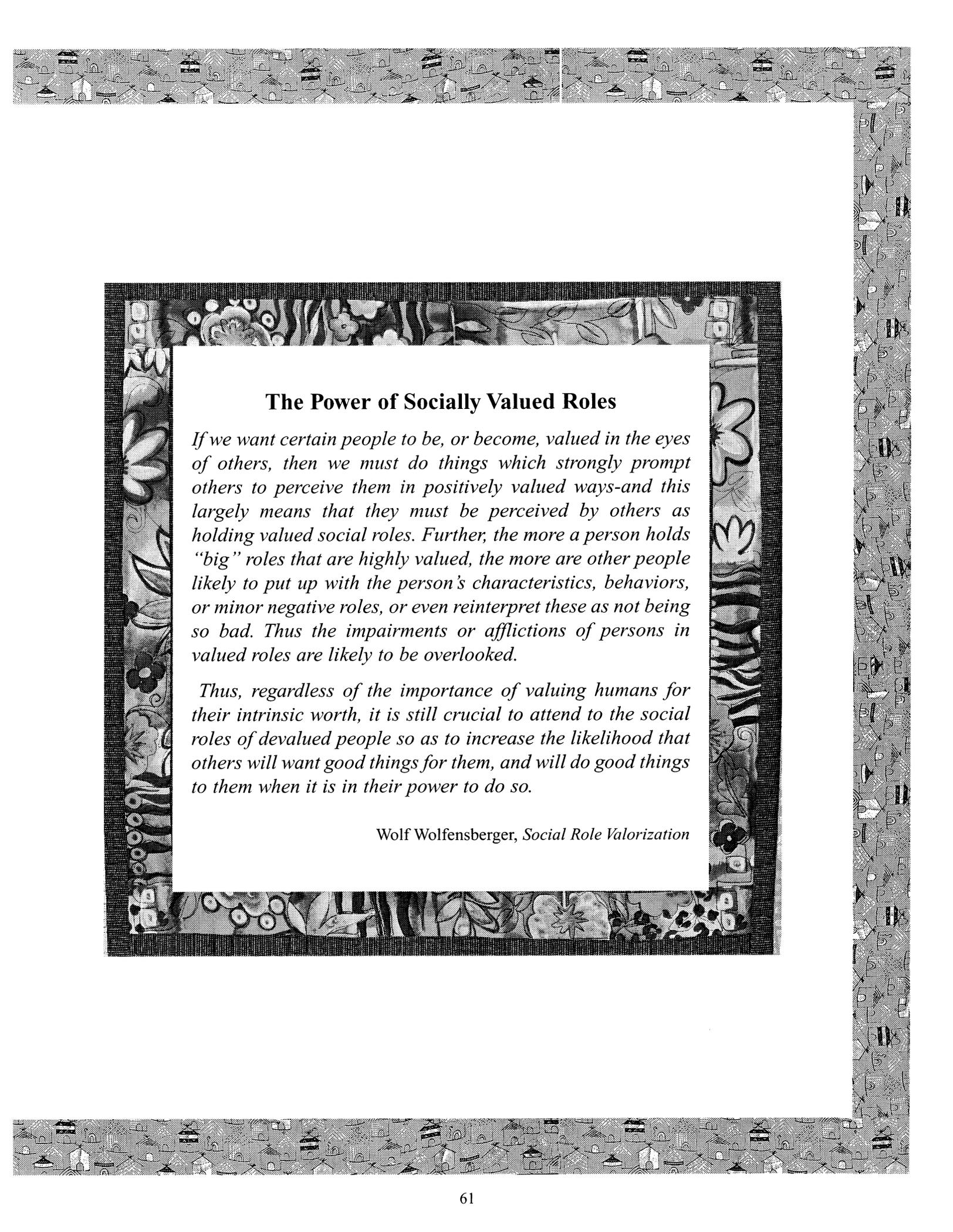
The MC chooses five jargon terms that are commonly used when speaking to or about people with disabilities, along with “everyday language” alternative, as follows:

Buzz word or jargon term	Everyday Language Alternative
client(s) or consumer(s)	person, individual, people, the person's name
peers	friends, girl friend, boyfriend, co-workers, housemates, roommates
toileting the person	assisting the person in the bathroom
loading the van	helping the person to get in the van
feeding	eating, dining, having dinner, getting a snack
travel training	learning about the commute, learning how to take the bus, learning how to take a taxi, learning how to get around, learning about your neighborhood
outing	going out with friends, going shopping, dining out, taking a coffee break

As in the game Family Feud, each team chooses a representative to buzz in the most popular response. The team has to guess the alternatives for each jargon term. If someone guesses an alternative not up there, they receive a strike. Three strikes and the other team is able to steal and earn the point. The team with the most points wins.

This game is fun for all participants. In the end, the MC should spend some time reflecting on how language has an impact on people's presence and participation with the community at large. Brainstorm together with people other buzz words or jargon terms and everyday language alternatives.

Game concept shared with permission from Caroline Schestag, Consultant (2002)

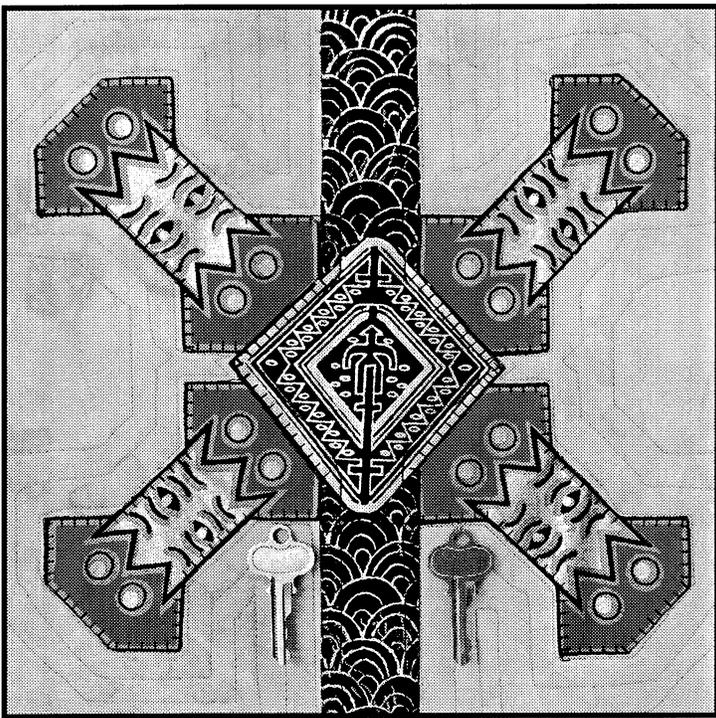


The Power of Socially Valued Roles

If we want certain people to be, or become, valued in the eyes of others, then we must do things which strongly prompt others to perceive them in positively valued ways-and this largely means that they must be perceived by others as holding valued social roles. Further, the more a person holds "big" roles that are highly valued, the more are other people likely to put up with the person's characteristics, behaviors, or minor negative roles, or even reinterpret these as not being so bad. Thus the impairments or afflictions of persons in valued roles are likely to be overlooked.

Thus, regardless of the importance of valuing humans for their intrinsic worth, it is still crucial to attend to the social roles of devalued people so as to increase the likelihood that others will want good things for them, and will do good things to them when it is in their power to do so.

Wolf Wolfensberger, *Social Role Valorization*



5. Provide CHOICE

This image represents personal empowerment that grows as one assumes greater control and choice in life. The expanding arms of empowerment are adorned with keys to symbolize ownership and authority in one's life.

Provide CHOICE.

Support people to have their own keys, cash, work, associations, and lives.
Individualize and personalize people's schedules, identities, and other lifestyle choices.
Respect and learn from mistakes.

Support people to choose times to do special things.
Help everyone keep his/her own calendar.
Help people get involved in hobbies, pastimes, and clubs that express interests.
Support people to get membership cards, and be on mailing lists.
Establish a New York State identification card for each person.
Support people to develop their own hairstyle, clothes, music, etc., to be unique.
Support people to choose more of their everyday LIFE choices.
Help people to think of ways to do things differently to avoid past mistakes.

*Can you honestly say that each person has his/her own lifestyle?
If not, develop one that is reflected in activities, décor, calendars, and belonging within their community.*





A Motor Vehicle Identification Card for Robert

While working on Robert's neighborhood profile, he told me that he wanted a non-driver, Department of Motor Vehicle Identification Card. This was a great focus for making connections to his neighborhood, as well as obtaining something of real value that he could use. It was a complicated process, but filled with learning opportunities. We became familiar with the building: the fire exits were clearly identified; the bathroom was located on the first floor; the doors were wide and accessible; there was no eating allowed, although in the front of the building there was a hot dog vendor and a restaurant; the bus stop was across the street. Robert had to stand in line for about 30 minutes only to find that he did not have enough points to obtain his ID, which led to a total of three visits to the building to get everything together. Each time we went, we took the public bus, and he used his Metro card. We went to lunch at the corner restaurant. Robert had to obtain a new social security card in order to get the ID card, so we found ourselves interacting with two government agencies. Eventually, he got enough points together for the ID card, and not only is he proud to have it, he learned a lot about using the community in the process.

Maxie Williams, Jr., PSCH

A Feast in the Sky

Kim's community inclusion trip was very much a feast in the sky. A feast fit for a queen. The trip was lunch at a restaurant during New York's annual "restaurant week." Kim was well behaved throughout her trip to "Terrace in the Sky" in Manhattan. The restaurant was very charming and quaint, and had beautiful vistas of New York City. Kim enjoyed the panoramic views as she looked out of all the windows. She repeated the phrase "New York, New York" with glee, as she is apt to do when excited. When seated at her table, Kim greeted several other patrons with a hearty "Hello," and they responded in kind with warm smiles. There was a selection of food from the luncheon menu, and she chose her favorite – chicken. She thanked the waiter after getting served with the same enthusiasm that she greeted the other patrons. However, not before a moment of dismay when he brought the first course, salad, thinking that perhaps he misunderstood her when she asked for chicken. After being told that the chicken would be coming after the salad, she seemed relieved and enjoyed the salad. At one point, the waiter asked if she wanted more bread, and Kim responded with a loud "Please," as she pointed at the breadbasket. The rest of the meal went well, and Kim enjoyed every moment of it.

After getting on the elevator to leave the restaurant, she greeted a couple riding on the elevator with her, and extended her hand out to them. They shook her hand and returned the greeting. She was very happy. It had been a special day for her and two of her peers from her residence, having made this special trip to one of New York's finest restaurants.

Lillie Mack and Delia Soto, Metro NY DDSO



You can't make someone else's choices. You shouldn't let someone else make yours.

*Colin Powell, Pearls of Black
Wisdom*



Do not push your priorities on people, or push them to do something they cannot do or would not have any use for.

Nancy Leger, UCP/NYC

Learning Activity

Theme: Provide CHOICE. Support people to have their own keys, cash, work, associations, and lives.

Learning Activity: Reflect on current patterns of choice making and opportunities for more self-determination.

Purpose: What are you teaching? What are other people learning?

The purpose of this activity is to support people with disabilities and those who know them best to reflect on their patterns of choice making, and look for opportunities to change the pattern.

Method/Media: Chart. Paper for list making. Discussion.

