MODULE 5

Drawing by Martha Perske, a nationally-known artist.

COMMUNITY INCLUSION

Table of Contents

INTRODUCTION

We are artists, musicians, actors, poets and athletes, just like everyone else.
We have talents to give to the world.
Arts give meaning to life.
Arts and sports are a key part of belonging to society.
In many cases, we are blocked from being a part of sports events.
We have the right to play sports with others who have disabilities.
We also have the right to play sports that are open to everyone.

Source: anonymous self-advocate

"Whatever the speed of our feet or the power of our arms, each of us is capable of the highest virtues. Intelligence does not limit love, or wealth produce friendship."

Every person, regardless of whatever different abilities they may have, can contribute, can be a source of joy, and can beam with pride and love.

Source: Eunice Kennedy Shriver

What is Community Inclusion?

Community Inclusion is the opportunity to live in the community and be valued for one's uniqueness and abilities, like everyone else.

Community inclusion encompasses:

- Housing

- Employment

- Education

- Health Status

- Leisure/Recreation

- Spirituality/Religion

- Citizenship and Civic Engagement

- Valued Social Roles (e.g., marriage, parenting)

- Peer Support

- Self-Determination
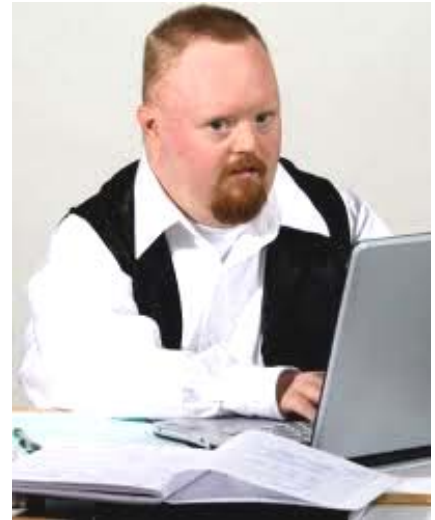
Community inclusion (or, the opportunity to live like everyone else) should result in community presence and participation of people with disabilities similar to that of all others without a disability label.

Why should I promote Community Inclusion?
Community Inclusion is the right of all people. Below are some of the legal and policy foundations for community inclusion:

- Americans with Disabilities Act (1990) - Title II: requires governments to give people with disabilities an equal opportunity to benefit from all programs, services, and activities

- Department of Justice "Inclusion Regulation": services, programs, and activities must be delivered in a way that enables individuals with disabilities to interact with nondisabled people to the fullest extent possible

- Supreme Court Olmstead decision (1999): unnecessary institutionalization is a form of discrimination prohibited by the ADA

- Bush Executive Order (2001): requires federal agencies to work with states to ensure community inclusion

Definition of Inclusion

- **Presence** - participating in all settings where people without disabilities are present, including classrooms, board rooms, businesses, neighborhoods, and community events.

- **Choice** - having multiple experiences to draw from, selecting and engaging in activities as desired, choosing who will participate with you.

- **Competence** - being recognized for strengths, contributing, having opportunities to learn more.

- **Respect and Valued Roles** - being seen as a person--as well as a person with a disability, being valued by others, not being seen as out of the norm or as a "curiosity."

- **Participation** - engaging with others, having a wide variety of relationships being known and knowing others, being part of the event--not just an observer.

- **Belonging -** a very strong feeling that a person feels when they are valued by others, when others call just to talk or invite him or her to go to a party or "hang out" at the mall.

Key Principles of Community-Based Inclusion

1. Community-based Inclusion instruction is individualized and focuses on those specific skills needed and wanted by the person for a desired life.

Some questions to ask about this might be:

- What are the interests of the individual?

- What are the person's gifts?

- What goals and dreams does the person have regarding community life?

- What are the life priorities for the next few years?

- What community places does the person desire to access?

- What skills will the person need to function successfully in his or her desired lifestyle?

- What are the support needs of the individual?

- What are the available resources in the community?

- Which resources will lend them to meeting the needs of the person?

2. The instruction is provided in a variety of actual settings where individuals want to be competent or will need to utilize life skills.

3. Instruction focuses on participation in functional activities rather than just performing an isolated skill.

4. Varied instruction combined with supports natural to a setting are used to help individuals generalize skills.

5. Instruction takes place at the time of day at which the task is usually performed.

6. Whenever possible, instruction comes from the natural environment from those with the skills and experience who are in the setting where the skills will be utilized.

Community Inclusion is a success when people:

- Have relationships with people who are not paid to spend time with them.

