

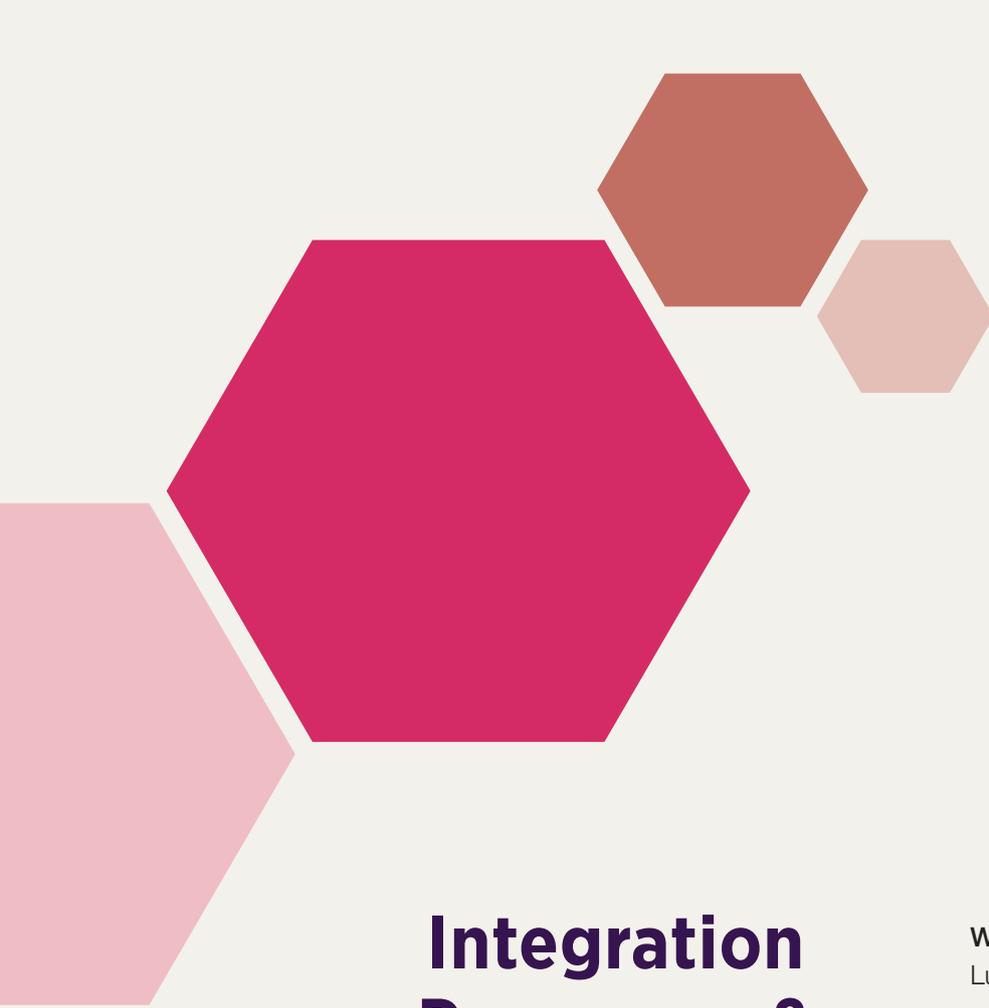


INTEGRATION PROCESSES & PERSPECTIVES

Institute of
Educational
Administration

Victorian
Parent Advocacy
Collective





Integration Processes & Perspectives

Video titles in this series

Why Integrate?

Ludmilla Regos

Models Of Decision Making

Marjorie Fisher

Integration Parent Advocacy

Joan Reidy

Integration Support Group Procedures

Mary Preen

Integration Support Group Participant Perspectives

Peter Bond, Terry Bourke, Peta
& Les Cope, Jenny Papadimitriou,
Liz Papanicolaou & Ludmilla Regos

Integration Student Perspective

Jenny Papadimitriou

Integration Teacher Perspective

Jenny McLeod

Integration Parent Perspective

Peta Cope

Integration Inclusive Curriculum

Mary Dalmau

Foreword

The learning package *Integration Processes and Perspectives* has its origins in the numerous workshops, seminars and weekend conferences run jointly by the Victorian Federation of State Schools Parents' Clubs (VFSSPC), the Victorian Parent Advocacy Collective (VPAC) and the Institute of Educational Administration (IEA).

When participants applied to attend these workshops, seminars and conferences, preference was given to teams of people from school settings. Such teams included principals, parents of students with a disability, students, classroom teachers, integration teachers, integration aides, regional and school support centre personnel and special school staff.

The videos were made in response to a demand for positive and comprehensive information about the processes that are part of the implementation of integration at the school level and the perspectives of the people involved.

All presenters on the videos are people who have been active participants in the integration processes at school, regional and state level in Victoria.

The videos represent actual material, which they have prepared and presented at conferences.

*The videos were made
in response to a demand
for positive and comprehensive
information about the processes
that are part of the implementation
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The following editorial committee prepared the final draft

- Marjorie C. Fisher, Institute of Educational Administration (Chair)
- Peter Bond, Institute of Educational Administration
- Joan Reidy, Victorian Parent Advocacy Collective
- Ludmilla Regos, Victorian Parent Advocacy Collective
- Kate Nash, Integration Program Section, Ministry of Education
- John Lewis, Integration Program Section, Ministry of Education

Technical production of the videos was undertaken by Peter Brighton and Martin Perkins of the Institute of Educational Administration.

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VIDEO #1

Why Integrate?



Synopsis of the video

The parent of a student with a disability asks the question, “Why integrate?” Or should it be, “Why segregate?”

Are our decisions based on the needs of the individual or the needs of society?

She speaks of the importance of social and vocational independence, dignity and respect.

Letting go is very hard, but children need to be allowed the dignity of taking risks.

“Is it for me I’m hurting or for my son?”



A profile of the presenter – Ludmilla Regos

Ludmilla is a trained primary teacher who has also taught in high schools, but she maintains that she has learned much more about learning, teaching, people, and bureaucratic structures and society since Michael's birth.

In 1976, after Michael was born, Ludmilla and her husband Nicholas began the long, hard process of collecting all information possible on disability and on Down syndrome in particular. One of their contacts, Dr Valentine Demetriou of Washington University in Seattle, U.S.A, sent them her early intervention program.