Form of Instruction: Use one or all three of the following sets of questions to encourage people to think about opportunities for development.

Part 1. Everyday Choices

Choices made by the person:

Choices made by others:

Areas for development:

Part 2. Self-expression, ownership, making connections, using cash

Interests and Identities to Develop:

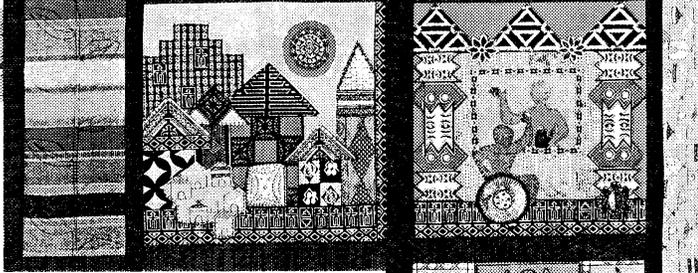
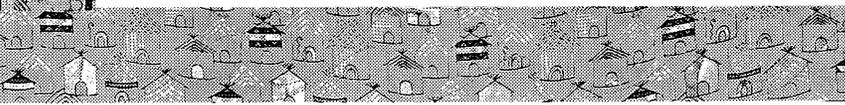
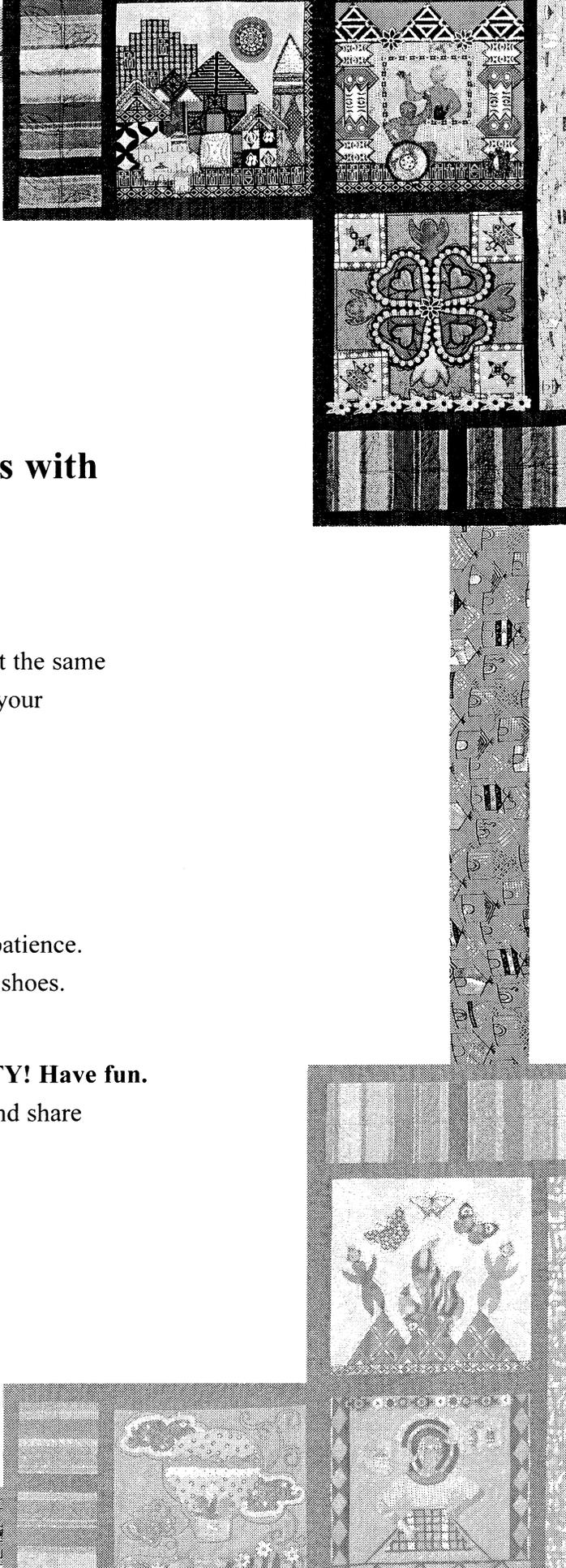
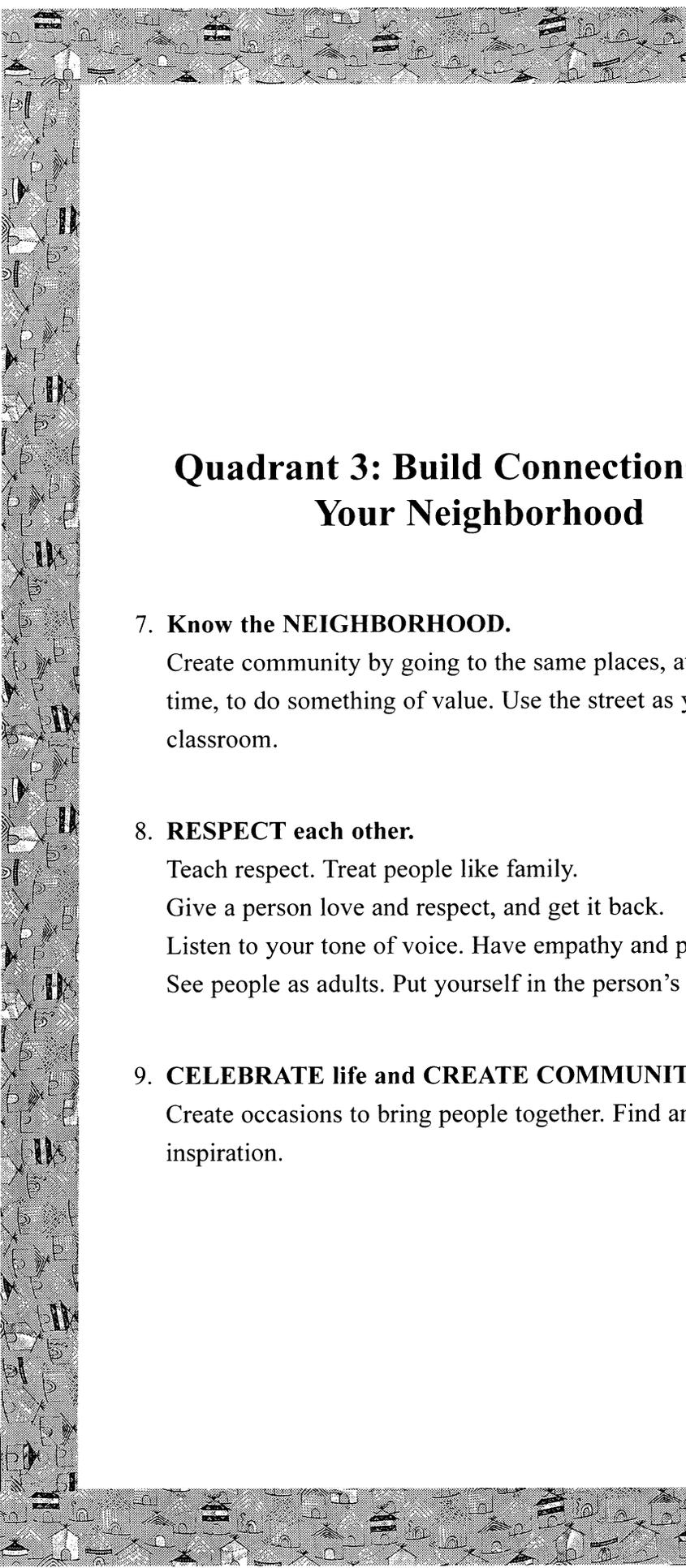
Ideas for Development:

Budget/costs:

Part 3. Independence and autonomy in community life

Given new connections to people and to places, what are the opportunities to increase autonomy in interactions and independence? What is the ideal?

What are first steps? What support do people need to take these steps?



Quadrant 3: Build Connections with Your Neighborhood

7. **Know the NEIGHBORHOOD.**

Create community by going to the same places, at the same time, to do something of value. Use the street as your classroom.

8. **RESPECT each other.**

Teach respect. Treat people like family.

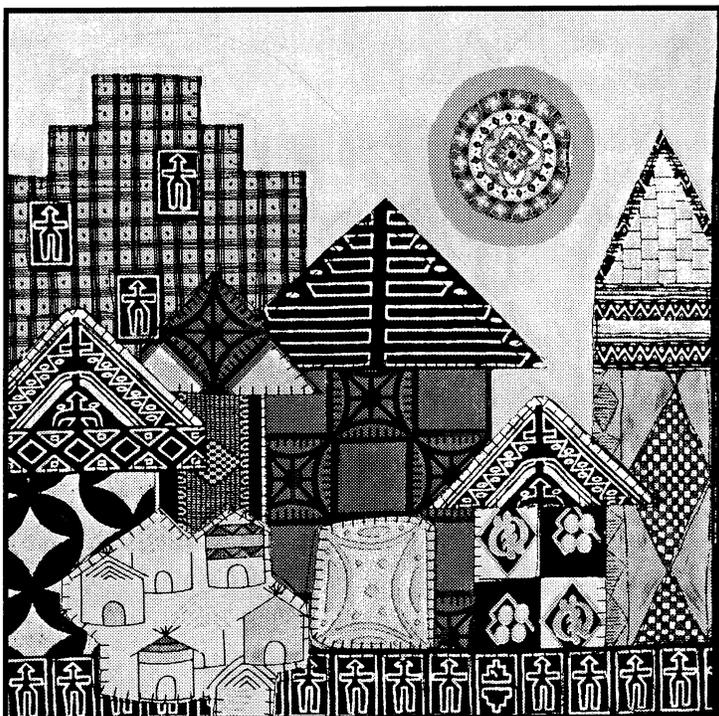
Give a person love and respect, and get it back.

Listen to your tone of voice. Have empathy and patience.

See people as adults. Put yourself in the person's shoes.

9. **CELEBRATE life and CREATE COMMUNITY! Have fun.**

Create occasions to bring people together. Find and share inspiration.



7. Know the NEIGHBORHOOD

This image represents the richness of neighborhood life and the many doors that open for people when we look for opportunities to make connections on their behalf.

Know the NEIGHBORHOOD.

Create community by going to the same places, at the same time, to do something of value.
Use the street as your classroom.

Go out and see what is in the neighborhood.

See what you can offer to others.

Join local gyms and recreational facilities.

Know the key people in the neighborhood and the community and ask their advice.

Develop games that emphasize relationship building for people with community members; consider relationship bingo with game cards that use photos of people and community members.

Consider special projects for the community. Make puppets for the local preschool or hospitals; holiday banners for local stores; wreaths for local neighborhood establishments;

scented baskets for seniors in the community; laminated placemats and pot holders for those working in soup kitchens; snow globes from soda bottles as gifts; mosaic photo frames as gifts for those who are important to people.

Choose your battles.

The world, when seen through an individual's eyes, greatly resembles paradise.

Those who bring sunshine into the lives of others cannot keep that sunshine from themselves.

It's not where we stand, but in what direction we are moving.

Cynthia Welcome,
Services for the Underserved





We are not private, individual, and isolated people. We are more than an “I”; we are a “We.” And a more holistic perspective is required if we are going to be active participants in a liberating spirituality that dispels this fearful isolationism. We must see ourselves and others as parts of a greater whole. We are unique persons of individuality, but participants in a larger context.