- People have opportunities to experience a variety of social roles that include friendships, contributing to the community and gaining new skills.

- People have opportunities and resources to do and accomplish things that are important to them.

- People experience a sense of belonging.

Benefits of Inclusion to the Individual

Some of the benefits of inclusion to the person are:

- Improved feelings of well-being and self-esteem.

- Access to resources and activities not available in the group home.

- Expanded "horizons"/life experiences. Participating in activities in different types of settings.

- Participation – engaging with others; being known.

- Feeling the excitement of being part of a community group.

- Opportunities to make new friends and develop new and varied relationships.

- Incentive to learn appropriate social behavior.

Benefits of Inclusion to the Community

- More diversity in their relationships.

- The cost of supporting people decreases when persons served do not have to rely on paid professionals. This can affect tax dollars needed to provide supports.

- People with disabilities can pay taxes if they have a job.

- People with disabilities can share their gifts and talents with the community.

Barriers to Inclusion

Attitude

The principal barrier to the participation of people with developmental disabilities in community activities and organizations is to a large extent a problem of attitude.

Common attitudinal barriers that are assumed or faced when moving to real community inclusion opportunities include:

1. **The "community" will not welcome people with disabilities.** They are fearful of them and think they have too many "problems" or needs to "fit in."

2. **People Will Get Hurt!** The person might get hurt in the process (be rejected, be taken advantage of, get lost, etc.)

3. **What Is Community Anyway?** What does "community" really mean in this fast-paced society?

4. **Whose Job Is It?** It is a lot of work and whose job is it anyway?

5. **No Resources!** There are not enough resources, one-on-one staff, transportation, etc., to get and keep people connected in the community. So why try?

6. **What About Liability?** Who is liable if something happens, like if the person gets hurt while participating in a community activity?

Individual Barriers to Full Community Inclusion

Some individuals at your facility may be non-verbal or have mobility challenges. They may be unable to control their own movements. This may be true even to the point of being unable to move away from painful or unpleasant sounds, smells, sights, or other sensations.

Overcoming people's barriers to inclusion includes understanding and being able to describe and promote the person's gifts and strengths. These gifts and strengths can then be matched to needs of the community. This will make the process of inclusion easier.

What are some barriers to inclusion that people at your agency have experienced?

-
-
-
-

Overcoming Barriers Exercises
Submitted by Krescene Beck, Illinois Voices and New Visions

Review the following problem-solving model. It is a good tool to help you look for resources that match the interests, gifts, and talents of self-advocates. It can also be used to identify barriers to community inclusion and to develop a plan for minimizing these barriers.

1. Identify the gifts, talents and dreams of the self-advocate. Be specific.

2. Identify the barrier(s). Write down what you see as the barrier(s). Be specific.

3. Think of solutions. List all the possibilities that could/would solve the identified barrier(s).

4. Evaluate the options: Look at all the options and start evaluating the ones that would be the most practical for removing the barrier(s). Then prioritize the solutions. Eliminate the ones that are not possible and review the final 2 or 3 solutions on the list. Discuss these as a group and then chose one possible solution to begin.

5. Create a plan. Review the group's chosen solution and then develop a plan or a way to remove the barrier. Figure out who will do what and when and in what order to solve the problem. This is called an Action Plan.

6. Implement the Plan. This is the action part of the process. Follow the steps you have outlined in your action plan and try to remove the barrier. Ask yourself if the barrier has been removed. If your answer is "yes," then you are done. If it is "no," then take a look at what happened when you implemented your action plan.

7. Assess the outcome. Did the Action Plan work? Why or why not? What about the quality of the outcomes? Is the self-advocate satisfied with the outcome? Unhappy? Excited? What would have to change to remove the barrier? Does another solution from the list need to be selected to try to remove the barrier?

8. Modify the Plan as needed. Finally, change your Action Plan as needed to get closer to a solution. You may need to go back to the evaluating step, review another potential solution, and work your way through removing the barrier until an outcome is reached that satisfies the self-advocate and support people.

ACTIVITY

Directions: Read over these scenarios. Using the problem solving model as a guide, work as a group on coming up with solutions for supporting self-advocates in achieving their dreams:

Tom is a 38 year old man with black hair and blue eyes. He comes from a large family with 4 brothers and 3 sisters. He enjoys being around animals and has had several pets growing up. Tom's IQ is over 70. Tom has a diagnosis of Epilepsy and has seizures twice a day. When he has seizures, he blacks out for about 5-10 minutes and doesn't remember anything that happened and is forgetful for a while.   Tom dreams of living in an apartment and working at a job where he can be with animals. How can Tom be supported in his dreams?