In 1979 Michael began attending an early intervention program at the Educational Programs for Infants and Children (EPIC) Centre at Phillip Institute, Bundoora. He continued there until he started regular school in 1983.

In 1990, he made the transition to his neighbourhood government post primary school.

Ludmilla was a foundation member of the Down Syndrome Association of Victoria. She served on their committee and has been their representative on the Victorian Parent Advocacy Collective. Ludmilla has represented parents on committees at regional and state levels in Victoria.

Since 1985 Ludmilla has been on the school council of Marlborough Primary School, and has undertaken the role of convenor of the Integration Sub-committee.

Ludmilla has been a very popular presenter at in-service programs on integration.



Aims of the video

- To question why we segregate children.
- To encourage parents to “let go” of their child and to prepare for “letting go”.
- To encourage teachers to “let go” of their fear that they don’t have the skill to teach a child with a disability.
- To focus attention on teaching the child not the disability.
- To emphasise the importance of independence, dignity and respect for everybody.
- To encourage the valuing of students’ uniqueness above conformity.



Points to look for while viewing the video

1. Why do we segregate?
2. What does a regular setting add to a child’s experience?
3. For whom are we afraid – the child or ourselves?
4. Why are we preserving segregated settings?
 - Is it to provide jobs for those people who work in institutions?
 - Is it to sustain the economy of a community?
5. Do we emphasise the disability rather than the child?
6. Letting go, risk taking and independence, how important are they?

A decorative graphic consisting of several overlapping hexagons in shades of teal and grey. The largest hexagon is teal and contains the text.

Letting go
is very hard,
but children need
to be allowed the dignity
of taking risks.



Discussion topics

Three issues need to be addressed:

1. What are the social forces promoting segregation? This needs to be discussed so that we don't just focus on the child/person with a disability and his/her family.
2. Long-term goals and change. Parents need to project a future for their children, not just leave it to the professionals.
3. We must be consistent in our standards and expectations and not have double standards; that is, one for the able-bodied child, and one for the child with disabilities. "Letting go" is for all children.

With these three issues in mind, discuss the following questions and ideas:

1. Is it more valid to question "segregation" rather than "integration?"
2. What are the risks in the concept of "letting go?"
 - Relate the concept of "letting go" to examples in your own life.
 - What are the risks in "letting go"?
 - What are possible solutions to these perceived risks?
3. How can effective teaching practices cater for all students?
4. How do we encourage members of school communities to treat all people with dignity and respect?
5. How can we make the connection between school and work?
6. Teachers who feel inadequate when confronted with a new challenge must realise that parents too have had to learn from scratch.
 - How can teachers and parents work together to overcome this situation?



Workshops

1. As a group share your experiences, fears, triumphs when you first "let go."
2. Do they want their children to be welfare dependents or taxpayers?

This question was posed by David Jory, Professor of French at New Brunswick University in Canada, to a parent of a child with a disability. How would you respond to this question?
3. List the implications for teachers of using the expertise of parents.
4. Discuss the camp example from the point of view of:
 - a. Teacher
 - b. Parent
 - c. Students
 - d. Principal
5. Write down what you think are your unique qualities
 - Share with others in the group
 - How do these qualities affect the way you relate to people?

VIDEO #2

Models of Decision Making



Synopsis of the video

The five guiding principles, which underpin government policy on integration, are discussed in detail. Within a historical context, we then view the collaborative, decision-making model, which is instrumental in the integration process.



A profile of the presenter – Marjorie C. Fisher

During her career in education in Victoria Marj successfully filled many roles, including those of classroom teacher, principal, consultant, Senior Education Officer and Acting Assistant Regional Director. In her roles as teacher and consultant, she taught students from pre-school to tertiary level.

Marj has played a major role in the development and implementation of integration policy in Victoria and was a member of the review committee that prepared the 1984 report *Integration in Victorian Education*, the Report of the Ministerial Review of Educational Services for the Disabled.

Marj served as a member of the Deakin University Council for a period of four years. She also assisted with the development of integration units as part of postgraduate studies. Other duties include serving on advisory committees of tertiary institutes and chairing Ministerial integration committees.

Since her retirement, Marj has continued to support the implementation of integration policy through direct contact with schools, Ministry of Education personnel and committees and through extensive work with the Victorian Parent Advocacy Collective.

It was Marj and Joan Reidy who conceived the idea of the learning package, *Integration Processes and Perspectives*. They have worked consistently to gather the combined wisdom of five years' work at conferences, seminars, workshops and meetings so that "a whole picture" approach would be available to members of school communities.

Consistently in her work, Marj attempted to ensure that shared decision-making processes were used, not only at the school, but at regional and state levels of education as well.



Aims of the video

- To stress how ALL members of the school community can be empowered by the shared process of decision-making.
- To provide clear overview of the five guiding principles and how they can work in the school community.
- To emphasise the importance of the empowering nature of the shared decision making policy and its processes:
 - a) through an understanding of the historical context
 - b) through understanding the shift in control from decision making by consultants/ experts to decision making by consensus of the group affected by the decisions.
- To give people a clear, working understanding of collaborative process in order to ensure effective implementation.



Points to look for while viewing the video

1. Look for the differences in the three models of decision-making.
2. Look for the differences in the underlying assumptions of each model.
3. Look for the implications of these differences for parents and teachers.

*ALL members of
the school community
can be empowered by
the shared process of
decision-making*



Discussion topics

1. How do the guiding principles work in your school?
2. The following stories are adapted from case studies by Marjorie Fisher in “Integration in Victoria – A Model” from *Each an Individual* edited by Genee Marks and published by Deakin University Press, Geelong, 1989. Read the stories and discuss:
 - a) How the guiding principles are working in these situations;
 - b) How the guiding principles are being breached; and
 - c) What needs to be done to ensure or maintain that the guiding principles are observed.

Story 1

Mr and Mrs Couch approached their neighbourhood school with a view to enrolling their son, Peter. Peter has been attending an early childhood development program since he was six months old. He has been successfully integrated into the local kindergarten with the support of an aide. The parents provide a report from a paediatrician stating that Peter suffered massive cerebral haemorrhaging at birth. The principal expresses sympathy but explains that the preparatory grade for next year is already filled and suggests Mrs and Mr Couch try the school down the road.