*Hidden Wholeness, Michael Dash,
Jonathan Jackson, Stephen Rasor*

Learning about Neighborhood Life

I developed a neighborhood profile with Jose. I learned that he likes to draw, he loves music, he is good at fixing things, and he likes to be on his own, as independent as possible. A connection I share with Jose is that we both like music, and as I am a mother and friend to my own two boys, I feel that I am a mother figure and friend with Jose. Jose is a high-energy person, and we discovered many things in our neighborhood (West 137th Street) that he can get connected to, and learn to access independently.

Chauntee Jackson, Metro DDSO

We decided to support two people to develop their relationship by going to a movie together, instead of in a large group. We obtained the money from the agency and two people went to see “Lord of the Rings” together. We talked about the movie together afterwards, and we are looking for other ways for these two friends to go out on a regular basis.

Nancy Leger, UCP/NYC



Courage and perseverance have a magical talisman, before which difficulties disappear and obstacles vanish into air.

John Quincy Adams

Learning Activity

Theme: Know the NEIGHBORHOOD

Learning Activity: Neighborhood Profile

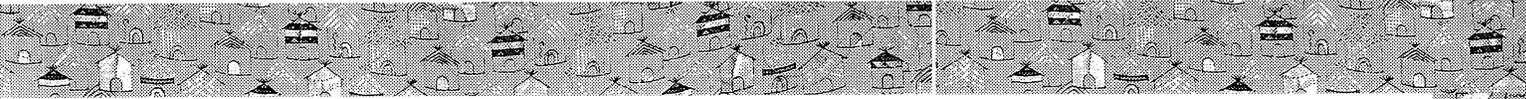
Purpose: What are you teaching? What are other people learning?

Neighborhood profiles help people to focus on the many opportunities available to build community lives for individuals, via connections with community locations. It will be necessary to explore our local communities to find many potential sites, settings and roles in which people can participate and make connections.

Method/Media: Share pictures or drawings taken by team members for the Neighborhood Map, of stores, restaurants, and organizations. The team should review these community locations and identify the best match of people and places to facilitate community exposure and relationship building. Remember - do NOT overuse a great individual connection.

Form of Instruction: People should TAKE A WALK around the neighborhood for inspiration and ideas, take a short ride beyond the immediate neighborhood, and convene to brainstorm the following for specific locations:

- Individual appeal [specific interests and preferences]
- Staff appeal [preferences, hobbies and routines that complement the connection]
- * Community relationships: [those you already know, potential “regulars” for relationship building.
- Personal habits that shape community participation:
 - Activity level [high energy, sedentary]
 - Health [medications, stamina, allergies, side effects]
 - Sensory/physical considerations and adaptations
- Characteristics of community places:
 - Sensory opportunities [bright lights, sounds, smells]
 - Noise/commotion level [quiet, busy, peak times]
 - Location of exits
 - Accessibility [for entry, bathroom, width of doors and aisles]
 - Dining [fast food vs. dining, table vs. booth, special diet, highlights from the menu]
- Transportation [walk, public transportation, van, car]



Neighborhood Profile worksheet

Location:

Address:

Directions:

- Individual appeal: [specific interests and preferences]
- Staff appeal: [preferences, hobbies and routines that complement the connection]
- Community relationships: [those you already know, potential “regulars” for relationship building]

- Personal habits that shape community participation:

Activity level [high energy, sedentary]

Health [medications, stamina, allergies, side effects]

Sensory/physical considerations and adaptations

- Characteristics of location:

Sensory opportunities [bright lights, sounds, smell, taste]

Noise/commotion level [quiet, busy, peak times]

Location of exits

Accessibility [entry, bathroom, width of doors, aisles]

Dining [fast food vs. dining, table vs. booth, special diet, highlights from the menu]

- Transportation [walk, public transportation, van, car]

Learning Activity

Theme: Nurture RELATIONSHIPS with community members

Learning Activity: Neighborhood Map

Purpose: What are you teaching? What are other people learning?

Neighborhood maps help people to focus on the many opportunities available to build community lives for individuals, via friendships and family, associations, school +/or work and neighborhood connections. It will be necessary to explore our local communities to find many potential sites, settings and roles in which people can contribute.

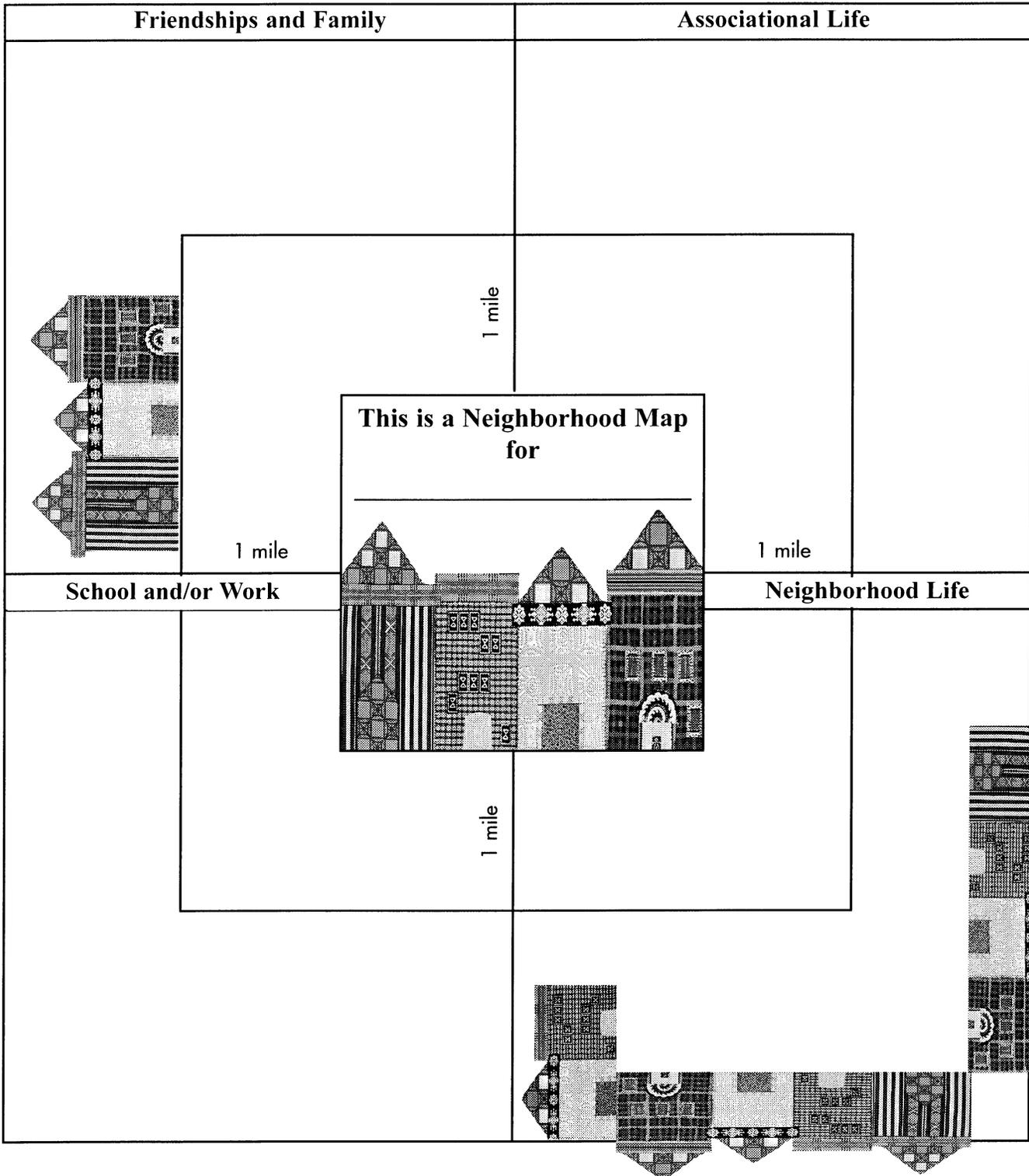
Method/Media: A team of people can complete the Neighborhood Map with photographs or drawings.

Form of Instruction: People should TAKE A WALK around the neighborhood for inspiration and ideas, take a short ride beyond the immediate neighborhood, and then convene to brainstorm as follows:

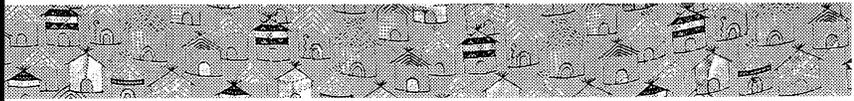
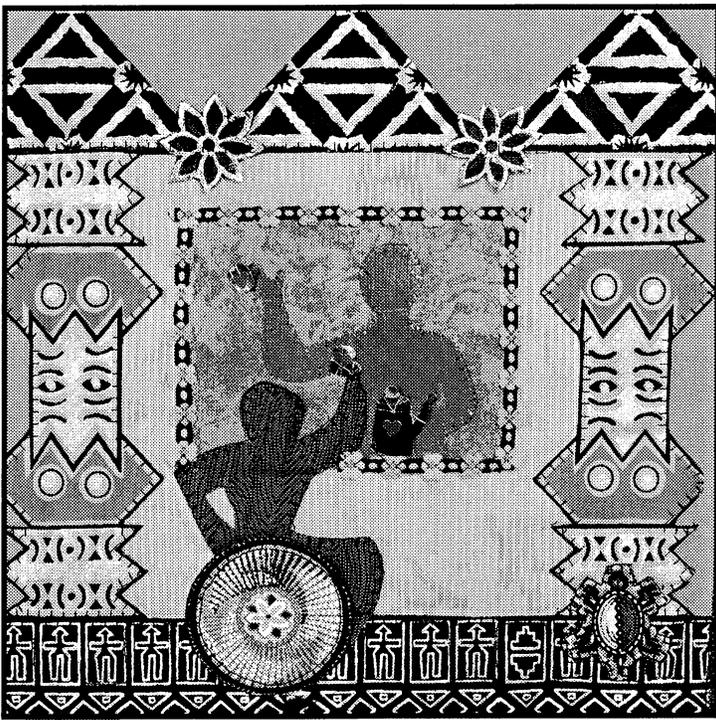
- Friendships and family. Think about activities that bring people with similar interests together.
- Associational life. Think about service clubs; collectors; men/women groups; service organizations; civic events; ethnic associations; sports, health, fitness groups; support groups; religious communities.
- Neighborhood life. Think about rituals of community life such as being a regular in stores and restaurants, and the many small ways that people are seen and known on the daily routine of community life.
- School and/or work. Think about sets of activities or citizenship roles that “mainstream” people together, and support contribution.

Differentiate between people and places within a mile range of the individual’s home, and consider other people and places further but significant to the individual. Spend some time reflecting on how a neighborhood map would look for you. Brainstorm together with consumers and advocates to increase the opportunities on people’s maps.

Building Neighborhood Relationships



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8. RESPECT each other

This image represents reciprocity that is born from mutual respect and the opportunity to relate as equals. In African culture, the turtle represents the respect due to people who live long and endure much. In legends, the wise turtle always comes away victorious.

RESPECT each other.

Teach respect. Treat people like family.

Give a person love and respect, and get it back.