Sarah works at a developmental training program. She enjoys working there, and the staff all appreciate her sense of humor and that she lights up the building when she arrives in the morning. Sarah has a visual impairment and uses a wheelchair. She has worked on a variety of contracts but her dream is to work out in the community with a small group that goes out daily to clean offices. How can Sarah's dream of working in the community be supported?

Rich is a lively 8 year old with freckles and short blond hair. Rich has been diagnosed with Autism Spectrum Disorder. Rich's likes include water, swimming, play-doh, Legos, and art; he does not like sudden changes in his schedule, loud noises, trucks, or touching coins. Rich prefers to wear shorts with elastic at the waist and short sleeve shirts without collars or buttons. Rich lives in an area that receives a lot of snow during the winter, yet he does not want to miss any school due to the weather. How can Rich be supported in regards to his likes and his dislikes?

Angela is a shy woman who enjoys watching television, listening to her CD's, and bowling. She dreams of having a boyfriend and going horseback riding. Angela recently moved into a group home after living with her family. Her family is very supportive and enjoys having contact with her. English is Angela's second language; her family speaks Spanish. None of the other people living in the group home speak Spanish and only two staff speak Spanish. How can Angela's dreams of settling into her new home and doing the things that she wants be honored?

1. What did you notice about the descriptions of the four people?

2. Describe the roadblocks/barriers to inclusion…

3. What supports do you recommend for Tom, Sarah, Rich, and Angela that could help them achieve their goals?

Self-Advocacy, Self-Determination and Inclusion

In order to better understand the benefits and possible roadblocks to promoting self-determination and inclusion for the people you support, let's examine the concepts, and discuss how to be prepared to overcome any barriers that stand in the way of accomplishing these goals:

Definition of Self-Advocacy

A "self-advocate" is a person with a developmental disability who is speaking out for his or her own rights or for the rights of all people with developmental disabilities.

The national self-advocacy organization, Self-Advocates Becoming Empowered (SABE), has defined self-advocacy in 1991 as the following:

"[*It*] *is about independent groups of people with disabilities working together for justice by helping each other take charge of our lives and fight discrimination. It teaches us how to make decisions and choices that affect our lives so we can be more independent. It also teaches us about our rights, but along with learning about our rights we learn responsibilities. The way we learn about advocating for ourselves is by supporting each other and helping each other gain confidence in ourselves so we can speak out for what we believe in.*"

What is Self-Determination?

- Self-determination can be defined as people having the degree of control they desire over those aspects of life that are important to them.

How can self-determination be achieved?

Self-Determination Activities include any activities that result in individuals with developmental disabilities, with appropriate assistance, having:

- The ability and opportunity to communicate and make personal decisions;
- The ability and opportunity to communicat5e choices and exercise control over types of service, supports and other assistance
- The authority to control resources to obtain needed services and supports
- Opportunities to participate in, and contribute to, their communities

- Support, including financial support, to advocate for themselves and others, to develop leadership skills through training and self advocacy; and to participate in the development in public policies that affect people with developmental disabilities

Sometimes a person may need training in

- o how to make appropriate choices and decisions,
- o assistance in noticing opportunities to make personal choices
- o exposure to self-determined role models, and positive reinforcement for taking control of personal decisions.

Links On Self-Advocacy

The Riot!	**www.theriotrocks.org**
Self-Advocates Becoming Empowered (SABE)	**www.sabeusa.org**
Self-Advocacy On Line	**www.selfadvocacyonline.org**
National Youth Leadership Network	**www.nyln.org**
Advocating Change Together (ACT)	**www.selfadvocacy.com**
National Youth Information Center	**http://www.nyln.org/Clearinghouse/resourceclearinghouse.html**
For individual state organizations	Check out Advocacy Online

How Residential Staff Can Support Inclusion

Residential staff can support inclusion by:

- Offering choices.

- Providing training to develop the person's skills for future inclusionary activities.

- Supporting people's participation at actual community and social events. As much as possible, try to promote people's individual participation in community activities rather than as part of a group. People may have trouble making new friends and being looked at as an individual if they arrive in a group.

- Researching information about community resources and sharing this information with persons served.

- Helping people learn social skills and other skills as needed.

- Analyzing inclusion barriers and helping the person overcome these barriers.

- Using a respectful tone of voice and friendly words when addressing individuals in public.

- Not speaking for or about the person. Problem behaviors should be dealt with as discretely as possible.

- Being prepared for questions about the person's disability. Plan ahead and discuss how the person would like information shared, if at all. Each person has a different "comfort level" regarding privacy. Pay particular attention to, and do your best to support, each person's unique needs and expectations.