Story 2

Mr and Mrs Volum approach their neighbourhood school to seek a transfer for their daughter, Tiffany, from the special school fifty kilometres away. Tiffany has cerebral palsy and uses a wheelchair. She requires help with eating, typing, visiting the toilet, and any other activity which involves motor skills.

The principal accepts the enrolment and explains that an Integration Support Group must be formed to identify Tiffany’s requirements and establish whether the school has the resources to meet those requirements. The principal says that an Integration Support group will be set up and the Volums will be notified when it will meet. Two weeks later, the parents are told that the meeting is to be held at 2 pm the following Monday. The other seven people are already there when the parents arrive. The group consists of the parents, Tiffany, the principal, the classroom teacher, and four people with specialist expertise. Consensus is not reached.

Story 3

Mrs and Mr Jones approach their neighbourhood school to enrol their son, Jake, who is attending a special school several suburbs away from their home. They believe Jake will do better at the regular school, both socially and emotionally, and insist on immediate enrolment. The principal gives them a copy of the Integration Support Group procedures and suggests that they contact one of the groups listed on the back for advice on obtaining a parent advocate.

The parents reject this advice and the procedures of the Integration Support Group, and insist on immediate admission for their child to the school. They announce their intention of bringing Jake to school on Monday morning.

Story 4

Jeff is a six-year old with very little speech and limited experience playing and working with other children. Jeff has participated in an early intervention program and for the last twelve months has attended the neighbourhood kindergarten for three morning sessions a week without aide support. His parents approach the neighbourhood school to seek enrolment. The principal is supportive of the idea and explains the Integration Support Group procedures. The principal negotiates a time for the first meeting and asks the parents who they feel should be co-opted to provide expert advice. The meeting takes place and consensus is reached on the desirability of Jeff's enrolment at the school and the type of support that will be needed. His educational program has not been developed. The Integration Support Group agrees that a full-time teacher aide will be required, but an application to the regional integration committee is unsuccessful because of lack of resources. Jeff's enrolment stands, but his admission to the school is delayed until a full-time integration aide is available.

Story 5

An Integration Support Group meeting is called to discuss the proposed admission to the school of John, a six-year old currently attending kindergarten. John is described by his kindergarten teacher as a likeable little boy who has Down syndrome. He gets along well with other children, but his attention span is not very good. He is clumsy and often disruptive, and can't do the same sort of activities as other children in his kindergarten group. Placement in a day special school was recommended, to provide for his special needs.

Guided by this advice, the school argues strongly for placement in a special school.



Workshops

Role Playing Activities

1. The "Expert" Model

You are, or your partner is, about to give birth to a much wanted child. You had planned for a natural birth with minimum intervention. However, during labour, a number of complications are observed and the medical staff proposes to perform a Caesarean section.

Distribute the following cards to simulate the "expert model", making sure that each player sees only the one card.

Midwife

You've been in labour too long and you're not dilated enough.

Anaesthetist

I can do it simply and quickly with benefits to you and your baby.

Patient

I know myself. I feel fine. I know I can do it naturally. I've done it before.

Paediatrician

The baby will experience stress and birth trauma, which must be avoided.

General Practitioner

I agree with him/her (experts).

Obstetrician

Your blood pressure is so high you could have a stroke.

Afterwards, discuss how you felt in this situation. What can we learn from these feelings?

2. The Collaborative Model

You wish to have your child integrated into the neighbourhood school. You have approached the principal who has set up an Integration Support Group. Today is your first meeting and the group aims to develop a program for the child and to work out the child's particular educational requirements.

Distribute the cards to simulate the "collaborative model". Make sure that you share goals, information, decisions, actions and responsibility. Keep in mind the five guiding principles, and aim for the "Win/Win" situation.

Parent

I want my child to be integrated full-time into the local high school.

Parent Advocate

I support the parent in her/his desire to have the student integrated.

Principal

I am in favour of integration if we have the resources required. I am concerned about the reaction of my staff.

Teacher

As Year Level Co-ordinator, I am enthusiastic but cautious. I think we can make this work.

Student

I don't like special school. I want to learn in a real school.

Afterwards, discuss how they felt in this situation. What can we learn from these feelings?

Discuss your own personal experiences of the collaborative mode and/or other models.



Follow-up

1. Arrange an in-service for all members of your school community to discuss collaboration.
2. Visit schools known to have good collaborative processes through which the community works well together.
3. Develop an action plan with your school community to implement the five guiding principles.

VIDEO #3

Integration Parent Advocacy



Synopsis of the video

As a parent, do you ever feel overwhelmed by the professionals or experts?

Joan Reidy, Co-ordinator of the Victorian Parent Advocacy Collective, discusses parent advocacy and the role of parent advocates in empowering parents to fully participate in the integration process.



A profile of the presenter – Joan Reidy

Joan has been active in the parent movement for the last twenty years. During this time, she worked for eight years as a volunteer parent in reading programs in government schools of Victoria and organised statewide in-services for parents and whole school communities.

Joan has travelled extensively overseas, at her own expense, to visit effective integration programs and gather as much information as possible. She was particularly interested in the role of parents in the learning process. She has shared all her information willingly with parents, teachers, administrators and students. One of the people who had a profound influence on Joan's thinking was Professor Douglas Biklen of Syracuse University, New York.

Joan served as the representative of the Victorian Federation of State Schools Parents Clubs on the 1984 Ministerial Review of Education Services for the Disabled, which produced the report *Integration in Victorian Education*.

Since then she has acted as a voluntary co-ordinator of the Victorian Parents Advocacy Collective. In this capacity, she has organised, supported and evaluated many local, regional, and statewide conferences. These conferences have addressed integration processes and perspectives for whole school communities, and training for parent advocates in particular.

Joan acts as a parent advocate for twenty-five children and undertakes the role of mentor for many parents who are new to the role of advocacy.

It was Joan and Marj Fisher who conceived the idea of the learning package *Integration Processes and Perspectives*. They have worked consistently to gather the combined wisdom of five years' work at conferences, seminars, workshops and meetings so that a "whole picture" approach would be available to members of the school communities and in particular to parents of students with disabilities.

