

Futurity

Governor's Planning Council on Developmental Disabilities

November, 1991

Unequal Justice? Assertive Intervention, Diversion, and Alternatives Needed

by Robert Perske

From the Editor: The following article is derived from Robert Perske's new book, *Unequal Justice? What Can Happen When Persons with Retardation or Other Developmental Disabilities Encounter the Criminal Justice System*, Abingdon Press (1991). Information on how to purchase this new release is mentioned at the end of the article.

It can happen quickly. Every now and then, people with mental retardation or other developmental disabilities are arrested for crimes they did or did not commit. Perhaps we have known such a person . . . we watch at a distance . . . we may fail to see that the farther they move from us, and the more the criminal justice system absorbs them, the harder it becomes for them to return to their home communities. Many such people become the loneliest, most friend-forsaken prisoners the system ever sees--and they are killed.

The criminal justice system often functions like a ratchet. After an arrest, officials move a defendant through various stages (e.g., interrogation, arraignment, indictment, bail, pretrial hearings, etc.). With each movement, the system clicks, moving a person down a one-way path, deeper into the bowels of the system. The more often the system clicks, the harder it is for a person to get out. Sometimes the clickings occur more quickly when the defendant possesses retardation or similar disabilities.

The criminal justice system is a confusing place. It doesn't even know what itself is about. It is torn between rehabilitating, punishing, and deterring people. The system isn't always rational. Sentencing practices can be arbitrary, discriminatory, and generally unprincipled. They are often governed by the subjectivity of the judge and influenced by the current vacillating public feeling about any given offense. Some members of the system, nevertheless, are educable. More often than not, they are eager to do right, to learn about the people they are dealing with. . . (Dolores Norley, 1984)

One or more of the following factors might influence officers who possess little training in understanding people with mental disabilities (misunderstood responses which result in getting into deeper trouble with the law):

1. An inordinate desire to please authority figures: Being less able to solve everyday problems, some people with mental disabilities attempt to gain the friendship of authority figures who appear to be good problem-solvers, which can be dangerous. They work eagerly to make friends. "Some people will seek the approval of these authority figures even when it requires giving an incorrect answer," says professor Ruth Luckasson.

2. Inability to abstract from concrete thought: They may fail to understand the abstract meaning of the term "right." They may think they are being asked to "wave at the right" rather than at the wrong. Others may think it has to do with right versus left. They fail to catch the abstraction that they are giving up their constitutional rights as a citizen.

Continue on page 2

AT&T Introduces New Line of TDDs

Two new models of TDDs (Telecommunication Devices for the Deaf) were recently introduced by AT&T and will be available for the first time at any of AT&T's 400 Phone Centers.

The AT&T 2930 is an advanced model about the size of a VCR tape for people who need a portable TDD or a computer terminal. It has some of the following features: 1) compatible with ASCII computer format for using electronic mail; 2) has 32K memory (equivalent to 10 typed pages) that can store conversations, compose memos, and create a phone directory; 3) eighty character display; and 4) a synthesized voice that tells a hearing person a TDD is calling.

The AT&T 2700 is a simple-to-use, lightweight unit with a flexible acoustic coupler for the telephone handset and a port for connecting to an external printer. Its high-sensitivity switch eliminates possible errors due to noisy telephone lines. Call Southdale Phone Center: 612/920-3707 (voice); 612/920-3124 (TDD).

Resource

The Connection, a bimonthly newsletter of the American Society on Aging, provides a dual focus--aging and mental retardation. It features both state and national public policy issues. Subscription: \$25 per year. Contact: The American Society on Aging, 833, Market Street, Suite 512, San Francisco, CA 94103-9853.

Inside This Issue...

Minnesota Awarded Federal Grants

*Pediatric Residents' Program
Introduced at University of Minnesota*

Youth Community Services Workshops

Council To Participate in National Family Support Project

Duane Shimpach, Chair of the Minnesota Governor's Planning Council on Developmental Disabilities, recently announced that a grant has been awarded by the Administration on Developmental Disabilities, Department of Health and Human Services in Washington, D.C. for a national project called "Strengthening American Families through National and Grassroots Strategies." The Minnesota Council will join the Texas Developmental Disabilities Council, Association for Retarded Citizens--United States, and the World Institute on Disability to promote family support policy and services. The grant is \$197,000 per year for two years.