- Trying to help people fit in with others by assisting them in their dressing, grooming and communication skills.

- Making sure the person has the training and skills necessary to become independent. For instance, training the person how to use the bus can pay off in a lifetime of inclusion and freedom from relying on staff for every transportation need.

- Being prepared to advocate for and educate others about the benefits of inclusion.

- Understanding when to get involved and when to stay out of the person's relationships. Instead of sheltering people from potential dangers by isolating them, support staff should help the person manage risks in real and sometimes complex situations.

- Teaching daily living, vocational, and educational skills in natural settings in a functional and empowering way.

- Networking to find contacts and allies in the community who may have information about social or vocational opportunities.

- Developing strategies to minimize persons' risks and barriers and help the person understand the importance of making good choices that will reduce such risk.

- Ask individuals to go with you to any community group speaking engagements you may present at. Individuals can explain what his/her life was like before coming to the community program they participate in and how the program has impacted his/her life.

- Allow individuals to order their own food, etc. when in public.

- Ensure that the people have access to opportunities and education to facilitate building and maintaining relationships.

- Provide information about human, legal, civil rights and other resources and assist individuals to use information for self-advocacy and decision making about living, working, and social relationships.

Training to develop the person's skills to prepare them for inclusion includes:

- Determining their strengths and interests. Helping them with their vision for a desirable future. Then moving to select the most important skills to learn to achieve these dreams.

- Incorporating skills training into real life events. Training should never be done as a prerequisite to real life.

- Finding places where people can fit in as they are and where other community members take a direct role in skill development.

- Providing enough support so that the person has a chance to succeed. Competence comes from trying and often failing and trying again. But plan for mistakes that will be made. The person should just keep going. It's part of learning.

- Providing daily opportunities to communicate with others and make choices.

How Individuals Can Assist with Public Relations:

- They should always be polite, friendly, but not too friendly. They should say "please" and "thank you."

- They should volunteer to help with community events.

- They should ask for assistance if needed.

- If possible, they should be invited to attend your agency's community speaking engagements. Individuals can explain what their life was like before coming to your program and how the program has impacted them. They should speak clearly and look directly at the person when speaking.

-

-

-

-

Community Bridge-Building Strategies:

Have a specific goal or need in mind. Then ask yourself –

- Who do you know who could help?

- Who does the person know who could help?

- Who does other staff know who could help?

Here are some strategies for finding and building relationships with allies in the community who may be able to assist with people's inclusion:

- Ask for names of leaders, both formal and informal, who can help you locate community services.

- Use networking to make a connection.

- "Cold call" if necessary to locate community allies.

- Be prepared to supply information the community link might need to have to understand and assess the situation.

- Be patient and don't ask the ally to make a decision immediately but suggest a timeframe to get the information to you.

- Facilitate connections between people with and without disabilities. For example, one individual can be supported to participate in a community activity he or she is interested in. The group of people without disabilities that usually participates in the activity is helped to see the enjoyment and personal growth derived by the individual from his or her participation in the activity. When this attempt is successful, it creates a bridge between people with and without disabilities. This helps members of the community be more open to further inclusions. Bridges are built by creating understanding and mutual respect. Not by forcing people to change.

- Don't wear out good allies with frequent requests.

Increasing Community Awareness

How Can I Educate Community Residents?

- Volunteer to speak at local service agencies such as:
- Church groups
- Civic groups
- Kiwanis
- Elks
- Chambers of commerce
- Federal, state, local agencies
- Hospitals
-
-
-

More ways to educate the community:

- Internet
- Newsletters
- Invitations to fundraisers
- Open House
- Family Appreciation Night
- Invite community to dances, annual meetings
- Talk to local businesses where individuals might frequent to explain to owners what to expect and how to respond

List other ideas that might work for your community/agency/program
-
-
-

Community Education

One important way to facilitate community inclusion is to educate the community residents about your program.

Topics for Educating Community Residents

- The purpose of your program

- The target population of your program

- Developmental disabilities, in general

- Unique characteristics of your particular program

- What good your program can provide for your community

- What might happen if there weren't programs like yours?

- What residents might typically expect from the individuals in your program (shyness, politeness, normal activities, etc.)

- How residents might respond to individuals in your program (Say 'hi', ask how they are, talk about the weather, etc.)

- Dispelling myths about people with developmental disabilities

-

-

-

Newsletters

Here are some components that help make a good newsletter:

Name it. The name of the newsletter is important. It needs to convey the purpose of the newsletter, and allow people to recognize its source immediately, inviting them to open it up and read. It should be easy to remember and spell and use jargon only if all of your audience is familiar with it.