Joan has at all times attempted to ensure that shared decision making processes were used at school, regional and state levels of education.



Aims of the video

- To clarify the role of the parent advocate in the Integration Support group process.
- To inform parents of their rights and empower them in the Integration Support Group.



Points to look for while reviewing this video

1. The video contains background information on the Victorian Parent Advocacy Collective.
2. What is a parent advocate?
3. How does the Victorian Parent Advocacy Collective support parents of children with disabilities in the process of integrating their children into regular schools? (NB. VPAC does not provide legal advocacy.)
4. What rights do parents have?
5. What responsibilities do parents have? (e.g. giving correct information)
6. What responsibilities do teachers and school communities have? (e.g. to be receptive and to understand the needs of the individual students and parents)



Discussion Topics

1. Why is there a need for parent advocacy?
 - a) Is it to provide a balance of the relationships within the Integration Support Group?
 - b) Is it to alleviate the parent's anxiety about professionals?

As a parent,
do you ever feel
overwhelmed
by the professionals
or experts?

2. Why is it important for members of school communities to be adequately informed about the role of the parent advocate? (Refer to *Integration Support Group Procedures for Regular Schools*.)
How can this be ensured?
3. Why is it essential for each member of the Integration Support Group to be adequately informed about Integration Support group procedures?
4. What is the meaning of a balanced membership of the Integration Support group?
5. Why have a “formal” parent advocate rather than an “informal” one?
6. Discuss the qualities of an effective parent advocate.
7. In the video, Joan Reidy say, “People must understand the stress placed on parents who have had to struggle and fight the battle of prejudice, stereotyping and discrimination since their child was born.”
How does this statement apply to you as a member of the Integration Support Group?
8. In all situations, we need to be aware of the games people play. Make a list of the games people play in the integration process. Discuss them. Make a note to monitor your own behaviour at future meetings.
9. What is meant by a “win/win” situation? List some strategies, which you could use to achieve this.
10. How can parent advocates help to break down the prejudice?
11. Why is it essential that parents act as advocates for other parents?
12. A major issue for parents and students is the “part-time” trap. What factors should be considered in deciding this question for a particular student? Why is it harder for students with disabilities to attend two different schools?
(Refer to Video No. 6, *Integrated Student Perspective*.)
13. Joan Reidy says, “Parents have a right to refuse psychological assessment.” What are the effects of labelling?
Is integration conditional on assessment?
What are the implications for parents, students, teachers and consultants?
14. Joan Reidy says, “Parents have the right to refuse special school placement.”
What are the implications for parents, students, teachers and consultants?
15. What are the parents’ rights in relation to enrolment and admission to a regular school?



Workshops

Brainstorm

1. What is a parent advocate?
2. What is it that a parent advocate is not?
3. What are the qualities necessary for effective parent advocacy?

VIDEO #4

Integration Support Group Procedures



Synopsis of the video

The procedures for the implementation of the Ministry of Education policy on the integration of students with disabilities into the regular schools of the State school system are outlined in the booklet *Integration Support Group Procedures for Regular Schools*. Information from this document is clearly presented.



A profile of the presenter – Mary Preen

Mary Preen works as a School Council Liaison Officer in the Eastern Metropolitan Region of the Ministry of Education. She is currently finishing her Bachelor's degree in Law and a Graduate Diploma of Education Administration.

On Victoria's State Board of Education Standing Committee on Integration, Mary represented the Victorian Council of School Organisations. She chaired the Legislation Sub-committee.

Mary has represented the same organisation on numerous Ministry and Ministerial committees on integration. She has been an active member of the Victorian Parent Advocacy Collective.

In 1987, Mary worked as a member of the representative group, which wrote the Enrolment and Support Group Guidelines and later wrote the revision *Integration Support Group Procedures for Regular Schools*.

She has run many conferences, seminars, and meetings for members of school communities. She is a popular presenter at integration weekends and seminars.



Aims of the video

- To develop a clear understanding of the role and function of the Integration Support Group.
- To become aware of the importance of shared decision making and the acknowledgement that each member of the Integration Support Group has an equal right to participate fully in the shared processes.



Points to look for while viewing the video

1. Who are the formal members of the Integration Support Group?
2. What is the role of the Integration Support Group?
3. What is collaborative decision making?
4. Why is it important to have regular Integration Support Group Meetings?



Discussion topics

1. What is the main focus of the Integration Support Group?
2. Describe what you mean by collaborative decision-making model.
3. How can all members of the Integration Support Group have equal value in contributing to program planning, implementation and evaluation?
4. What is the role of a consultant to the Integration Support Group?
5. What is the responsibility of the school council in relation to integration?
6. When is an Integration Support Group established?
7. Who can call a meeting of the Integration Support Group?
8. Read *Integration Support Group Procedures for Regular Schools*. What is the role and process of mediation?
9. List people who could be valuable as consultants. Where would you find them?



Workshops

1. Discuss the role of each member of an Integration Support Group. Include a consultant and an interpreter.
2. Why are consultants used in an advisory role? Consultants have a lot of expertise; for example, a consultant can ensure that a student's program is age appropriate. How can consultants' expertise best be used by the members of the Integration Support Group?
3. Get into other people's shoes for a while. Brainstorm the feelings of students, parents, teachers and others attending their first meeting of the Integration Support Group.
4. Why is the role of the principal considered to be so important? How can the principal facilitate the working of the Integration Support Group?

VIDEO #5

Integration Support Group Participant Perspectives



Synopsis of the video

The shared decision making approach of the Integration Support Group is valued by all its members. Each member's perspectives and feelings are discussed in detail.



Profiles of the presenters

Peter Bond (Role of the principal)

Peter is currently the principal of a primary school in a large provincial city. Peter has worked at all levels of primary and special education in Victoria. He has made a major contribution to the production of *Integration Processes and Perspectives* and to the implementation of the policy of integration at school, regional and state levels.

Peta Cope and Les Cope (Role of the parents)

Peta is a trained nurse. She worked as a representative of VPAC on the group, which negotiated with the Victorian Ministry of Education to write *Integration Support Group Procedures for Regular Schools* (published first as an Executive Memorandum in 1987 and subsequently as a booklet in 1989).

Peta has made a major contribution to the in-service programs run by VPAC for parent advocates and school communities.