The project will develop a national repository on family support, self-advocacy, and empowerment, and will develop a set of quality indicators through a consensus conference. In addition, Partners in Policymaking will be replicated in 24 additional states, and existing Partners coordinators will be convened to discuss curricula and national evaluation strategies.

Parent Case Management Project Summary Report

The Parent Case Management Project (funded by the Governor's planning Council on Developmental Disabilities) was developed to empower individuals with disabilities and their parents and/or guardians. Many people from throughout Minnesota have participated in numerous training sessions sponsored by the Project. The goal is to participate more fully in the management of resources and services. To receive summary information, contact: Marijo McBride, Institute on Community Integration (UAP), 6 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN. 612/624-6830.

Information on Children

Anyone can call free for information about community services and resources for infants with disabilities and special health needs. Call Monday through Friday, 9:00 a.m. to 5:00 p.m., Eastern Time: 1-800-922-9234.

Continued from page one, **Unequal Justice**

3. Taking clues from Interrogators: Being dependent upon others for learning to do things the right way, they search for "correct" answers. Even when they guess, their responses often carry a ring of truth.

4. Bluffing greater competence than one possesses: As Robert Edgerton disclosed in *The Cloak of Competence* (1967), they struggle to maintain self-esteem by hiding their incompetence.

5. An all-too pleasant facade: smiling is interpreted by prosecutors as lacking remorse.

6. Abhorrence for the term "mental retardation": This term wounds some people so deeply, they will do almost anything to disconnect themselves from it. Not being called retarded might enrich their lives in the community, but in the criminal justice system, if the word is not used, they might be imprisoned or killed.

7. An unsteady gait and struggling speech: such as, people with cerebral palsy mistakenly arrested for being under the influence of drugs or alcohol.

Other misunderstood responses include: real memory gaps; a quickness to take blame; impaired judgement; problems with receptive and expressive language; short attention span; uncontrolled impulses and an inability to understand rights, court proceedings, or the punishment.

It is easy to see how law enforcement officers could misread the responses of persons with disabilities. Even so, if they really understood, they might take these factors into consideration, especially when no motive or physical evidence can be tied to the defendant.

Dolores Norley, a Florida mother of a son with mental retardation, lawyer, and police trainer since the early 1950s, observed, "When persons with retardation enter the system, it is not just a crisis, it is a disaster. I know of no intellectually diminished person who has returned from prison an improved person. . . . You have a perfectly trained recidivist."

Norley never seems to operate like a wildly aimed howitzer. Instead, she spies a specific injustice, does "homework" on it, and then takes aim at the problem. The first step is to educate the police and the courts. (The curricula she developed in 1972 is still widely used throughout the country.) Second, those who work with persons having retardation need educating, too. [Example: a teenager with retardation in Florida, asked his teacher about a matter concerning sexual development, ended up in a penitentiary with a 30 year sentence.]

The earlier a person with retardation is diverted from the system, the better. More of us in the field must become assertive interveners. "I work as an intervener with no status," said Norley, "and it works because the courts are desperately looking for any help they can get."

"The sad fact: Nine out of ten times, it is the lack of alternatives--not the nastiness of the court--which sends our people to miserable incarceration where they are the prime victims of others there. We must create alternative programs," Norley declared.

Another note from the Editor: To do adequate justice to *Unequal Justice*? purchase a copy and read about Sammy Rafter, Jerome Bowden, Johnny Lee Wilson, Willie Bennett, Johnny Paul Penry, and the many others whose stories are so sensitively portrayed by Perske. Price: \$10.95 through any local bookstore, or contact: Annette Abcok, Supervisor, Customer Services, Abingdon Press, P.O. Box 801, Nashville, TN 37202.