Personalize each person's newsletter by writing their name at the top -("Hi, Joe!") to kick things off. People love the personal touch and reading their own name.
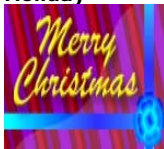
Regular dispatch. Send the newsletter out regularly. For instance; once a month or quarterly and stick to the schedule.

The right length counts. Don't make it too lengthy - people won't read it. Printed newsletters should have only two columns.   Keep it under 1600 words and ensure it is formatted for maximum reading comprehension.

Include candid pictures.   People love seeing pictures of themselves in a newsletter.

Use colors and clipart to keep your newsletter interesting. Clip arts inserted in your newsletter add important visuals that will accentuate that part of the newsletter. Still, remember to offer good content.

Include a Calendar of Events. Add a monthly calendar (word processing programs have templates) with events of interest; or you can list these in two columns (date; event) in your newsletter. There is an example of a newsletter calendar on the next page.

DECEMBER

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 **Open Swim** 3-4:30 p.m. Rec/Leisure activities Arts & Crafts, phys ed in the gym	2 Rec Leisure Activities Table Games physical ed in the gym 6-8	3 **Open Swim** 3-4:30 **Star Trek"** Movie AP Room 6-8 PM	4 Friday Night Dance in the AP Room 6-8 pm	5 **Open Swim** 9-11 AM Open Gym Basketball Volleyball, Video games	6 Activities provided by unit staff.
7 Open Gym Basketball Volleyball, Video games Winter Special Olympic Practice	8 **Open Swim** 3-4:30 Rec/Leisure activities Arts & Crafts, phys ed in the gym 6-8 pm	9 Church Service 6:30 in The AP Room	10 **Open Swim** 3-4:30 p.m. **"Ice Age Dawn of the Dinosaurs"** Movie AP Room 6-8 PM	11 **Christmas Dinner Dance 6-7:30 PM** in the AP Room 6-8 pm	12 **Open Swim** 9-11 AM Open Gym Basketball Volleyball, Video games	13 Activities provided by unit staff.
14 Open Gym Basketball Volleyball, Video games Winter Special Olympic Practice	15 **Open Swim** 3-4:30 Rec/Leisure activities Arts & Crafts, phys ed in the gym 6-8 pm	16 Rec Leisure Activities Flames vs Oregon Game 5:30–10 PM UIC Pavilion	17 **Silver Lake Party** 10 AM-2 PM **"Night at the Museum**; Smithsonian" Movie 6-8 PM	18 Friday Night Dance in the AP Room 6-8 pm	19 Gospel Concert 10:30 AM Open Gym	20 Activities provided by Unit Staff
21 Open Gym Basketball Volleyball, Video games Winter Special Olympics Practice	22 **Open Swim** 3-4:30 p.m. Movie AP Room 6-8 PM **"Four Christmases**	23 Church Service 6:30 p.m. in the AP Room	24 **Open Swim** 3-4:30 pm Open Gym Basketball Volleyball, Winter Special Olympics practice	25 **Holiday**	26 **Open Swim** 9-11 A.M. Open Gym Basketball Volleyball, Video games	27 Activities provided by Unit Staff
28 Open Gym Basketball Volleyball, Video games Winter Special Olympic Practice	29 Rec Leisure Activities Table Games / physical ed in the gym 6-8 p.m.	30 Open Gym Chicago Wolves Game 5:30-10:30 PM Allstate Arena	31 **Open Swim** 3-4:30 p.m. Movie AP Room 6-8 PM **"G Force" New Years Eve!**			

Employment

Researchers in a variety of fields in human services and across the general population have studied the status and impact of employment. They reveal one clear, universal theme: Work provides a source of income, an opportunity to meet other people, a sense of accomplishment and self-esteem. Finding and choosing a job and a career is an important life decision.

Yet, we also know that for most people with disabilities, employment remains an unmet life goal.   Unfortunately, the employment rate for people with developmental disabilities is only 22% compared to 79% for typical Americans. This has forced people who could live independently to depend heavily on others to define and support their choices."

However, residential staff can help individuals meet their goals of becoming employed through outreach efforts such as:

Educating Potential Employers

Many employers have never hired someone with an intellectual disability, or used supported employment services. They may not know about the supports and tax benefits that are available to the job seeker and to the employer. Employers may seem reluctant or nervous at first but often, after they have a better understanding of supported employment and its benefits, they become more open-minded.