Les Cope runs the Art/Graphics department at a large suburban post primary school in Melbourne. Les also has qualifications in the area of Special Education.

Peta and Les have been major contributors to the Victorian Parent Advocacy Collective and its programs.

Adam was diagnosed early as being severely mentally retarded. During their struggle to have Adam accepted as a valued member of the community, and to gain the best possible education for him, Peta and Les have found that Adam is very talented. He has no speech. He has particular problems with the messages from the brain reaching the appropriate nerve ends.

For many years the Cope family has keenly supported the concept of full integration for students with disabilities. They were foundation members of the Chandler Project, which is now known as the Sherbrooke Community Disability Resource.

Ludmilla Regos (Role of the parent advocate)

Ludmilla is an experienced teacher, parent advocate and parent activist. She has made a major contribution to the Victoria Parent Advocacy Collective and its series of programs held at local, regional and state level. Her son Michael has Down syndrome.

Jenny Papadimitriou (Role of the student)

Jenny has passed year twelve (Higher School Certificate) at a post primary school in a suburb of Melbourne, and has been accepted by La Trobe University for tertiary education. She speaks with first-hand knowledge of a student's struggle to be accepted for the integration program and to finally attain full-time integration. Jenny comes from a non-English speaking background.

Terry Bourke (Role of the teacher)

Terry is currently the principal of a country primary school. At the time of the making of this video he was working on the staff of a primary school in a large provincial city in Victoria.

Terry has worked extensively as a Victorian Teachers' Federation representative on integration issues at the school, regional and state level. He has represented teachers on the process of mediation at regional level.

Mary Dalmau (Role of the consultant)

Mary has worked as a primary teacher, a youth worker, a community worker, a teacher and principal in a day training centre, and an advisor and administrator at regional level. Mary is now working as a policy officer in the Integration Program Section of the Ministry of Education.

Mary has had extensive practical experience at integrating students from day training centres into full-time education at regular schools in the western suburbs of Melbourne.

Elizabeth Papanicolaou (Role of the interpreter)

Elizabeth worked as an ethnic health worker and was then employed as the co-ordinator for ADEC (Action on Disability within Ethnic Communities). She spent three years counselling in the private and public sector and provided some sessional family therapy for non-English speaking background families through the Prahran Migrant Resource Centre. She has also provided consultations in organisational management. Currently she is the Director of ADEC.



Aims of the video

- To clarify the role of each participant of the Integration Support Group.
- To highlight the effectiveness of the process of shared decision-making.
- To help viewers understand the supportive nature of the Integration Support Group when people come to it with positive attitudes and shared goals.



Points to look for while viewing the video

NB. This video should be viewed in conjunction with Video No. 4, *Integration Support Group Procedures*.

Try to work out the role of each participant in the process. (Check your thoughts with those expressed by the presenters on the video.)



Discussion topics

1. Discuss the ways Integration Support Group members can work with the school community to develop a climate of collective ownership and responsibility.
2. How can the review function of the Integration Support Group enable schools to solve problems in an ongoing way so that success is ensured?
3. How might the Integration Support Group, as part of the school, work towards reforming existing structures and policies where necessary to enable all students to experience success? During your discussion, keep in mind Ministerial Paper No. 6 (You might find the package *Implementing Ministerial Paper No. 6* useful here. Copies are available at school support centres.)
4. What are the ways school communities can recognise and celebrate the achievements of individual students, teachers, and parents, and the whole school?
5. The five shared phrases of the Integration Support Group process are:
 - a. Shared goal.
 - b. Shared information.
 - c. Shared decision making
 - d. Shared action
 - e. Shared responsibility.

Terry Bourke says this process takes away the aloneness for teachers. Discuss the value of each of the phases. How might we ensure that all members take part in each phase?



Follow-up

With the shared goal of improving implementation of the process and with the wholehearted agreement of all Integration Support Group members, audio/video tape your next Integration Support Group meeting. Later listen to/view the video and determine what has worked well, what could work better, and what was dreadful. Were the five-shared phases evident? Who participated in each phase? Did anyone dominate particular phases? Were due processes observed? Were the five guiding principles observed? How might you act on your new knowledge at your next Integration Support Group meetings?

Refer to other videos in this learning package.

VIDEO #6

Integration Student Perspective



Synopsis of the video

“My friends were getting something that I wasn’t. They were more outgoing. For somebody not involved in the Integration program you were a half person, a burden on society. I felt different. Something must be wrong with me. I was leading two different lives – one where I was treated as normal and one where I was treated as special.”

Jenny Papadimitriou tells of her struggle in the transition from a special school to a regular school.



A profile of the presenter – Jenny Papadimitriou

Jenny comes from a non-English speaking background and has one older brother.

She was a premature baby and was diagnosed as having cerebral palsy at the age of eighteen months.

Jenny attended the kindergarten at the Royal Children’s Hospital in Melbourne for two years and another kindergarten for two more years.

At the age of six she began school at a special school for students with physical disabilities.

It took Jenny eight years to achieve full-time integration.

- 1980 one day per week at a regular primary school
- 1981–84 segregated setting full time
- 1985 integration at technical school – 3 days per week
- 1986–88 integration at technical school – 4 days per week
- 1989 full-time integration.

During the past few years Jenny has served as a member of Ministry and Ministerial committees. She has actively contributed to in-service conferences, seminars and meetings at local, regional, and state level.

Jenny has received accreditation for her work and has successfully completed Year 12 (Victorian Certificate of Education) at her neighbourhood post primary school.



Aims of the video

- To discuss the rights of the person with a disability to be educated in a regular school.
- To look at the barriers that are erected which hinder the integration process.
- To demonstrate one student's determination to overcome the barriers to becoming a full-time student in a regular school.
- To present a view of the integration process through the eyes of a student.



Points to look for while viewing the video

1. Note the fact that it took some years for Jenny to gain full-time attendance at the regular school.
2. Look for the barriers with which Jenny was confronted and the ways she dealt with them.
3. Which factors facilitated Jenny's transition?