Listen to your tone of voice. Have empathy and patience.

See people as adults. Put yourself in the person's shoes.

Treat individuals with disabilities like people and not like consumers.

For many people, we are the only family they know, so we should treat them as if they are our family members.

Teach respect: Say hello and goodbye to people and say their name each time.

Use a quiet voice. If you can't understand people, ask them to repeat themselves, and try the best you can to get it.

Don't ignore people's feelings, support them to express their feelings, be with them when things are hard.

Involve people in conversation.

Talk directly to people instead of talking about them or to others.

Don't ignore people or their comments. Respond.

RESPECT:

Responsive

Encouraging

Sensitive

Perceptive (how you see others)

Expedient (responding to others needs)

Caring

Thoughtful

Roslyn Pearson, Mercy Home





It is hardly surprising that most of our happiness arises in the context of our relationships with others. Nor is it so remarkable that our greatest joy should come when we are motivated by concern for others. We find that not only do altruistic actions bring about happiness, but they also lessen our experience of suffering. In our concern for others, we worry less about ourselves. When we worry less about ourselves, the experience of our own suffering is less intense.

Dalai Lama

The Haircut

In May, three of our guys went to Chelsea Barbers on 23rd Street to have their top pieces tightened up (haircut). Mr. Mike, their regular barber, was as pleasant as usual. He always gives them a treat after their haircut is completed - even when they've not behaved like model customers. Donald takes the seat when his turn comes and dives right into conversation with Mr. Mike. As Mike does with all customers, he asks, "How would you like your hair cut today?" Donald points to a picture on the wall. Unfortunately the guy in the picture is sporting a ...RED, FIRE RED! The staff asks Donald if he really wants his hair cut like that. He replies, "Yeah." The staff person reported that he then considered Individualization versus Administrative Action and Poor Employment Prospects, and decided to persuade Donald to get a regular haircut and make his statement by going to the sneaker store and purchasing some RED LACES for his sneakers.

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*God created you and he created me
We are both his children in the
universe you see
I may not talk, I may not walk
I may not see, I may not hear
But my heart feels when you are near
Gloristeen Valentine, Brooklyn DDSO*

Learning Activity

Theme: RESPECT each other.

Learning Activity: Seeing People from a Capacity View

Purpose: What are you teaching? What are other people learning?

Community life is more likely when the person with developmental disabilities is seen in light of their gifts and capabilities. The purpose of this activity is to contrast a capacity and deficiency description of a person with developmental disabilities. Through this activity, the person, the advocate and team members will develop a common understanding and appreciation for the unique qualities and possibilities for community life.

Method/Media: This activity can be done during a team meeting or any time when the principle people are available.

Form of Instruction: A facilitator is identified as well as a recorder. People brainstorm together to describe the person from a Capacity and Deficiency point of view:

Some things to trigger this discussion:

1. Skills or potential skills and interests
 - Using hands: assembling, using tools, fixing, repairing, building
 - Using one's body: being physically active, outdoor activity
 - Using helpfulness: being of service, showing sensitivity to others, drawing out people
 - Using leadership: selling, promoting, persuading, putting things in order, comparing, reviewing
2. Personal qualities to appreciate and enhance
 - Essence: observant, calm, funny, loving, caring, energizing, kind, "brings out the best in others," tolerant, sensitive
3. Personal habits that will shape community participation
 - Activity level: morning person, night person, high energy, sedentary
 - Health issues: medication, stamina, side effects
 - Disability issues: sensory and physical impairments and adaptations
 - Structure preferences: high or low structure, fixed or flexible routines
4. Environments and settings that seem to resonate with the person
 - Noise and commotion levels: quiet places, busy places
 - Ethnic places: places where people speak the same language, share similar beliefs, celebrate different rituals
 - Familiar places: places within walking distance, places where people know you
 - Standards of efficiency and perfection: uptight, real loose, busy, laid back, repetition or variety of tasks
5. Social identities that are important to the person and their family
 - Ethnic and religious identities: African American, Asian, Hispanic, Irish, Jewish, Native American
 - Interest identities: sports, music, sewing, singing, politics, bird watching, collecting, motorcycles, animals, beauty
 - Appearance identities: types of uniforms, badges, nametags, formality and informality of dress, grooming standards

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A Profile of a person from a capacity and deficiency viewpoint

A Capacity View challenges deficiency thinking – old ways of thinking about what the person can't do limits ideas about a person's community life.

Who Is Mr. Miller from a capacity view?

Good self-help skills; can take care of himself

Loveable, has a sense of humor and will laugh with you

Playful

Member of an extended family and brother to Marty

Not abusive to other people

Likes music; likes to feel the speakers and vibrations

Entertains himself

Likes swimming and being in the water

Interested in shopping, trying on clothes, going to the grocery store

Fascinated with cars; likes riding in the car, and windshield wipers

Mechanical; figured out how to keep a washing machine going with the top up; can make the TV picture go fuzzy and then fix it

Likes going to church, restaurants, walking in the park, going to the mall, and horseback riding, swimming

Being with family is important; knows when people don't like him, when they are rejecting

From a deficiency view?

Severe to profound mental retardation

Disabilities include deafness; also blindness [cannot repair detached retina due to self-abuse and tendencies for autism and uncontrollable behavior]; very hesitant to trail (walk) independently

Weaknesses include oral expression, listening comprehension, written expression, reading comprehension, math reasoning, inability to have satisfactory interpersonal relationships, and the ability to learn at the expected rate

Demonstrates very poor physical mobility; nonverbal

Abilities range from the 3-year level to above the 9-year level

Vineland Adaptive Behavior Scales show his adaptive skills to be very weak

Has problems staying on tasks, angers quickly, throws himself backwards; has tendency to show disruptive behavior

Some positive qualities buried among negative statements:

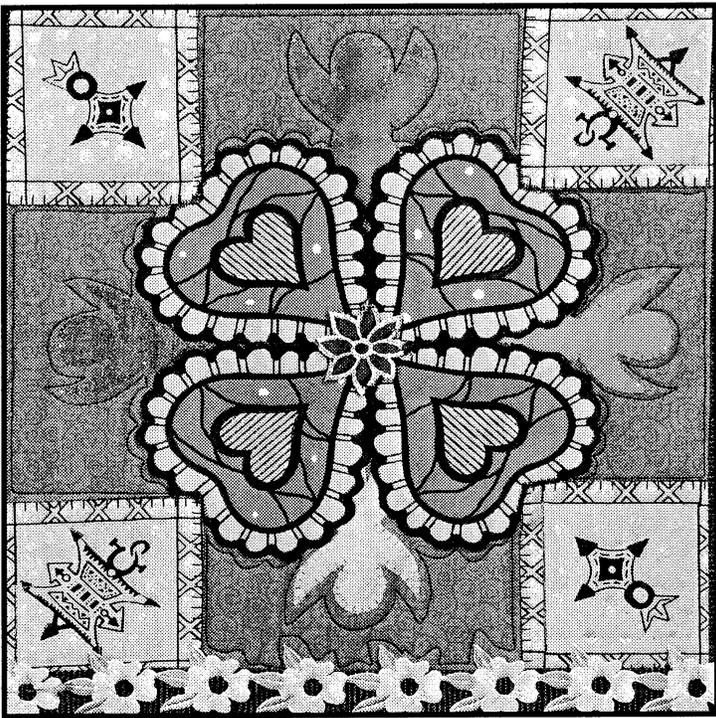
He responds appropriately to praise by smiling

He picks up a routine quickly and follows a schedule

Completely independent in self-help skills

Able to write his name as well as acquiring other academic skills

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9. CELEBRATE life and CREATE COMMUNITY

This image captures the energy of celebration using the Adinkra symbol for abundance, composed of four interrelated cowrie shells. These rare shells were once the currency of within African culture, and here represent the richness of life to be honored and celebrated.

CELEBRATE life and CREATE COMMUNITY! Have fun.

Create occasions to bring people together. Find and share inspiration.

Go visit family and friends together.

Join volunteer groups and do something for others.

Start or join a sports team.

Become a regular at a beauty shop or barber shop.

Participate in a church, synagogue, temple or whatever. Get involved.

Get connected with a community center.

Go to a local fire department or police station. Find out how you can help.

Join the library and go there on a regular basis.

Get connected to a local lounge, club, café, coffeehouse.

Get people e-mail addresses; use the Internet to find out what is happening.

Plan and implement celebrations with people. Include them in shopping, preparing, decorating.

*Are we in this job for something to do, or
are we in this job to do something.*

Brenda McRae, Mercy Home



*Capture the Spirit and Set it Free to
celebrate life.*

Rose Barbee,
Queens Parent Resource Center, Inc.

Create Community Connections

We worked really hard during the holiday season to support people's connection with family members. As a way to create a sense of community around home visits for the holidays, we decided to host a holiday party. Plans were made during our weekly meetings. Each person was able to invite two people. Invitations were agreed upon and mailed to family members. Then a secret Santa grab bag was done so that everyone would have a gift. People planned the dinner menu. It was a beautiful celebration filled with food and fun, followed by people going home with their own families. As an outcome of the event, all had a sense of the many definitions of family.

Anasha Rouse Innis, YAI

We are supporting consumers to build relationships with members of the local community, and to care and share with others. We took several people to the 99-cent store in the neighborhood, where we purchased hats, scarves, gloves, socks, lotions, and toothbrushes. We then made care packages and took them to the Salem United Methodist Church. On the big day it snowed! When we first stepped inside the church, the pastor's secretary was not quite sure what we were up to. When people presented them with the care packages the smile on the pastor's face as well as the consumers' faces, put tears in my eyes. The pastor really talked with us, showed us around the church, and invited us back. Everyone realized that we were doing something really worthwhile, and learned how it feels to help others.

Chauntee Jackson & Carol Schultz, Metro New York DDSO

We decided to nurture relationships in the local neighborhood by making holiday cupcakes and giving them out to friends and neighbors. We went to the store to buy the ingredients, and then coached people to make and bake the cupcakes. We then presented cupcakes to people we know at the local barbershop, the corner stores we frequent, and the super of the building where we live. There was a lot of good conversation between people. Next time I would do this with just one person and make it as individualized as possible.

Linda Montgomery, Unique People Services



*Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I rise.*

Maya Angelou, *Still I Rise*

Learning Activity

Theme: CELEBRATE LIFE and CREATE COMMUNITY. Create occasions to bring people together. Find and share inspiration.

Learning Activity: Calendar File.

Purpose: What are you teaching? What are other people learning?
Additional ways to reach out to family, friends and others to strengthen relationships and create community.

Method/Media: Art

Form of Instruction: Buy index cards with alphabetic tabs, a package of plain index cards and a plastic container or box (large enough to hold index cards).

Identify important individuals in each person's life, family members, friends, community associates, support staff, etc. (If you have completed a relationship map with the individual, you can use this tool to support this activity.)