Publications

Children Today, Special Edition: Welcoming Children with Disabilities All Across America! Administration for Children and Families, Department of Health and Human Services, (Volume 20, Number 2, 1991). Stories from across the country illustrate how children with disabilities are being included in all aspects of family and community life. Highlights success of families, child care programs, public schools, and community recreation programs that actively integrate all children. These stories provide valuable insight into what can be accomplished when families develop and relentlessly pursue a positive vision of what is possible for their children. Guest authors include: Rud and Ann Turnbull, Naomi Karp, Valerie Bradley, Jeff Strully, and many others. Price: \$2.25. Refer to DHHS Publication No. (ACF)91-30014, and order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A Curriculum Guide for Training Mental Health Professionals: A Model for Developing Mental Retardation/ Mental Illness Intervention Services in Existing Community Mental Health Centers, University Affiliated Cincinnati Center for Developmental Disorders, 1991. A product of a two-year grant funded by the Administration on Developmental Disabilities, intended for use by educators to prepare staff to serve individuals with both mental retardation and mental illness and their families. Emphasis is on close interagency collaboration. Extensive bibliography, 1980-1990. Cost: \$50.00, payable to University Affiliated Cincinnati Center for Developmental Disorders, Interface Project, 3300 Elland Avenue, Cincinnati, Ohio 45229-2899. 513/559-4639. (Also available on loan from Lending Library, see page 4.)

Transition Strategies that Work: Profiles of Successful High School Transition Programs, University of Minnesota and the Department of Education (1991). This publication highlights exemplary practices for improving the transition process and adult outcomes for secondary students with disabilities in Minnesota. Readers are encouraged to explore new options and adaptations to traditional approaches. Cost: \$3.00 payable to University of Minnesota, c/o Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455. 612/624-4512.

STAR Program Publications:

Assistive Technology and Older Minnesotans, 1991. Brochure describes a number of devices and services that help older people maintain independence and productivity. Several items help in case of emergencies, such as cordless telephone and pocket talker. Other uses of technology are noted regarding sensory aids, transportation and mobility, home modifications, and recreation and entertainment.

Transition and Assistive Technology, 1991. Brochure highlights the importance of planning and uses of technology during transitions from home to pre-school and beyond. Lists of questions to ask and a number of resources are provided.

Private Reimbursement of Assistive Technology: People with Disabilities and the Private Insurance System, June 1991. Report by the Consumer Task Force on Insurance identifies problems regarding private reimbursement of assistive technology and lists recommendations for improvements.

Free copies available from: Star Program, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155. 612/296-2771 (voice only), or 612/296-9962 (TDD only).

Minnesota Awarded Federal Transition Grant

The Minnesota Department of Education has been awarded a five-year, system change grant from the U.S. Department of Education to implement, "Statewide Strategies for Improving the Delivery of Transition Services for Youth with Disabilities and Families in Minnesota." Minnesota is one of 12 states selected to receive this competitive grant. Almost \$500,000 will be awarded each year, with a total of almost \$2.5 million over the next five years. Cooperating agencies include the Division of Rehabilitation Services and State Services for the Blind in the Department of Jobs and Training and the Department of Human Services.

Major goals include: 1) improve state-level planning and policy development; 2) increase student and family participation in achieving successful transitions from school to work and community living; 3) create professional development opportunities; 4) demonstrate innovative and effective program strategies; and 5) enhance professional and public awareness of the needs of youth with disabilities as they enter adulthood. For more information, contact: Stephanie Corbey, Interagency Office on Transition Services, 828 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. 612/296-0280.

Workshops on Youth Community Services

The Minnesota Office on Volunteer Services (MOVS) will hold workshops on the latest developments in the youth community service movement, entitled "Gearing Up for Youth Community Service."

Attend one of the following:

November 12, 1991--Moorhead, at Brown Hall Lounge, Concordia College;

November 13, 1991--Anoka, Staff Development Center, Anoka-Hennepin School District, 2727 North ferry Street;
January 10, 1992, Red Wing Public Library, 225 Broadway Street.

Contact: MOVS, 500 Rice Street, St. Paul, MN 55155. 612/296-4731 (Metro), or 1-800-652-9747 (Greater Minnesota).

The following publications are available for a three-week loan. The only cost to the borrower is the return postage.

A Curriculum Guide for Training Mental Health Professionals: A Model for Developing Mental Retardation/ Mental Illness Intervention Services in Existing Community Mental Health Centers, University Affiliated Cincinnati Center for Developmental Disorders, 1991. (See description on page 3.)