Discussion topics

1. Whilst in the special school Jenny questioned her future directions. Where did she see herself going? What were her fears?
2. Jenny wanted to feel like a worthwhile member of society. How did she address this?
3. The steps Jenny took were both supported and opposed. Who supported or opposed Jenny's initiatives and how?
4. From Jenny's video what did you learn about parents' fears?
5. How do the students in your school learn of their rights and responsibilities? How did Jenny learn?
6. What effect did part-time integration have on Jenny? Discuss the advantages of full-time attendance at a regular school.
7. The student is an important member of the Integration Support Group. Discuss the advantages of –
 - a) Access to relevant information,
 - b) Opportunities to express needs and directions,
 - c) Being given his or her education and thereby achieving dignity,
 - d) Learning to inform others clearly,
 - e) Sharing, and consequently sharing ownership of, discussions and decisions,
 - f) Developing a more open and genuine acceptance of each member of the Integration Support Group.
8. Jenny sums up her growth using the following words:
I learnt what was expected of students as a whole...I learnt what to expect...I learnt how to speak out...this has helped me to grow as a person.
What are the implications of this statement?

9. How did Jenny feel and act when she was excluded from the decision making? Compare this with how she felt when she was valued as an equal partner in the decision-making.
10. Discuss the proposition that all students of post primary age are entitled to be taught by post primary trained teachers.
11. What were the advantages for the other students in the regular schools, which Jenny attended?
12. Jenny makes numerous points throughout the video. Which ones apply to all students but especially to teenagers?
13. Discuss the extent to which all the barriers were external (i.e. not in Jenny's mind).



Icebreaker activities

The following activities have been found useful in helping students to understand something about disabilities. Adults may wish to try them. Break into small groups, each group to try one activity. Each person in each group should have a chance to try.

1. The mouth writing exercise

Aim: To stimulate limitations in physical mobility.

Equipment: Paper, pencils, wrist constraints.

Procedure: Tie participants' hands behind their backs.

The group facilitator dictates a message to be written on paper (name, address, short message).

Each participant must pick up a pencil in his/her mouth and write down the message.

Conclusion: Discuss the participants emotional responses to the exercise and the physical problems encountered.

2. Hand in Sock Activity

Aim: To stimulate limited physical mobility.

Equipment: Socks, masking tape, material strips, potatoes, potato peelers.

Procedure: The group facilitator places a sock over one hand of each participant and straps/tapes it in place to ensure restriction of movement.

Each participant sits on his/her other hand.

Each participant is given a potato peeler and asked to peel a potato.

Conclusion: Discuss participants' emotional responses to the exercise and the physical problems encountered.

3. Hearing loss simulation

N.B. The audio tape in *An Unfair Hearing Test* available from the Adult Deaf Society, Jolimont, could help in this activity.

Aim: To simulate a hearing loss.

Equipment: Paper, pencils.

Procedure: The facilitator reads out a list of words using lip reading but making no sound. Participants try to write down the words.

Conclusion: Discuss the difficulty and the sense of isolation encountered by the people with a hearing loss.

4. Immobilisation activity

Aim: To simulate limitations in physical activity.

Equipment: Strips of material/bandages.

Procedure: Participants remove jacket/jumper and/or shoes/socks.

Each participant's dominant arm is immobilised by strapping it to the body.

Participants then try to dress again.

Conclusion: Discuss the frustrations you experienced and the difficulties you faced.

5. Blind Walk

Aim: To experience momentary blindness.

Equipment: Blindfolds.

Procedure: The facilitator instructs participants on how to guide a blind person.

Participants then divide into pairs. One of the pair is blindfolded and taken by the other on a short directed walk. Positions are then reversed, and each pair walks back to the group.

Conclusion: Discuss the experience as a group.



Workshops

Whole-group discussion

1. As a member of a school community list the practical changes which need to be made to make sure that all students experience success in learning. Beside each point listed, note how the changes are to be made.
2. Do we as parents/teachers ever underestimate the capacities of our children/students? Prepare an action plan to monitor your expectations. Check your expectations with your child/student.

VIDEO #7

Integration Teacher Perspective



Synopsis of the video

Jenny, who has filled the dual roles of class teacher and integration teacher, talks of her initial feelings of anxiety and her subsequent enthusiasm as she developed her understanding of her role in integration.



A profile of the presenter – Jennifer McLeod

Jenny is currently completing her B.Ed. with studies in integration. During her career Jenny has undertaken the roles of rural aide, emergency teacher, specialist teacher, classroom teacher and integration teacher.

She has been actively involved in the organisation and presentation of integration in-services at a regional level, and the trialling of a human rights program for children in Year 5 and 6.

From the age of twelve Jenny has had ankylosing spondylitis, an arthritic condition which affects the spine and involves slow stiffening of the joints. In her mid-twenties Jenny had to have both her hips replaced.



Aims of the video

- To share a personal insight into how positive the experience of integration can become for teachers when some of the myths and fears are dispelled.



Points to look for while viewing the video

1. Work out the meaning of integration from Adam's perspective.
2. Look for the fears and anxieties experienced by the teacher involved in the integration.
3. List the qualities of an effective teacher involved in integration.
4. List resources available for the teacher involved in integration.



Discussion topics

1. Adam makes several points about integration from his personal perspective. What are they?
2. What qualities make
 - a) An effective teacher?
 - b) An effective integration teacher?
3. Describe some of the fears and anxieties faced by teachers regarding integration. How can these be overcome?
4. Over the years, Jenny has come to dislike the label “integration”.
 - a) What strategies has she developed to overcome this difficulty
 - b) Where are you in this process of understanding and learning about Integration?
5. What are the positive aspects of networking?
6. How can teachers value parents (and parents value teachers) and work with them in developing effective relationships and understanding of the student?
7. Discuss the importance of a “whole school” approach to integration.



Workshops

1. Write down your personal experiences of interesting strategies. What supports did you find useful?
Move into a group of three to share these experiences.
Join another group of three for form a group of six.
List resources (e.g. books) found useful, describe positive ideas and methods used (e.g. cross age tutoring, co-operative learning).
2. In the video Jenny says, “Successful integration is based upon positive attitudes and an effective curriculum.” Discuss.
3. List resources and supports available within your school.



Follow-up

1. Arrange visits to schools which are effectively implementing the integration policy. Exchange ideas, develop networks, combine for in-service activities on integration etc.
2. Critically review your school’s integration policy.