When explaining supported employment services to an employer, it is important to explain how training, supports and consultation will be provided such as:

- Assistance with communicating and overseeing job duties and expectations between the employer and the employee, and between the employee and their supervisor or co-workers

- Assisting the employer in developing the employee's skills

- Assistance in the development of worksite accommodations

- Help to prevent and/or resolve problems

Tax Incentives for Businesses that Hire/Accommodate People with Disabilities

Potential employers and businesses accommodating people with disabilities may qualify for some of the following tax credits and deductions. More detailed information may be found in the IRS publications referenced.

Disabled Access Credit

The Disabled Access Credit provides a non-refundable credit for small businesses that incur expenditures for the purpose of providing access to persons with disabilities. An eligible small business is one that that earned $1 million or less or had no more than 30 full time employees in the previous year; they may take the credit each and every year they incur access expenditures. Refer to Form 8826, Disabled Access Credit (PDF), for information about eligible expenditures.

For more information, go to:
http://www.workworld.org/wwwebhelp/disabled_access_tax_credit.htm

Barrier Removal Tax Deduction

The Architectural Barrier Removal Tax Deduction encourages businesses of any size to remove architectural and transportation barriers to the mobility of persons with disabilities and the elderly. Businesses may claim a deduction of up to $15,000 a year for qualified expenses for items that normally must be capitalized. Businesses claim the deduction by listing it as a separate expense on their income tax return. Also, businesses may use the Disabled Tax Credit and the architectural/transportation tax deduction together in the same tax year, if the expenses meet the requirements of both sections. To use both, the deduction is equal to the difference between the total expenditures and the amount of the credit claimed.

For more information, go to:
http://www.workworld.org/wwwebhelp/barrier_removal_tax_deduction.htm

Work Opportunity Credit

The Work Opportunity Tax Credit will provide tax credits to employers under several categories (nine) from a targeted group ranging from 2,400 for each new adult hire to 9,000 for each new long-term family assistance recipient over a two year period.

For more information, go to:
http://biztaxlaw.about.com/od/glossaryw/g/workopptaxcred.htm

The Work Opportunity Credit provides eligible employers with a tax credit up to 40 percent of the first $6,000 of first-year wages of a new employee if the employee is part of a "targeted group." An employee with a disability is one of the targeted groups for the Work Opportunity Credit, provided the appropriate government agencies have certified the employee as disabled. The credit is available to the employer once the employee has worked for at least 120 hours or 90 days. Employers claim the credit on Form 5884, Work Opportunity Credit (PDF).

Addressing Potential Employer Concerns

Addressing a potential employer's concerns can provide them reassurance about hiring a person with an intellectual disability. Continuing a relationship with a potential employer after an initial contact could produce future job opportunities for individuals. Some employers may be willing to call, or accept calls from residential facility staff about job leads when they have positions to fill.

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act protects people with disabilities from discrimination in hiring practices and on-the-job performance activities and reviews. To qualify, a person must be able to perform the essential functions of a job with or without an accommodation. A reasonable accommodation can be required if a person's disability prevents performance of the essential functions.

Easter Seals Employment Conference Calls

SABE is a partner in a new grant in collaboration with Easter Seals, the DD Councils, the National Disability Rights Network, the University Centers and The Arc. The grant is about family support. They will be letting the professionals know how they want to be supported. It is a chance to get the message out how self-advocates and families can work together. Each month there will be a free conference call for families and self-advocates on the third Wednesday of the month at 3:00 PM Eastern time. Watch for these conference calls on the Events page! **http://www.sabeusa.org/**

These Employment Responsibilities Apply to All Employees:

'   Always get to work on time…

'   Always look your best on the job…

'   Follow all the rules where you work…

'   Do your work and do your best…

'   Be friendly with your coworkers…

'   Work well and get along well with others so you can be the best you can be…

'   If you run out of work to do, ask your supervisor or others how you can help…

'   Be willing to learn new things…

'   If you have a problem at work, talk to your supervisor…

'   Always return from breaks or lunch in a timely manner…

'   Keep your work area neat, clean and organized…

'   Develop other good work habits. They'll last you a lifetime!

Source: People First of Hamilton County materials.

OPPORTUNITIES FOR COMMUNITY INCLUSION

Spiritual Expression

One of the most basic components of human rights is freedom of spiritual expression. Individuals with disabilities have the right to choose their own expressions of spirituality, to practice those beliefs and expressions, and to participate in the religious community of their choice or other spiritual activities." This is the opening of the policy statement on Spirituality and Religious Freedom recently approved by the American Association on Mental Retardation (AAMR). It goes on to note that individuals with developmental disabilities and their families still experience mixed responses to their presence, gifts, and needs from congregations, and limited support for religious participation on the part of disability service providers.
(Downloaded from http://ici.umn.edu/products/impact/143/default.html January, 2011.)