Discover the Possibilities: A Curriculum for Teaching Parents about Integration, PEAK Parent Center, Colorado Springs, 1988. Provides vision, information, and strategies for integrated classrooms.

Go For It! A Book on Sport and Recreation for Persons with Disabilities. J. D. Kelley & L. Frieden, Harcourt Brace Jovanovich Publisher, 1989. Inspirational depiction of a broad range of sport and recreation activities available to people with disabilities. Winner of 1989 Literary Award by National Recreation and Park Association.

Transition Strategies that Work: Profiles of Successful High School Transition Programs, University of Minnesota and the Department of Education (1991). See description on page 3.

Pediatric Residents Learn from Families

A new program at the University of Minnesota allows for a first-hand look at the life of a family with a child with special health needs. The "Parents as Teachers" program gives pediatric residents an opportunity to make home visits and participate briefly in the family life of a child or adolescent with a disability. Physicians in training learn from families about the skills and competencies families have developed in providing a nurturing home environment while caring for often complex medical conditions.

The Parents as Teachers program is a joint effort between the Center for Children with Chronic Illness and Disability, a program of the Division of Adolescent Health and General Pediatrics, University of Minnesota, and the Collaboration Among Parents and Health Professionals (CAPP) at PACER Center in Minneapolis.

Families choose what they would like the pediatric resident to experience during his or her home visit. In the past year, one resident went to the child's school and observed an inclusive educational program. One resident learned how to bowl from a teenager. The family wanted the resident to appreciate how well a person with mental retardation functions in the community.

Most residents agreed that they had gained more insight into the daily challenges of families. They also acknowledged that parents were the experts on their child and their input was valuable in planning care for a child with special health needs.

"All participants in the program, families and residents, agree it has been a valuable experience in bringing everyone closer and they are better equipped to work as a team," commented Celia Shapland, regional coordinator at PACER Center.

For more information, contact: Celia Shapland, Regional Technical Assistance Coordinator, CAPP, Parent Advocacy Coalition for Educational Rights 4826, Chicago Avenue, South, Minneapolis, MN 55417. 612/827-2966 (voice and TDD).

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DEPARTMENT OF ADMINISTRATION

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Governor's Planning Council on Developmental Disabilities

December, 1991

In Memory of Timothy M. Cook: His Words of Warning about ADA

On October 21, 1991, Timothy Cook died of brain cancer. Tim had a physical disability and had been deemed "infeasible for employment" by one of his early vocational counselors. Undaunted by such judgements, he went on with his life, received his B.A. and M.A. in American History from the University of Pennsylvania in 1975, and his J.D. at the University of Pennsylvania Law School in 1978. Up until his death, he was the executive director of the National Disability Action Center in Washington, D.C. and served on the Board of The Association for Persons with Severe Handicaps (TASH).

A few quotes can be found in an article written while he was hospitalized. The article will be published in the *Temple Law Review*, Vol. 64:2 (1991), "The American with Disabilities Act of 1990: The Move to Integration":

In *United States V. University Hospital, State University of New York*, . . . Judge Winter observed that 'Congress was persuaded that a handicapped condition is analogous to race,' and that 'discrimination on the basis of handicap should be on a statutory par with discrimination on the basis of race.' Judge Winter accused the majority of essentially abrogating a legislative victory duly and fairly won by the disability community--A judicial failure to follow the analogy where it leads is an outright disagreement with Congress' judgment. . . '

If Judge Winter's statements are taken to heart, there will be true enforcement of the ADA, and the regime of segregation and degradation on grounds of disability will be ended, 'root and branch,' as Congress intended. However, if, by judicial or executive fiat, the ADA's desegregation mandate is watered down or abrogated, as has happened in section 504 enforcement, persons with disabilities will be deprived of their 'fairly won political victory,' and will continue to be subjected to segregation and exclusion.

As Justice Brandeis (*Olmstead v. United States*, 1928) once warned:

Experience should teach us to be most on our guard to protect liberty when the Government's purposes are beneficent. Men born to freedom are naturally alert to repel invasion of their liberty by evil-minded rulers. The greatest dangers to liberty lurk in insidious encroachment by men of zeal, well-meaning but without understanding.