VIDEO #8

Integration Parent Perspective



Synopsis of the video

Adam attends his local secondary college. He commenced his education in a day training centre. His mother relates the day-to-day events that marked Adam's growth towards independence, and allowed him to reveal his true abilities.



A profile of the presenter – Peta Cope

Peta is a trained nurse who has had extensive experience working with children with disabilities.

Peta and Les have four children. Adam is their first-born.

Peta and Les became actively involved during the International Year of the Disabled. They were foundation members of the Chandler project, which began as a needs group for parents of people with disabilities, under the auspices of the local shire.

One of the concerns of parents involved in the Chandler project was the long distances which their children were travelling in order to receive schooling.

The group formed their own co-operative and began looking for a building in which to start their own school. They approached the regional office of education to inquire about the use of an unused school residence. The regional personnel suggested a pilot program of integration into the local school.

The children with disabilities had the residence as their "base". Within a few years all the children were fully integrated into the local school program.

Adam was the last to leave the residence.

Peta has been an active supporter of integration and has worked as a member of the Victorian Parent Advocacy Collective from its inception. She represented VPAC on the Review of the Integration Support Group Procedures. She was also the VPAC representative on Ministerial advisory groups for three years. At the school level Peta has been an active member of parent clubs and a member of the school council of her local secondary school.

Peta has worked at local, regional, and state levels as a presenter and organiser of in-service education programs on integration.



Aims of the video

- To demonstrate that performance relates directly to expectations and attitudes.
- To acknowledge the importance of acceptance for every family within the local community.
- To examine the dangers of traditional assessment and placement procedures.
- To value parents' knowledge and expertise.



Points to look for while viewing the video

1. How do people within the community view students in special settings?
2. What evidence is there that being in a regular school promotes physical and intellectual development?
3. In what ways does the school setting strongly influence a child's future?

A decorative graphic consisting of several overlapping hexagons in shades of orange and beige. The largest hexagon is dark orange and contains text.

Day-to-day events marked Adam's growth towards independence, and allowed him to reveal his true abilities.



Discussion topics

1. Peta says in the video, "It is my right to have my child in a regular school." Discuss the importance of every child being accepted into their neighbourhood school. What factors may influence a parent's decision?
2. How powerful is the parent in the integration process?
3. How can parents' rights be promoted?
4. What strategies can be used to ensure that all students' skills and competencies are built upon?
5. What are the dangers of traditional assessment and placement procedures?



Poetry

Adam cannot speak. Until he was thirteen years old he had no effective form of communication. In August 1986, at thirteen years of age, it was discovered that with arm support Adam could communicate via a keyboard. After one week of communication he started to write poetry. This is the third poem he wrote:

FALL IN DOWN TO THE GROUND

*It yearned for help
Going down just below
Help me please it cried out
Could he help Zig
Mole very quickly got hold
But no one dropped
Help a nobody please*

*Old mole in the hole
You see no Jill in falling
You never can get below
Top on the world
Just a fraction down from you*

**Adam Cope
20 August 1987**

- Lines 1, 2 and 3. Yearning for help while unable to tell people he was intelligent. Adam pictured himself as "old mole" tunnelling along the underground with everyone else up above.
- Line 4. He was introduced to Makaton singing (Zig being Adam).
- Line 5. He learnt it very quickly and seemed very excited by it at the time.
- Line 6. Makaton didn't do what Adam hoped it would, it failed him. No one used it or understood it and his needs were for expressive language, not basic needs.
- Line 7. Back to square one.
- Line 8. "Old mole" continues just tunnelling along.
- Line 9. Adam used an imaginary friend Jill as a crutch when things got really bad. But we couldn't see Jill, we didn't even know she was there.

- Line 10. We can never get down to his level.
- Line 11 and 12. We are on top of the world with him just a fraction down below us.

This poem realises a lot of my life's sad memories when I looked as though I would never talk. Sad knowing the truth but not able to tell.

FASCINATE

*Suddenly it left
like younger dreams
of happy times.*

*Delighting seeped
swiftly down
lighted
passages
of guesses from
other times.*

*And loving goaded
the problem,
of realising good
from pity.*

*Delivering living
lots of insight,
trampled knowingly
by man.*

*Heading lightly
dealing sadly,*

*Guarded,
so none
will understand.*

*Death will frighten
none but those
darkened
by life's prejudices*

**Adam Cope
June 1988**

- Stanza 1. This is when I learnt the Makaton and no one used it. Sadly dreading it may never appear again.
- Stanza 2. Sadly trying some new ideas like flash cards and guessing lots of new ideas. New ideas grew and departed making me desperate.
- Stanza 3. Dad and Mum have lots of love which overrode the pity given by others.
- Stanza 4. Grand knowing Rosemary who taught me to communicate even when all was against me.
- Stanza 5. Daring me to go faster I was frightened in case it escaped.

- Stanza 6. Doing it only so those who disbelieve cannot destroy it. I only trusted those who believed.
- Stanza 7. Dastardly prejudices are fascinating only to those bible-bashing do-gooders who want to let people be objects of charity. It holds no hope of them going to heaven if they don't do charitable things.

I called it FASCINATE as it seems people are fascinated by disability and do not look at the people.

TERMS OF LIFE

*Alone in dreams and wondering
if life might drive you on
and seek out answers
known only to God.*

*Gone forever the wishes of
youth as when alone you weep.
Despairing from worldly thoughts
as life departs from view.*

*As presents of time escape
and told stories become unpleasant.
The wasted time reveals not strengths
but plays on each weakness
with hellish results
Strengths easily held back by worship
of special and different
despite being the same
inside.*

*Doomed and secure I did little
as life went past.
Held together by hope
escaping from a sceptical world
into the depths of my dreams.
Justice escaping again as charity based
schools grew richer
with clients
Not people instead*

*Sweating for life I saw
real schools go past,
kept from me by bureaucrats
and prejudice.
Longing for deals with
worth I grappled with past thoughts
Fighting each day for
relief.*

*Life would have been lost
except for my family and friends
Cutting through the red tape like
a warm knife in seasoned butter.*

*Released at last.
I arrived at my lovely real school
Quickly warming my brain
with fast flowing food.*

*Suddenly life had new meaning
as the kids saw me as a person
and not someone who asks for charity.
Easily warmed by their wisdom
and encouraged by their hope I grew up.*

*Armed now with hope
I warmed quickly to life's joys
Stopping only once to look back
and weep for my friends
left behind.*

Adam Cope
June 1988



Workshops

Small group discussion

1. If you were one of the following people how could you support a change of educational setting?
teacher / parent / student
What factors may influence a parent's decision to integrate their child into a regular setting?
2. Read Adam's poetry (see pages 28 – 31)
Discuss the problems of predicting children's capacities.
3. Discuss the ways in which the educational setting influences how other siblings view their brother's or sister's disability, place in the family, and value as a worthwhile human being.
4. How can families and schools help children with disabilities to –
 - a. achieve normal behaviour models?
 - b. recognise their own self-worth
 - c. achieve?
 - d. be part of the community?
 - e. be accepted by siblings?