Disability and Faith Resources: Organizations

National Organization on Disability, Religion and Disability Program. Works with local congregations, national denominational groups, and seminaries to remove barriers of architecture, communication, and attitudes that prevent people with disabilities from full and active religious participation. FFI call 202/293-5960 or visit **http://www.nod.org/**

American Association on Mental Retardation, Religion and Spirituality Division. Offers publications, resource persons, and an annual conference to foster spiritual growth for persons with developmental disabilities. FFI call 732/235-9304 or visit **www.aamr.org**

Council for Jews with Special Needs, Inc. Works to ensure that all Jewish young people with disabilities have the opportunity to fully participate in the richness of Jewish religious, cultural and social life. It offers a variety of programs, services, and materials. FFI call 602/277-4243 or visit **www.cjsn.org**

National Apostolate for Inclusion Ministry. Promotes the full incorporation of persons with mental retardation and their gifts into the Catholic Church. Offers annual conference for persons with mental retardation, families, pastors, religious teachers and others; publications; and contacts nationwide. FFI call 301/699-9500 or visit **www.nafim.org**

National Christian Resource Center. Provides educational resources to people with mental retardation, their families, pastors, volunteers and disability professionals. Operated by Bethesda Lutheran Homes and Services. FFI call 800/369-4636 or visit **http://bethesdalutherancommunities.org/**

The resources above are presented for readers' review; no endorsement is implied. For additional resources order Dimensions of Faith and Congregational Ministries with Persons with

Developmental Disabilities and Their Families: A Bibliography and Address Listing of Resources (2000), from The Boggs Center on Developmental Disabilities, 732/235-9300.

Sports and Recreation

Recreation programs have a number of characteristics that make them ideal places for individuals with disabilities to experience social inclusion and friendship building.

Recreational pursuits not only provide opportunities for meaningful relaxation and enjoyment, they also promote social involvement and self-determination.

Where to Build Relationships Through Recreation

In every community there is a wide range of informal and formal opportunities for children and adults with disabilities to build relationships with others through shared recreation activities. Here are some of the places where such opportunities can be found and relationships nurtured:

- Neighborhood yards, play areas, and parks
- Community education and recreation programs for youth and adults
- Community sports leagues
- Faith communities
- Interest clubs (such as gardening, bridge, birding, book, and dancing clubs)
- Youth organizations (such as Scouting, Campfire, 4-H, church youth groups)
- Recreation and fitness center activities and programs
- Cultural and ethnic centers
- Community arts and theatre organizations
- School carnivals and family nights
- Open gym and swim times for the community at local schools and colleges
- Extracurricular activities in K-12 schools
- Early childhood play groups
- Community volunteer organizations
- Youth drop-in centers
- Neighborhood coffeehouses and bars
- Workplace sports teams and informal interest groups
- Nature centers
- Travel/tour groups

Your agency's Involvement in Special Olympics Illinois can help you develop and coordinate sports activities for the individuals at your facility. Its programs include:

- motor activities training programs for those with severe and profound disabilities
- individual skills competition that is a program is designed to serve as a stepping stone for athletes to become a member of a team as they master skills and learn team concepts
- individual team competition which teaches the fundamental skills of a particular team sport, appropriate social behavior and functional knowledge or rules enabling people to successfully participate in a regulation or modified game.

You can find more information about Special Olympics Illinois' programs at: **http://soill.org/**

Special Olympics

http://www.specialolympics.org/

North American Riding for the Handicapped

Association, Inc. NARHA is a national non-profit organization that promotes the benefit of the horse for individuals with physical, emotional and learning disabilities. For individuals with disabilities, equine-assisted activities have been shown to improve muscle tone, balance, posture, coordination, motor development as well as emotional well-being.

http://www.pathintl.org/

BEST BUDDIES

Best Buddies is a nonprofit organization dedicated to establishing a global, volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities (IDD).

Founded in 1989 by Anthony Kennedy Shriver, Best Buddies is an international organization that has grown from one original chapter to more than 1,500 college, high school and middle school campuses across the country and internationally.