Make an index file for each individual identified:

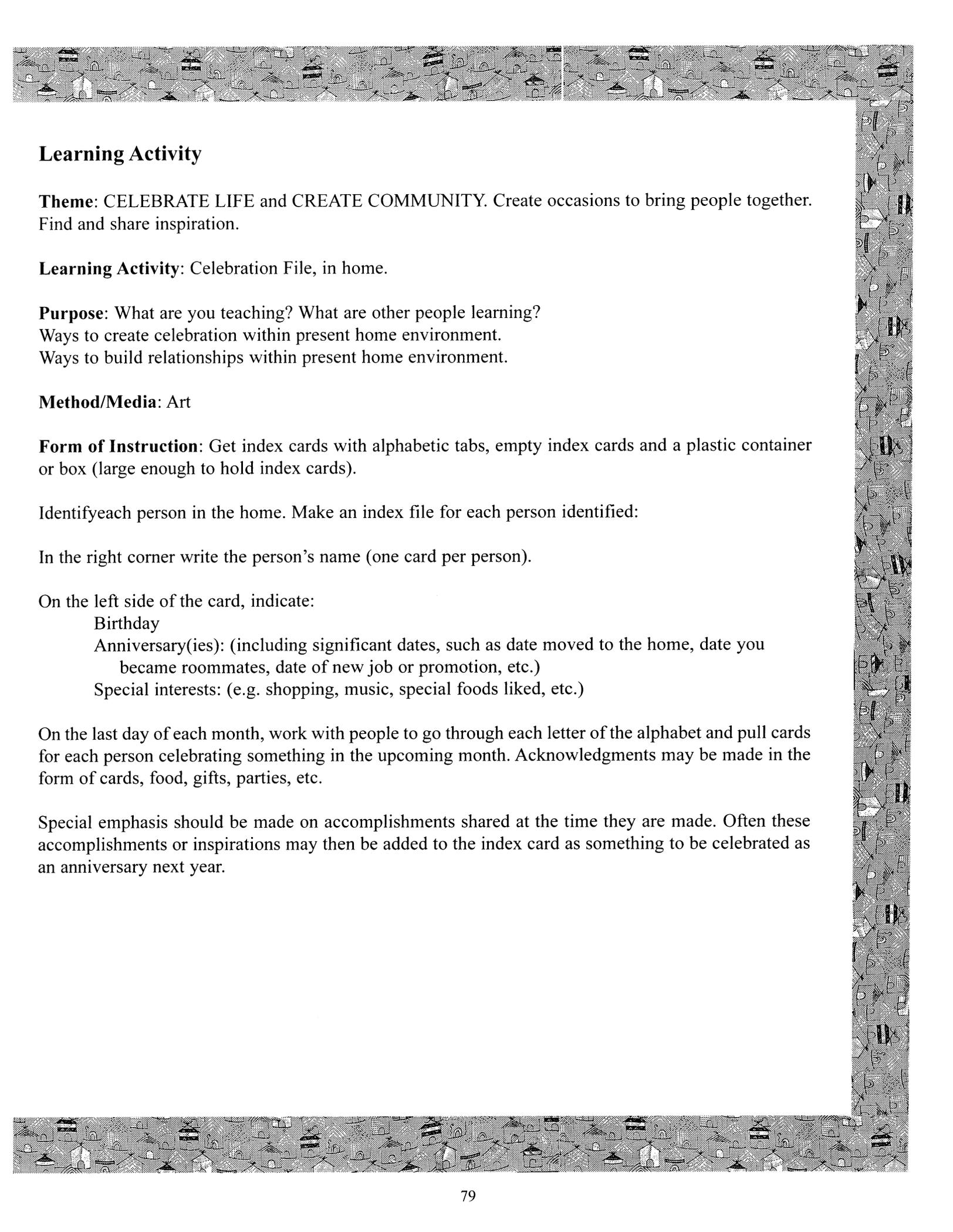
In the right corner indicate:

Name
Address
Telephone number

On the left side of the card, indicate:

Birthday
Anniversary(ies): (significant dates for the person, such as date of job, promotion, etc.)
Children's names and birthdays
Special achievements: (e.g. child's graduation day, etc.)

On the last day of each month, work with people to go through each letter of the alphabet and pull cards for each person celebrating something in the upcoming month. Acknowledgments may be sent in the form of telephone calls, cards, flowers (hand delivered or florist delivered), food, gifts, etc.



Learning Activity

Theme: CELEBRATE LIFE and CREATE COMMUNITY. Create occasions to bring people together. Find and share inspiration.

Learning Activity: Celebration File, in home.

Purpose: What are you teaching? What are other people learning?
Ways to create celebration within present home environment.
Ways to build relationships within present home environment.

Method/Media: Art

Form of Instruction: Get index cards with alphabetic tabs, empty index cards and a plastic container or box (large enough to hold index cards).

Identify each person in the home. Make an index file for each person identified:

In the right corner write the person's name (one card per person).

On the left side of the card, indicate:

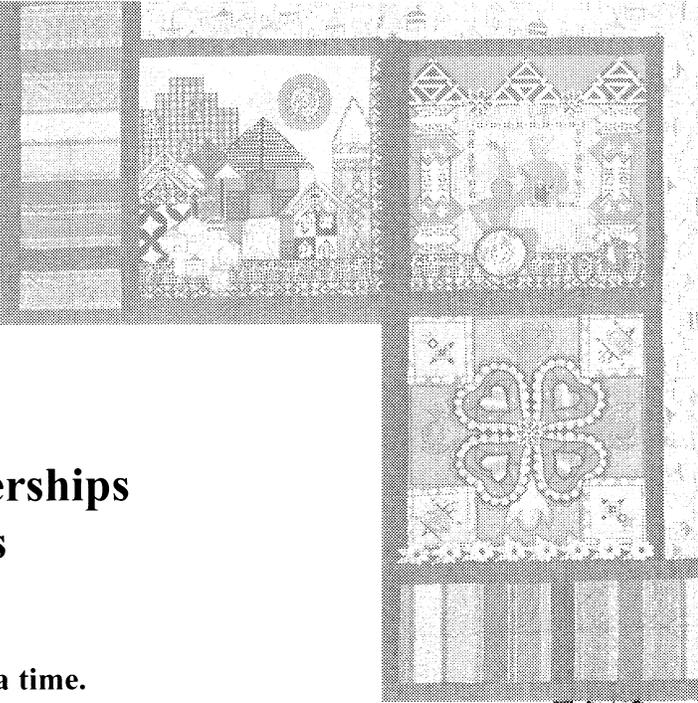
 Birthday

 Anniversary(ies): (including significant dates, such as date moved to the home, date you became roommates, date of new job or promotion, etc.)

 Special interests: (e.g. shopping, music, special foods liked, etc.)

On the last day of each month, work with people to go through each letter of the alphabet and pull cards for each person celebrating something in the upcoming month. Acknowledgments may be made in the form of cards, food, gifts, parties, etc.

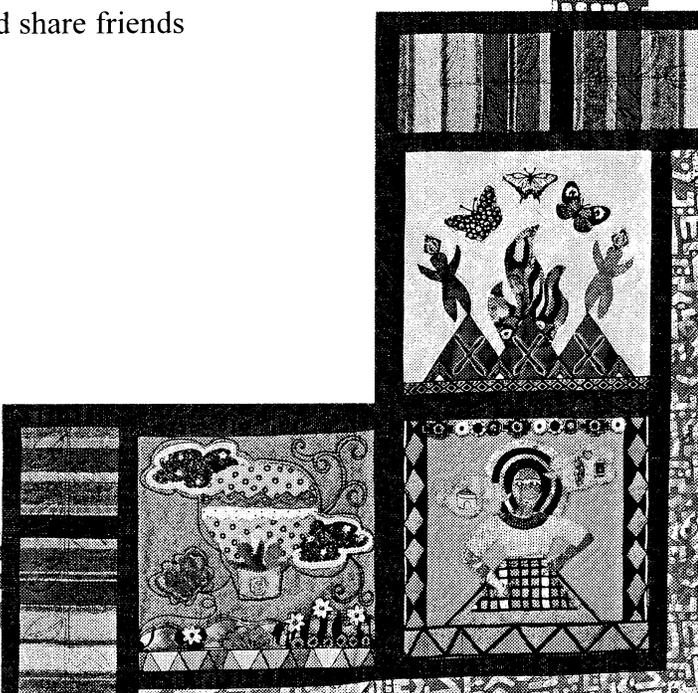
Special emphasis should be made on accomplishments shared at the time they are made. Often these accomplishments or inspirations may then be added to the index card as something to be celebrated as an anniversary next year.

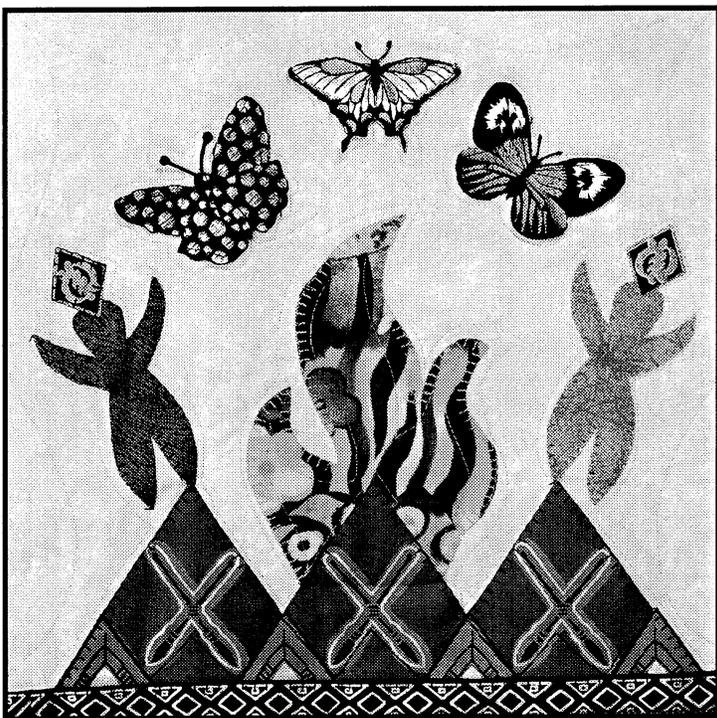


Quadrant 4: Build Memberships through Associations

10. **Create UNDERSTANDING one person at a time.**
Model for others how to relate. Overcome discrimination.
Challenge rejection.
Appreciate difference. Honor people's culture, style, and differences.
Take the next step. Be persistent.

 11. **Support many ways for people to COMMUNICATE.**
Listen to people's eyes and body language.
Use many types of communication methods (i.e., wallets, boards, cards, signs).
Support people to learn and use words for their feelings.

 12. **SHARE YOUR LIFE and your journey.**
Be a friend. Take trips together, go places, and share friends and family life.
Share your interests and associations.
- 
- 



10. Create UNDERSTANDING one person at a time

The butterflies in this image represent the transformation process of creating understanding and belonging from the flames of misunderstanding and rejection. The butterflies represent the capacity of the human spirit to rise above discrimination and form unity in the place of separation.

Create UNDERSTANDING one person at a time.

Model for others how to relate. Overcome discrimination. Challenge rejection.

Appreciate difference. Honor people's culture, style, and differences.

Take the next step. Be persistent.

Share personal experiences regarding overcoming obstacles.

Take one step at a time.

Don't be discouraged when an experience does not work out as planned. Try another way.

Don't settle for rejection.

Nothing beats a fail but another try.

Do unto others as you would have them do unto you.

Tasha Pettaway & Pam Doyle
Staten Island DDSO

If at first you don't succeed, try and try again.