Follow-up

Organise invitations for parents to speak to school communities, parent groups, school councils, staff networks, community groups and organisations.

VIDEO #9

Integration Inclusive Curriculum



Synopsis of the video

An effective and inclusive curriculum for all students will be built upon the competencies of the school community, and the gifts the children themselves bring.

All schools have systems of planning for individual students, systems of ensuring that within the co-operative learning processes each student's learning is built on his/her present skills and is appropriate and purposeful. In many cases these processes will be adequate with impairments or disabilities. However in some situations a difficulty or block in the process occurs.

Effective learning situations will provide opportunity for all students to learn. If a system is inadequate for one student in the group it is highly likely that it will be inadequate for many of the other students. It is critical that educators do not blame students for their difficulty in learning but look searchingly and co-operatively at the situation, the learning environment.

In practice it has been found that starting with a shared knowledge of the skills of students (including those with disabilities and impairments) and the presumption that they will learn, leads to a much more positive perception of the school as a place full of opportunities.

Students are experts about what they know, what they are interested in and the direction they wish to take.

Parents are experts about their children, about how they have learnt, about what they know and about the directions they seem to be taking in life.

Educators are experts about how children learn, about educational programming and about the opportunities for learning provided by schools.

The ideal situation for the collection of information is one in which these experts are working together.

A variety of program planning aids have been developed to assist with the gathering of useful information. They are only tools, their use should be evaluated by their outcomes. An effective aid or system will:

- Be able to be used co-operatively by parents and teachers;
- Be built around the same framework as the whole school curriculum;
- Assist in the provision and organisation of detailed information about a student's skills;
- Provide this information in such a way that it makes easier the task of planning an inclusive educational program for students with their age peers; and
- Be suitable for use with a range of students at different times in their school careers.

The program planning aid discussed in detail in this video has been developed in co-operation with parents and teachers throughout the state of Victoria over the last four years. This aid is a program information form to assist with the sharing of information about a student's abilities, a school's opportunities and the skills in the school community. The form has satisfied the five criteria above. Examples of other equally successful systems can be found in many Victorian schools.

The system to choose is the one which satisfies these five criteria and which matches best the actual school and classroom practices at the student's school.

From program planning to co-operative classroom

The co-operative classroom is the place where inclusive curriculum becomes visible, where the policy documents are translated into day-by-day challenge, energy and achievement.

At the program planning stage teachers prepare for a group of students and the development of a learning environment and program which offers the best opportunity to all students. The inclusive planning model will plan for all students, while the 20+1 model will plan for the 20 and then attempt to add in a special program for 1.

Teachers, parents, and parent advocates can work together to ensure that an inclusive planning model rather than a 20+1 model is adopted.

If the effective inclusion of a particular student or group of students into a class is proving difficult, it may be useful to map out the teaching approach currently in use.



A profile of the presenter – Mary Dalmau

Mary has worked as a primary teacher, a youth worker, a community worker, a teacher and principal in a day training centre, and an advisor and administrator at the regional level. Mary is now working as a policy officer in the Integration Program Section of the Ministry of Education.

Mary has had extensive practical experience at integrating students from day training centres into full-time education at regular schools in the western suburbs of Melbourne.



Aims of the video

- To describe a process that may be used to plan an effective curriculum that is inclusive for all students.



Points to look for while viewing the video

Once again, it is important that the diagram used in this video is nothing more than an aid to assist in the planning process. The best aid or system to use is the one which facilitates the organisation of a mixed ability group of individual students to learn effectively and co-operatively.

The processes suggested in this video will be discussed with regard to their usefulness in planning for inclusive education for students with impairments and disabilities who have been typically excluded from regular schools. They are not problem focused. (These same processes are useful for all students at a range of times in their education; e.g. transition points, in choosing a particular direction or course.)

During the viewing of this video consider these issues:

1. What do we mean by the term “curriculum”?
2. What is the process of planning a curriculum that is inclusive for every student?
3. Who is included in the planning process?



Discussion topics

The presenter should have the Frameworks documents available for perusal by all participants.

1. What does Mary mean by the 20+1 syndrome?
2. What does curriculum encompass?
3. The Frameworks areas of learning are used as a focus for gathering information about the school and the students. What guidelines for the gathering of information are suggested in the video?
4. Before we begin to plan a program, what do we need to know about the school?
5. In Mary’s example of the class lesson we need to look beyond the specifics of the type of lesson and concentrate on the process of providing for the needs of all students, and of incorporating broader elements of learning. What are some strategies you have found useful in catering for all students’ individual needs?
6. How can you evaluate the progress made by all students as part of the evaluation of the program?



Workshops

The presenter should have the Frameworks documents available and participants should be asked to have copies of their school's curriculum policy.

Move into small groups of people who are involved with the same school and year level. Choose a curriculum area from Frameworks.

1. What does Frameworks (or your school curriculum policy) say are some of the key points about teaching and learning in this area?
2. How is it taught in your school?
3. Choose a student known to at least one person in the group. Use the Program Information Form (on page 47) to gather positive information about the student's competencies in this area.



Follow up

Link into existing networks with a view to encouraging support, exchange of ideas and resources.

The best aid or system to use is the one which facilitates the organisation of a mixed ability group of individual students to learn effectively and co-operatively.

PROGRAM INFORMATION FORM

SKILL BASE

Date

STUDENT:

CURRICULUM AREA:

CLASS TEACHER:

YEAR:

Present Skills

Learning Priorities

Learning Environment/Notes



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