Employment Opportunity

The University Affiliated Program (UAP) of the University of Illinois at Chicago is seeking applicants for two positions with the Midwest Center on Business and Disability. The Center recently received five-year funding by the National Institute on Disability and Rehabilitation Research to facilitate the implementation of the Americans with Disabilities Act in the Great Lakes region. Positions to be filled include a project coordinator and a technical assistance specialist. Contact: David Braddock, Ph.D., Professor and Director, University of Illinois at Chicago UAP, 1640 West Roosevelt Road, Chicago, IL 60608. 312/413-1647.

Federal Grant Builds Upon Natural Supports in Workplace

Several Minnesota agencies will participate in a demonstration project, "Minnesota's Model for Transition and Natural Supports in the Workplace for Students and Young Adults with Developmental Disabilities." Minnesota was one of six states to receive such a grant from the Department of Health and Human Services and the Department of Labor. The project will develop a systematic approach to aid in the selection of the most appropriate natural supports in a work setting for a particular student or young adult, which can better assure successful, ongoing employment. Participating agencies include: PACER Center, Kaposia, inc., St. Paul Public Schools, Rise, Inc., Hennepin County Technical College, East Suburban Resources (Stillwater), Intermediate School District 916 (St. Paul), and Intermediate School District 287. Forest Lake Public Schools. The Institute on Community Integration at the University of Minnesota will conduct evaluation of the project. For more information, contact: PACER Center, 4826 Chicago Avenue, Minneapolis, MN 55417. 612/827-2866.



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Minnesota Deaf-Blind Association Seeks Volunteers

Volunteer assistance is being sought by the Minnesota Deaf-Blind Association which will host the American Association of the Deaf-Blind Convention June 13-19, 1992, in St. Paul, Minnesota. Contact Deb Abts, Find, Inc., 630 Cedar Avenue South, #2104, Minneapolis, MN 55454.

Retiring Next Year? Find out about Social Security, Now

A 1990 legislative change that eliminated payment of retroactive benefits in most retirement claims increased the importance of contacting Social Security before retiring. It may be to your advantage to have your Social Security benefits start in January, even if you don't plan to retire until later in the year. Under current rules that affect how much a beneficiary can earn, many people can receive more benefits with an application that is effective in January.
Call: 1-800-772-1213.

Resources for Children with Blindness and Other Disabilities

The Committee on the Blind Multi-handicapped Child (within the Division for Parents of Blind Children of the National Federation of the Blind) provides a number of information sharing activities for parents and professionals. A network of people with common interests and concerns has been established, and a periodic update of information, along with pertinent literature are distributed. Find answers to complex questions arising from situations where a child has blindness and other disabilities. Contact: Colleen Roth, Co-chair, Committee on the Blind Multihandicapped Child, 1912 Tracy Road, Northwood, Ohio 43619. 419/666-6212.

Source: *Future Reflections*, Summer 1991, National Federation of the Blind.

Home Accessibility Fix-Up Loans Available

The 1991 Minnesota Legislature authorized the Minnesota Housing Finance Agency (MHFA) to establish a new program, the Fix-Up Fund Accessibility Loan Program (Minnesota Statute, section 462A.05), which offers home accessibility loans at below market interest rates. The intent is to provide coordinated funding resources to families or persons for whom accessibility modifications are necessary to continue to care for a family member at home.

Coordination between several funding sources is possible. There are situations where funding for adaptive modifications to the home, provided under Title XIX Home and Community-Based Services and Family Support grants, are not sufficient to complete the work necessary. These funds can be coordinated with the Fix-Up Fund Accessibility Loan Program.

To be eligible for a Fix-up Fund Accessibility Loan, the person with a disability must be certified by the county to be at risk of institutionalization. The loan applicant then brings the certification to a bank or other lender to apply for the loan.

Those receiving or applying for waived services under Title XIX may direct questions regarding the certification process to: Alex Henry, Developmental Disabilities Waiver Manager, 612/296-0939; Lynn Glockner, Community Alternatives for Disabled Individuals (CADI), 612/297-4669; Phyllis Zwieg, Community Alternative Care (CAC), 612/296-2916; or write to them at Department of Human Services, 444 Lafayette Road, St. Paul, MN 55155-3844.