Brenda Harrison, Independent Residences

Keep your face to the sunshine and you cannot see the shadows. Accept the challenges so that you may feel the exhilaration of victory.

Louisa Henderson, JobPath



Zach is a Miracle

Zach is proof that many thought to be impossible was possible. With his innate thirst for knowledge and perseverance, he proved miracles happen. Fifteen months ago Zach began to regularly attend services at a local Temple. This was born out of the community inclusion program to help nurture bonds with his community. He already had a sense of his religious bonds from programs in his earlier years.

The Jewish Community Center not only accepted us as congregants, but as members of their family. When asked about a Bar Mitzvah for Zach, the Rabbi said, “Why not? It can definitely be done.”

The Rabbi’s own family, as well as his Temple family, didn’t even see Zach’s wheelchair or disability. They saw a man who was proud of his Jewish heritage and wanted more.

On June 17, 2000, Zach became a Bar Mitzvah. After studying for months with the speech pathologist and senior rec therapist, Zach was wheeled up a custom-designed ramp (made for him by one of the congregants), took his place by the Torah and in the eyes of his faith became a man. He did not miss a beat of his prayer or the beat of the hearts of his newfound family.

His family, some who came from out of state and some who hadn’t seen him for a while, were all there. His mother related a story to me about asking a Rabbi if Zach could be a Bar Mitzvah years ago along with his twin brother. At that time it was told to her that nothing could be done.

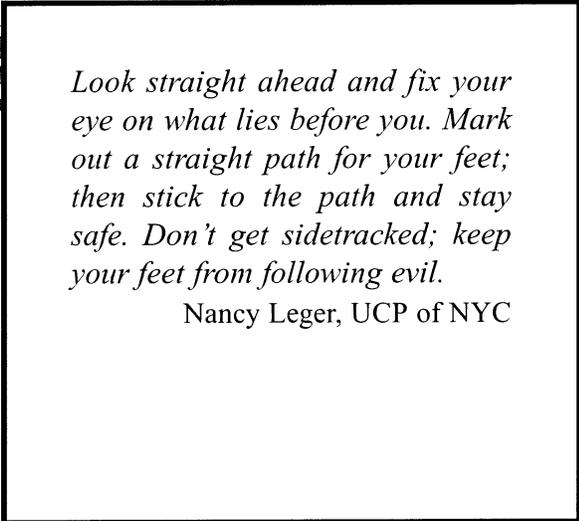
Imagine how the family felt that day. Through tears and smiles they witnessed a miracle and couldn’t believe it. This was not only about Zach’s miracle, but about all the love felt for him.

As for Zach, he becomes a different man in Temple. An aura of serenity overcomes him. He feels part of something that he is so very proud of and means so much to him. He wants to share it with everybody. He is involved in things as every congregant is, and assumes responsibilities as a man.

Presents were given to him, a wonderful party was thrown by the Temple, and there were wonderful donations from staff and family and a great cake sale.

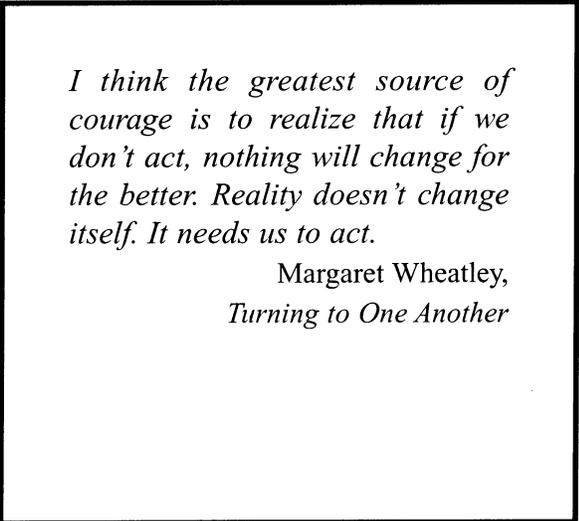
When he is in Temple, he adorns himself with a beautiful yarmulke and the Tallis that was the Rabbi’s first Tallis. He graciously and lovingly gave it to Zack within a month of attending Temple.

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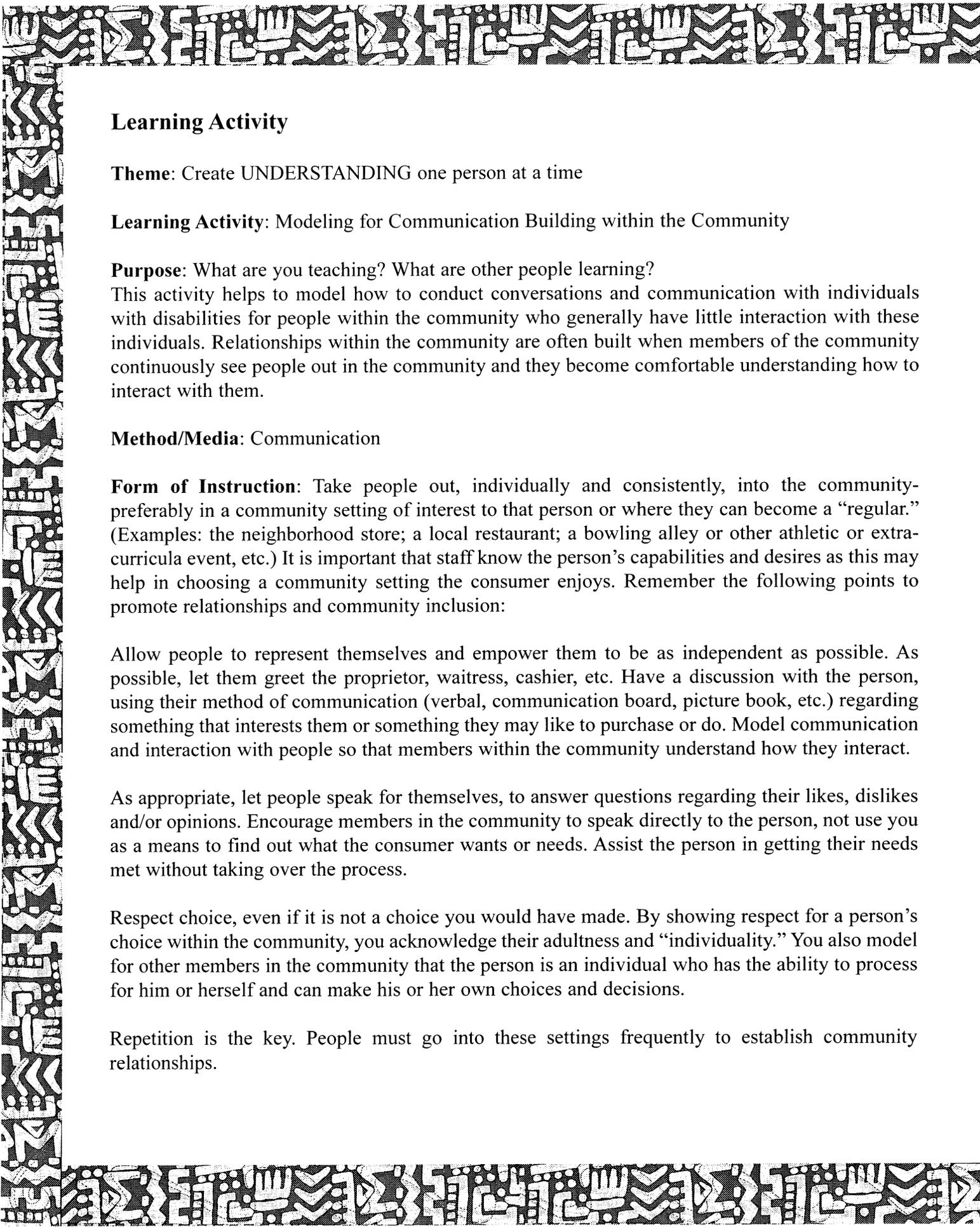
Look straight ahead and fix your eye on what lies before you. Mark out a straight path for your feet; then stick to the path and stay safe. Don’t get sidetracked; keep your feet from following evil.

Nancy Leger, UCP of NYC



I think the greatest source of courage is to realize that if we don’t act, nothing will change for the better. Reality doesn’t change itself. It needs us to act.

Margaret Wheatley,
Turning to One Another



Learning Activity

Theme: Create UNDERSTANDING one person at a time

Learning Activity: Modeling for Communication Building within the Community

Purpose: What are you teaching? What are other people learning?

This activity helps to model how to conduct conversations and communication with individuals with disabilities for people within the community who generally have little interaction with these individuals. Relationships within the community are often built when members of the community continuously see people out in the community and they become comfortable understanding how to interact with them.

Method/Media: Communication

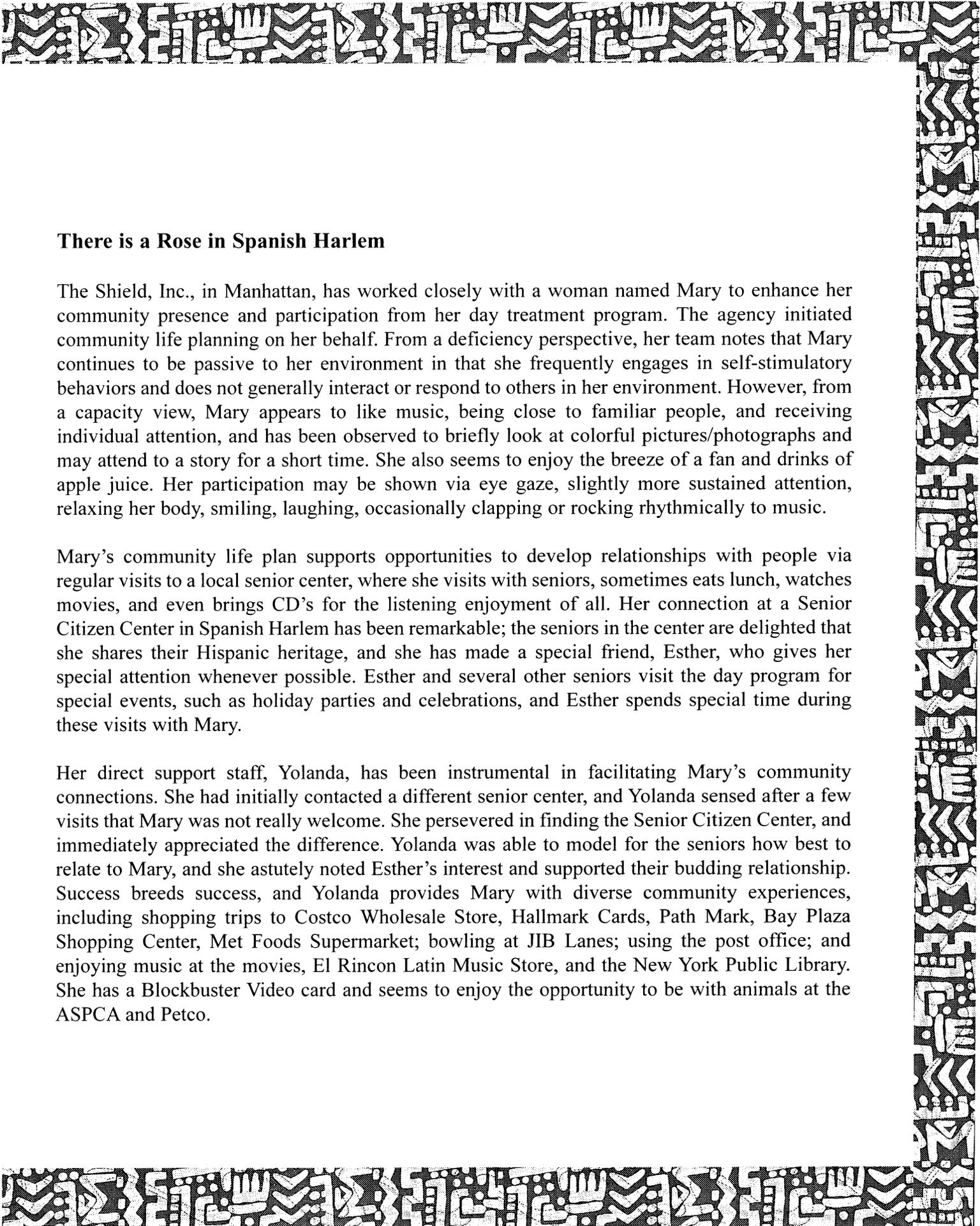
Form of Instruction: Take people out, individually and consistently, into the community—preferably in a community setting of interest to that person or where they can become a “regular.” (Examples: the neighborhood store; a local restaurant; a bowling alley or other athletic or extra-curricula event, etc.) It is important that staff know the person’s capabilities and desires as this may help in choosing a community setting the consumer enjoys. Remember the following points to promote relationships and community inclusion:

Allow people to represent themselves and empower them to be as independent as possible. As possible, let them greet the proprietor, waitress, cashier, etc. Have a discussion with the person, using their method of communication (verbal, communication board, picture book, etc.) regarding something that interests them or something they may like to purchase or do. Model communication and interaction with people so that members within the community understand how they interact.

As appropriate, let people speak for themselves, to answer questions regarding their likes, dislikes and/or opinions. Encourage members in the community to speak directly to the person, not use you as a means to find out what the consumer wants or needs. Assist the person in getting their needs met without taking over the process.

Respect choice, even if it is not a choice you would have made. By showing respect for a person’s choice within the community, you acknowledge their adulthood and “individuality.” You also model for other members in the community that the person is an individual who has the ability to process for him or herself and can make his or her own choices and decisions.

Repetition is the key. People must go into these settings frequently to establish community relationships.



There is a Rose in Spanish Harlem

The Shield, Inc., in Manhattan, has worked closely with a woman named Mary to enhance her community presence and participation from her day treatment program. The agency initiated community life planning on her behalf. From a deficiency perspective, her team notes that Mary continues to be passive to her environment in that she frequently engages in self-stimulatory behaviors and does not generally interact or respond to others in her environment. However, from a capacity view, Mary appears to like music, being close to familiar people, and receiving individual attention, and has been observed to briefly look at colorful pictures/photographs and may attend to a story for a short time. She also seems to enjoy the breeze of a fan and drinks of apple juice. Her participation may be shown via eye gaze, slightly more sustained attention, relaxing her body, smiling, laughing, occasionally clapping or rocking rhythmically to music.

Mary's community life plan supports opportunities to develop relationships with people via regular visits to a local senior center, where she visits with seniors, sometimes eats lunch, watches movies, and even brings CD's for the listening enjoyment of all. Her connection at a Senior Citizen Center in Spanish Harlem has been remarkable; the seniors in the center are delighted that she shares their Hispanic heritage, and she has made a special friend, Esther, who gives her special attention whenever possible. Esther and several other seniors visit the day program for special events, such as holiday parties and celebrations, and Esther spends special time during these visits with Mary.

Her direct support staff, Yolanda, has been instrumental in facilitating Mary's community connections. She had initially contacted a different senior center, and Yolanda sensed after a few visits that Mary was not really welcome. She persevered in finding the Senior Citizen Center, and immediately appreciated the difference. Yolanda was able to model for the seniors how best to relate to Mary, and she astutely noted Esther's interest and supported their budding relationship. Success breeds success, and Yolanda provides Mary with diverse community experiences, including shopping trips to Costco Wholesale Store, Hallmark Cards, Path Mark, Bay Plaza Shopping Center, Met Foods Supermarket; bowling at JIB Lanes; using the post office; and enjoying music at the movies, El Rincon Latin Music Store, and the New York Public Library. She has a Blockbuster Video card and seems to enjoy the opportunity to be with animals at the ASPCA and Petco.



11. Support many ways for people to COMMUNICATE

This image symbolizes the joy of seeing past obvious differences in life to find common ground and mutual understanding that binds people together in their life journeys.

Support many ways for people to COMMUNICATE.

Listen to people's eyes and body language.

Use many types of communication methods (i.e., wallets, boards, cards, signs).

Support people to learn and use words for their feelings.

You learn a lot about someone by listening.

Support people to have attractive photo ID's.

Be patient with people. Allow them to complete their sentences and their thoughts. Don't appear anxious to hurry them along by ending their sentences for them or by cutting them off in the middle of their comments.

Support people to have portable, reliable communication methods.

When working with augmentative communication devices, ensure that replacement batteries are always available and that repairs are done timely. Support people to write letters, send postcards, and make phone calls to build and strengthen alliances in their lives.

Encourage people to identify their feelings. Watch their faces.

Do not speak any louder than it is necessary for the person to hear you.

Roslyn Pearson, Mercy Home



Creating Many Channels of Communication

One person I worked with told me he wanted me to write a song for him. We practiced the music and wrote the words to the song together for a year. Once we finished writing and singing the song, my working relationship with the person and his family improved and the person was very happy to receive services. The writing of the song was his dream.

Maxie Williams, Jr., PSCH

When you are in daily contact with people, you begin to “hear” people with your heart. When people cannot speak for themselves, you can read the expressions on their faces and the looks in their eyes. If you see a change, or feel that something is wrong, you need to act on it. Speak up to others. Speak with your consumer with respect and a soft tone of voice so that your people feel comfortable and safe with you. You can tell happiness and sadness through direct eye contact. If a person is blind, you must create trust with your touch, voice and smell so they can tell whom you are. Always tell people what is happening next as if they will understand everything you say. Consumers want to feel love and affection from staff, not that we are just taking care of them.

Gloristeen Valentine, Brooklyn DDSO

Teresa is blind and relies solely on her other senses to determine her likes and preferences. On a weekly basis, Teresa makes a special trip to the local store. While she is there, her ultimate goal is to select and purchase bath products of her choice. With assistance, Teresa has opportunities to smell each product. As she smells the product presented to her, her likes and preferences are determined through her facial expressions. The items of choice are selected and the purchase is made. It is through the consistency of the weekly excursions that the store employees are now familiar with Teresa, and understand what her goal is while she is there. They now call her by her name and provide any assistance that she may need to ensure a positive and rewarding time.

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*P U S H:
Push
Until
Something
Happens*

Krystal Simon, PSCH



If you want to accomplish the goals of your life, you have to begin with the spirit.

*Oprah Winfrey,
Pearls of Black Wisdom*





A Farmer's World of Touch and Smell

There is much to learn on supporting communication from Kenny Berg and the people who care for him. Mr. Berg lives in Queens, New York, with his parents, and works as a farmer's assistant at the Queens Farm Museum in Little Neck. The following are excerpts from a news article in Newsday on Sunday, August 4, 2002:

At about 10:15 a.m., Berg arrives at the 17th Century Dutch farm, a New York State educational facility. He applies sunblock to his hands, face and neck, and immediately turns to his first chore: the chicken coop.

He feeds a bevy of cackling red hens and a few crowing roosters. Then, carefully threading his way through the flock, he gently removes, one at a time from elevated compartments, about six dozen eggs. He sniffs each one to make sure it is good before placing it in a wire basket.

Working nonstop, but always with a smile on his face and a twinkle in his blue eyes, Berg then picks up tomatoes from vines in a vegetable patch, feeds a pair of rabbits that have recently given birth, waters some greenhouse plants with a hose, and washes and packages the eggs. All before lunchtime.

As he goes about his responsibilities, Berg is never alone. Like a shadow, a young man who met him at home and accompanied him on the bus to the farm, walks close beside him, guiding his footsteps and his hands, because Berg is blind and deaf. Except when he is asleep, someone must always be at his side.

It is a need his doting mother, Clara Berg, lovingly fills with the help of Arnie Mejia, 28, of Sunnyside, who is a family service specialist with the Young Adult Institute (National Institute for People with Disabilities (known as YAI).

Kenny Berg's farm job developed after he and his mother volunteered there for three years - starting when he was 17 - an arrangement the Guild worked out.

Under Day-Hab, Mejia is able to assist Berg outside his home, making it possible for Berg to work from 10:15 a.m. to 3 p.m. Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays a staffer from the Helen Keller National Center comes to the farm to work with him on daily living skills and mobility problems.

Berg's world is one of touch and smell. He sorts out people who come near him by burying his face in their hair. When he travels overseas with his mother, "he touches the luggage. He smells it," she said. And he knows where they are from the smell of jet fuel.

"He has an incredible sensitivity in his fingers," said Mejia, who has formed a brotherly bond with his charge during the year he has been with him on the job and is considered part of the Berg family.



Mejia said he developed his affinity for his unusual job while he was a special education teacher in Riverside, Calif.

“We have a great relationship. We’re very close,” Mejia said of Berg. “He is my best friend. I can tell him my deepest secret and he doesn’t judge me,” he said with tongue in cheek.

Indicating that they were going to the rabbit hutch, Mejia had touched Berg’s lips then his hair and moved his fingers in his palm to convey, “We’re going to get food for the rabbits.” Holding onto Mejia’s arm, Berg had walked confidently into a storeroom piled with haystacks to get the feed.

At the tomato patch, Mejia - whom the Guild would like to clone - gently helped his charge to stoop and guided his hand to reach and pluck a ripe tomato and place it in a basket after Berg put it to his nose to test its freshness. Watering the greenhouse plants, he took pleasure in raising the hose and letting the water flow over his hand.

Whenever possible, Mejia moves aside to allow Berg to function as independently as possible. But they are never out of step.

Mejia, who was trained by YAI to work with people with disabilities and underwent a two-month instruction at the Helen Keller Institute to work with Berg, said what he does requires “a lot of patience, understanding, a sense of humor, not taking things too seriously, getting to know what he likes, what he doesn’t like. His moods.

“I have to anticipate when he might be hungry, hurting, if he gets tired, if he has to use the toilet. He can’t tell me, so I have to be creative. It is always about choices and giving him as much freedom as possible,” he said.

“It’s amazing the things he has to go through in a day and the way he adapts. I try to be intuitive and know what he wants. If he’s not happy, nobody is happy. He’s very receptive to moods. If I have a bad mood it will affect him. It keeps me focused and aware. Sometimes he has a bad mood. If he is resistant, we have to stop.”



12. SHARE YOUR LIFE and your journey

This image symbolizes the joy of seeing past obvious differences in life to find common ground and mutual understanding that binds people together in their life journeys.

SHARE YOUR LIFE and your journey.

Be a friend. Take trips together, go places, share friends and family life.
Share your interests and associations.

Know staff interests, including preferences, hobbies, special passions, religion or other affiliations, even their hair salon.