Best Buddies programs engage participants in each of the 50 United States. They have accredited international programs on six continents with additional country programs under development. Best Buddies programs include:

Best Buddies Citizens: matches people with IDD in one-to-one friendships with individuals in the corporate and civic communities. Friends and family are the foundation that helps human beings become successful. Without love, support and friends, our lives would be empty – a life people with IDD have been forced to live throughout history. Since 1993 volunteers are changing lives by simply sharing their time with a new friend.

For more information about Illinois' Best Buddies Citizens, contact:

Janice Beyer
Citizens Program Manager
Best Buddies Illinois
E-mail: JaniceBeyer@BestBuddies.org
Phone: 312.828.9313 or Toll-Free: 877.60.BUDDY
Fax: 312.828.9421

Best Buddies Illinois
350 North Orleans Street, Suite 678
Chicago, IL 60654
Phone: 312.828.9313
Fax: 312.828.9421
Toll Free: 877 60 BUDDY (28339)

e-Buddies – If you join, they will e-mail you a newsletter. There is also an e-mail "pen pal" program for people with IDD of all ages (10 years old and up) and peer volunteers from across the United States and around the globe. e-Buddies is a fun and safe way to make a new friend in a secure on-line setting, and is available to anyone who has an e-mail address. E-Buddies can also be a great teaching tool for a special education classroom that can help teach social skills, as well as literacy and computer skills. Joining e-Buddies is quick and easy. Simply visit **www.ebuddies.org** to read more and complete the on-line application.

Best Buddies Jobs continues the Inclusion of people with IDD into the community through supported employment. The program helps individuals attain and maintain jobs of their own choosing by providing ongoing support and training, enabling people with IDD to earn an income, pay taxes and work in an environment alongside others in the community. Since its inception, Best Buddies Jobs has placed more than 500 individuals in integrated employment positions.

Best Buddies Middle School.   Started in 2001, Best Buddies Middle Schools is already active on 145 middle school campuses pairing students with IDD in one-to-one friendships.

Best Buddies High Schools. Since 1993, Best Buddies High Schools has paired students with IDD in one-to-one friendships with high school students. By introducing Best Buddies into public and private high schools, participants are crossing the invisible line that too often separates those with disabilities from those without. There are more than 900 Best Buddies high school chapters worldwide.

Best Buddies Colleges: Matches people with IDD in one-to-one friendships with college students. By becoming a College Buddy, volunteers offer a Peer Buddy the chance to explore a new way of life. College chapters have grown from one single chapter at Georgetown to active chapters on more than 425 campuses worldwide.

The web site where you can find more information about Best Buddies is:
http://www.bestbuddies.org/events

The web site for Best Buddies programs in Illinois, go to:
www.bestbuddiesillinois.org

Or contact:
Best Buddies Illinois
350 North Orleans Street, Suite 678
Chicago, IL 60654
312.828.9313 - Phone
312.828.9421 - Fax
877.60.BUDDY - Toll-Free

Best Buddies Chapters in Illinois

Colleges
Augustana College
Benedictine University
Bradley University
DePaul University
Eastern Illinois University
Elmhurst College
Illinois College
Illinois State University
Illinois Wesleyan University
Knox College
Lewis University
Loyola University
Millikin University
Northern Illinois University
Northwestern University
Olivet Nazarene University
The University of Chicago
University of Illinois, Champaign-Urbana
Western Illinois University

High Schools
Addison Trail HS
Adlai E. Stevenson HS
Barrington HS
Bogan HS
Bolingbrook HS
Bradley-Bourbonnais Community HS
Chicago HS for Agricultural Sciences
Crystal Lake HS
Dunlap HS
Evanston Township HS
Glenbard South HS
Glenbrook North HS
Grayslake Central HS
Grayslake North HS
Herscher HS
Hirsch Metro HS
Hoffman Estates HS
Kenwood Academic HS
Lane Technical HS

The Latin School of Chicago/The Esperanza School
Libertyville HS
Lincoln Park HS
Lockport Township HS
Maine East HS
Maine South HS
Martin Luther King College Prep HS
Mundelein HS
Neuqua Valley HS
Oak Park and River Forest HS
Palatine HS
Paul L. Dunbar Career Academy
Pekin Community HS
Rich East HS
Riverside Brookfield HS
Romeoville HS
Sycamore HS
Thornton Fractional North HS
Thornton Fractional South HS
Uplift Community HS
Vernon Hills HS
Walter Payton College Preparatory HS
Wabaunsee Valley HS
Whitney Young Magnet HS
Willowbrook HS

Middle Schools
Carl Sandburg MS
Creekside MS
Emerson MS
Gwendolyn Brooks MS
Highlands MS
Percy Julian MS
Rockdale MS
Stratford MS
Sycamore MS