To receive a brochure, "MHFA Accessibility Improvement Loans", or request other information, contact: Terri Black, Minnesota Housing Finance Agency, 400 Sibley Street, St. Paul, Minnesota 55101. 612/296-8275 or 1-800-652-9747, toll-free.

Events

December 11-13, 1991

"Diverse Paths to Healing from Sexual Abuse" will provide training for service providers, sponsored by the Neighborhood Involvement Programs of Rape and Sexual Assault Center. The workshop will be held at Temple Israel, 2324 Emerson Avenue South, Minneapolis. "A Play about Healthy Sexuality" by Illusion Theater on Wednesday evening (December 11) is open to the public. For more information, contact: The Rape and Sexual Assault Center, 2431 Hennepin Avenue South, Minneapolis, MN 55405.

January 23, 1992

"Comprehensive Oral-Motor and Language Programming for the High Risk Child: Medical Therapy Perspectives" is a conference for professionals and parents at Courage Center, 3915 Golden Valley Road, Golden Valley, MN 55422. 612/520-0407.

February 24, 1992

"Aging--Enhancing the Journey" is the theme of the Minnesota State Chapter of the American Association on Mental Retardation (AAMR) conference to be held at the Minneapolis Metrodome Hilton. Contact: Bill Everett, 1918 19th Avenue, NE, Minneapolis, MN 55418. 612/789-8841.

Publications

Tourette Syndrome: Informational Guide Provided by Tourette Syndrome Association, Minnesota Chapter. This brochure describes the symptoms associated with Tourette Syndrome (TS), a genetic, neurological disorder characterized by motor and vocal tics. Many children with TS have "associated" neuro-behavioral disorders, developmental delays, learning disabilities, and/or sensory motor integration problems in addition to tics. Public awareness and understanding of this complex disorder are crucial for assuring that people with TS lead happy, productive lives. Copies of the brochure are available from the Governor's Planning Council on Developmental Disabilities, 612/296-4018 (voice), or 612/296-9962 (TDD only). Or, contact Tourette Syndrome Association, Minnesota Chapter, 375 Little Canada Road, Little Canada, Minnesota 55117. 612/481-8910.

Compendium 1989-1991: A Research Resource Manual, Center for Children with Chronic Illness and Disability, University of Minnesota, 1991. This 336-page manual lists and describes research projects funded between 1989 to the present focusing on children, youth, and families living with chronic illness and disabilities. Price: \$19.95, payable to: The University of Minnesota. Mail to: Compendium, Center for Children with Chronic Illness and Disability, Box 721-UMHC, Harvard Street at East River Road, Minneapolis, MN 55455. 612/626-4032.

Your Place or Mine? A Handbook for Home Ownership, B. Laux & C. Moran-Laux, Creative Management Associates. This manual was sponsored by the Illinois Planning Council on Developmental Disabilities, which established home ownership for people with developmental disabilities as a priority goal. Although written for people living in Illinois, similar information can be researched and can apply to situations elsewhere. Renting and buying property are complicated, and this guide can help to solve and assist with the improvement of life for citizens with disabilities in their communities--making informed decisions about where they live and about the people with whom they share their lives. Contact: Illinois Planning Council on Developmental Disabilities, 100 West Randolph 10-600, Chicago, IL 60601. 312/814-2080 (voice), or 312/814-7151 (TDD only).

Training through Interaction at University

The Institute on Community Integration has created an opportunity for students to volunteer or receive credit by participating in Community Service Training Program (CSTP). During the course of training, participants who do not have a disability will be matched with a person with a disability on the basis of common interests. Both partners will plan and carry out the activities of their own choosing. At the same time they will learn to use strategies to overcome many of the barriers to social integration within the community. Contact: Brian Abery, Institute on Community Integration, University of Minnesota, 107 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455. 612/625-5592.

Car Seat Guidelines Available

The American Academy of Pediatrics has published "Car Seats for Growing Children: Guidelines for Counseling Parents on Which Type of Car Seat to Use," (Car Seat News, Fall 1990). Car seats provide protection from the types of injury with the worst consequences: head and spinal cord injuries. This two-page information sheet may be requested from: Governor's Planning Council on Developmental Disabilities, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155. 612/296-9963 (voice), 612/296-9962 (TDD).