Match people and nurture common interests.

Utilize staff connections to gain access to new opportunities.

Use storytelling and provide pictures and other visual aides to relate experiences and to determine experiences that others may want to try.

Our individuals learn from us by watching and mimicking our behavior. We teach them how to live everyday lives by being role models.

Erica Cancel , Unique People Services



She's got the whole world in her hands.

Songs of Zion

Vacations are a part of the Journey

In July 2000, the residents of Buckley went to Bear Mountain for a long weekend. They stayed at the Bear Mountain lodge where they each had their own room that was shared by a staff person. During this long weekend they spent a lot of time outside enjoying the weather. Their activities included going to the pool where they enjoyed going in the water with staff supervision. This was a new experience for people as we do not have a pool in our yard. They also went out to the movies and to West Point Academy, which was enjoyed by all. The staff at West point interacted with our residents, which was a new experience as they were in uniform and saluted our residents. Shopping for souvenirs was done at local stores as well as the mall. Residents picked out what they wanted and paid the shopkeepers. In addition, they had lunch out at local form stands that served sandwiches, snacks and drinks. The local residents really welcomed our people and verbally interacted with them. We also went to the Museum of Art where we took pictures. Some of the residents really enjoyed the more colorful artwork.

Alesia Washington, HeartShare

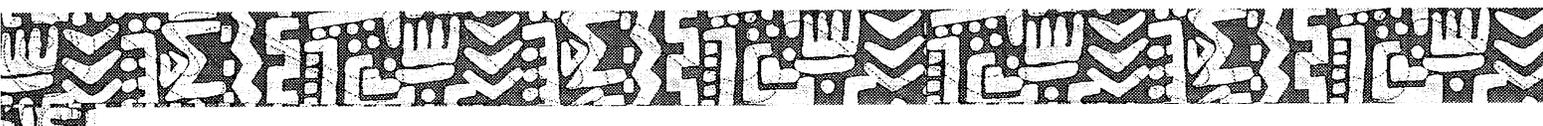
Over the past 12 years, I've experienced many changes at AHRC. At first, vacations with AHRC consisted of convenient choices for groups of people, such as SPROUT or Camp Harriman. We then moved to places that would be chosen by management with some input from people. Over time, with support from staff, our individuals voiced their opinions on where they would like to go. First, we introduced them to a very trustworthy travel agent. She listened to their preferences and presented a few ideas to them, and they made the decision on where they would go. Second, the individuals looked at their financial status. With staff support, they were able to start budgeting and saving for their trip. Third, staff helped people in individual shopping trips, each individual selecting their own items, and in planning their activities while away. Recently people have requested more one-on-one with staff. Last year, our people choose four different trips at different times. This truly promoted independence, and gave people opportunities to explore their own abilities. People are learning how to advocate for themselves, and that their voices can be heard.

Marlene Chunilall, AHRC

I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.

Booker T. Washington,
Pearls of Black Wisdom





Learning Activity

Theme: SHARE YOUR LIFE and your journey

Learning Activity: Support people to take more interesting vacations

Purpose: What are you teaching? What are other people learning?

Programs can take steps to organize vacations that lead to one-to-one interactions and opportunities, visits to families and extended family members, and shared vacations between consumers and others. The point is to support people over time to take action and try new things in a variety of locations.

Method/Media: You might work with a local travel agent in making arrangements. Invite the agent to the home or bring one or two consumers to the travel agency. It is helpful for the agent to meet the people in order to line up accommodations that meet their special needs. During the trip, send the agent a postcard. After, invite the agent over to see the pictures. While the incentive for the agent may first be business, these community building steps may lead to friendships and hopefully, great trips in the future.

As an alternative, work closely with staff and consumers, particularly to identify places people have asked to visit, and build off of the prior travels of others.

Some great vacation ideas: Go to Mystic Seaport in Connecticut. Rent a condo at Gore Mountain. Take a chance in Atlantic City. Relax in the Pokiness area of Pennsylvania. Go boating on Lake Champlain and the St. Lawrence River. Stay at a vacation retreat house on Schroon Lake. Rent a cottage in Connecticut near the ocean. Vacation in neighboring states like Vermont and Massachusetts. Consider Washington DC. Take a cruise. Think Disney.

When possible, staff may elect to travel to the vacation site to confirm travel time, identify appropriate rest stops for toileting and meals, locate medical facilities for emergencies, and develop an itinerary of restaurants and attractions.

Form of Instruction: Develop a checklist of special planning considerations, such as: Staff available to stay overnight; staff needed for transport; staff needed on-site with people once at the destination. If staying overnight, how will staffing be managed for the 24-hour period? Identify places for sitting/resting. Options for bathing. Think about special supplies needed such as back-up power source, linens/attends, food processor/grinder, lock box for medications.

Remember to bring current legible written information about the health and medical status for each person while on vacation.

Reprinted with permission from OMRDD Litigation Support, OMRDD Real Ideas for Community Life: A Focus on People with Physical Disabilities and Health Considerations (April 1999), available from OMRDD.



PART FOUR:
Bringing the Everyday Heroes Ideals
into Your Agency

Bringing the Everyday Heroes Ideals into Your Agency

During key sessions of the Institute, training directors and residential supervisors from the participating agencies were asked to comment on the teaching and instructional tools developed to promote the themes of community life for the people we serve. Their input was invaluable in finalizing the curriculum, and they subsequently supported the implementation of good ideas from our heroes on behalf of people. The agencies have also integrated the Everyday Heroes ideals within their organizations using a wide variety of creative strategies to do so. The following initiatives support others to find innovative ways to weave the Everyday Heroes ideals into agency life. We will continue to document and share good stories of agency-wide implementation and organizational development.

Host a Sharing the Dream Conference; Highlight Examples of Moving from Old and Better to Best

Mercy Home sponsored a three part “Sharing the Dream” workshop series. First, staff were chosen from each of the agency’s five homes to serve as in-house Everyday Heroes representatives. Next, the representatives met to review the “Old, Better, Best” examples from the book, and each representative chose some “old or better” current practices that could be moved toward the “best” examples. The representatives implemented their ideas in each residence, and then they shared their best practices in an agency-wide meeting called “Sharing the Dream.”

Organize Regular Meetings; Create a Good News Station

At the Brooklyn DDSO, staff have been chosen from each unit to meet every Friday to share ideas about inclusion and their implementation experience. Everyday Heroes have created a large bulletin board that serves as a “good news station,” to highlight photos and stories of community inclusion and belonging.

Redesign the Residential Supervisor Training Curriculum

The Metro DDSO has incorporated Everyday Heroes themes in the Residential Supervisor Training Curriculum. Their Everyday Heroes also presented the Everyday Heroes training and themes to a DDSO-wide Cabinet meeting of Department Directors.

Create an Inclusion Specialist Position in Every Program Site

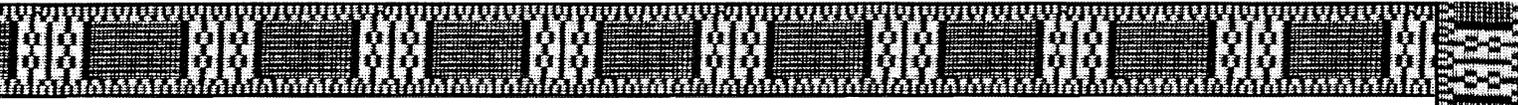
Lifespire has created an inclusion specialist position in each of its three day programs. They are using photos and video documentaries to tell their stories of inclusion. Everyday Heroes have become mentors to at least one staff person from each program site, which has led to an in-house network of Everyday Heroes.

Redesign Agency Orientation; Share Good News with Families

Independent Residences formed a group of direct support staff that met regularly to redesign staff training and orientation that led to the implementation of a completely new orientation for all incoming staff. The agency also began an effort to assure weekly communication between staff and families that focuses on GOOD NEWS about people. This led to the development of a consumer newsletter called “GOOD NEWS” which highlights positive outcomes and experiences in the lives of people. The agency also used person centered planning exercises to identify the interests of staff and therefore make better matches between the interests of consumers and staff. The agency is making a focused effort to involve direct support staff in ISP development, and to support consumers to run their own planning meetings.

Start a “Get to Know Your Neighborhood” Initiative

Heartshare has created a community inclusion specialist at each program site. They have initiated an agency-wide initiative to support people and staff from all 18 residential program sites to “Get to Know Your Neighborhood.” This initiative involves both learning more about each of the 18 neighborhoods, and finding new ways to make individual connections on behalf of each person with a disability. The agency is planning an agency-wide celebration to recognize staff and consumer community involvement.



Hold Monthly Staff Meetings that Focus on an Everyday Heroes Theme

Job Path Everyday Heroes lead a monthly staff meeting with all direct support staff from the agency. Each meeting is organized around one of the twelve Everyday Heroes themes. At the end of each meeting, two staff names are pulled “out of a hat,” and they are therefore chosen to lead the next meeting. Job Paths’ Everyday Heroes have presented their poems and stories at the agency-wide staff meeting.

Support Heroes to Teach the Themes in Every Program Site

Services for the Underserved Everyday Heroes met with the Agency Division Managers to teach them the Everyday Heroes themes. The Heroes then met with the staff in every residence to teach them the themes, and brainstorm ways to implement the ideas in each home. They have created a large “memory board” in the agency to keep all staff up to date on new personal connections and involvement in the local community.

Implement a Mentor Program

At Mercy Home, mentors coach and assist staff to appreciate the many opportunities they have to encourage and support those they serve. Sessions are held in homes and out in the community, and mentors model for staff on ways to effectively relate to people. Staff are reminded to let people do as much for themselves as possible; when talking to people, to maintain a tone of voice that invites rather than directs, that asks rather than demands. Mentors coach staff on doing goals, preparing for dinner, on community inclusion, and how to develop and plan activities.

Start a Passport Club

The Queens Parent Resource Center involved all staff in learning about the Everyday Heroes themes. One of their Heroes became the person-centered planner for the agency. They are busy expanding people’s networks of family, friends, and neighbors. They created a “Passport Club” to support people with disabilities to create portfolios of their community experiences, connections, and experiences of belonging.

Honor People for their Contributions

YAI facilitated a recognition ceremony/luncheon to honor consumers, family members, and community members for their citizenship involvement and contributions. They gave out certificates, took photos, and generally shared the good news about people becoming involved on behalf of each other.

Support Everyday Heroes Lead Agency Training and Orientation

Unique People Services recruited three staff from each of its four sites to be new Everyday Heroes. These new Heroes are designing and leading agency training and orientation. The agency also launched a major initiative to reach out to and include families in all aspects of people’s lives.

Make Individual Community Maps

UCP of New York City has worked with people with disabilities to develop individual community maps using photos. People with disabilities are developing a regular, consistent presence and belonging in those community settings. The agency is training all staff to learn more about people’s interests and then find and implement community involvement based on those interests.

Make an Orientation Video Tape to teach the Everyday Heroes Themes

Westchester ARC is making an orientation videotape that features direct support staff who describe each theme, and another direct support staff who provide a story on their efforts to implement the theme. To prepare for this tape, direct support staff were asked to define their advice to others, implement good ideas on behalf of people, and prepare presentations of their efforts for the group. Over 75 direct support staff have been involved in the preparation of this videotape that will be used agency wide.

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