You and I

by Elaine Popovich

I am a resident. *You reside.*

I am admitted. *You move in.*

I have behavior problems. *You are rude.*

I am noncompliant. *You don't like being told what to do.*

When I ask you out to dinner, it is an outing. *When you ask someone out, it is a date.*

I don't know how many people have read the progress notes people write about me. I don't even know what is in there. *You didn't speak to your best friend for a month after they read your journal.*

I make mistakes during my check writing program. Someday I might get a bank account. *You forget to record withdrawals from your account. The bank calls to remind you.*

I celebrated my birthday yesterday with 5 other residents and 2 staff members. I hope my family sends me a card. *Your family threw you a surprise party.*

I am on a special diet because I am 5 pounds over my ideal body weight. *Your doctor gave up telling you.*

I am learning household skills. *You hate housework.*

I am learning leisure skills. *Your shirt says you are a "couch potato."*

My case manager and other professionals set goals for me for next year. *You haven't decided what you want out of life.*

Someday I will be discharged--maybe. *You will move onward and upward.*

Source: *MO TASH*, The Missouri Chapter of the Association for Persons with Severe Handicaps. Elaine Popovich works with Lutheran School Services in Midland, Missouri.

Kaposia Expands Services

With the creation of a project called "Kaposia Plus," Kaposia, Inc. in St. Paul will be providing services to individuals with severe disabilities and challenging behaviors. Kaposia is a company specializing in supported employment. Services will be coordinated with county human services, the Division of Rehabilitation Services, and residential providers. Contact: Susan Schmidgall, Kaposia, inc., 380 East Lafayette Freeway South, St. Paul, MN 55107-1216. 612/224-7249.

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The following publications are available for a three-week loan.
The only cost to the borrower is the return postage.

Publication: *Unequal Justice? What can Happen When Persons with Retardation or other Developmental Disabilities Encounter the Criminal Justice System*, Robert Perske, Abingdon Press, 1991. Experiences by individuals call for sensitive and assertive advocacy, early intervention, diversion, and alternatives to incarceration. (See feature article, November 1991, *Futurity*.)

Publication: *Disability in America: Toward a National Agenda for Prevention*, A. M. Pope & A. R. Tarlov (Eds.), Institute of Medicine, National Academy Press, 1991. The authors state, "The time has come for the nation to address disability as an issue that affects all Americans, one for which an investment in education, access to preventive services and technology, and the development of effective interventions could yield unprecedented returns in public health, personal achievement, and national productivity."

Videotape (15 minutes): *My Uncle Joe*. A nephew's story about his uncle who is learning how to live independently after years of being institutionalized.

Videotape (10 minutes): *Be My Friend*, Tourette Syndrome Association, Minnesota Chapter, promotes better understanding of Tourette syndrome, and provides illustrations of typical behaviors associated with this syndrome.

For Garfield Fans

by Patrick Mackan

For those of you who are Garfield comic fans, you know that "Nermal" is a cute little kitten who occasionally visits. One day, Nermal says to Garfield,

You've got a pretty good thing going here, don't you?

Garfield, all comfy and cozy in his cat box and blanket, replies,

Yup. Jon feeds me, strokes me, changes my kitty litter and caters to my whims.

Nermal then asks,

So what does Jon get out of it?

Garfield nonchalantly answers,

He gets to call himself 'Master'.

My favorite feline offers an important insight. We need teachers who are servant-friends not service-masters. A student is not a consumer; a teacher is not a professional service provider. A classroom is meant to be a community of interdependence between students themselves and students and teachers. It is in relationships that we grow and develop, learn and become wise. A classroom as a community of interdependence easily welcomes all children as having gifts and talents.

This article comes from a new release, *Reflections on Inclusive Education*, by Patrick Mackan, Inclusion Press, 1991. Father Mackan, a priest with the Resurrection Order, died suddenly on November 23, 1990. His "reflections" were edited by Jack Pearpoint and Marsha Forest for publication. To purchase a copy, send \$12.00 payable to: Inclusion Press, 24 Thome Crescent, Toronto, Ontario M6H 2S5, Canada. Telephone: 416/658-5363.

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