



The Roundtable

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Changing The Ideas Of Ignorance

By Amy McClain

Growing up and living with cerebral palsy is not easy, but it is a gift given to many throughout British Columbia and the world. It is a gift, because many people become stronger as a result of overcoming their challenges. Living with a disability is an ability. It's an ability to overcome barriers, communicate with much more than words, and see the world in a different light. Let's face it, not many people who do not live with this ability can even begin to understand it. Most of the general public see this ability as a set back instead of what it really is, just a difference.

I live with this in two different ways: I am a person who lives with, and is the sister of a person with cerebral palsy. I live with spastic diplegia, an almost non-visible ability which affects my walking and learning. My sister lives with quadriplegia with limited control of all of her limbs. She uses a wheelchair and communicates with alternate strategies than words. We are both very affected by the environment in which we live. It is very hard for a person who lives with cerebral palsy (on both a personal and a family level) to hear inconsiderate slang words, and uninformed ideas which mock physical differences.

I have had many difficulties dealing

with the ignorance of the public. For instance, this summer my sister and I took a bus to the mall to shop and have some fun. A lady began to gawk at us, mouth open with a sense of pity. She asked me what my sister has. Imagine that, speaking to me as if my sister could not understand her. When I told her that my sister lives with cerebral palsy the lady said, "That's the saddest kind." That not only hurt my sister but it hurt me as well. So I explained to her that my sister is a lot happier than anyone else I know, as she has great abilities and an excellent view on life.

The only sad part of these kinds of situation is that most strangers are so uneducated about cerebral palsy that they end up forming negative opinions. Many of the assumptions are that cerebral palsy can be caught like the common cold and mobility using any kind of helpful equipment is an inconvenience. These are uninformed and cruel misconceptions. Understand that ignorance is something that is learned, and only through education can it be changed. Encouraging questions is the answer, as most people do not know what it is like to live with cerebral palsy. Just by stopping someone on the street who is staring at another person with a disability to explain his/her differences will make some views change.

Furthermore, it is important to remember that a person should not be defined by what is on the outside. A person with cerebral palsy is exactly like anyone else but just has different ways to do things. Living with cerebral palsy does not mean holding back from life; every person is able to do many things and should strive for the best he/she can be.



Our President's Message

The Art of Possibility!

Here it was! My son's Grade 6 graduation class trip to Strathcona Park Lodge and Outdoor Education Centre, where, according to their web site, "Participants are given the opportunity to realize and extend their physical abilities and experience some of the excitement of "living on the edge." Cory's wonderful teacher had booked the camp with assurances that they were 'inclusive' but about a week before, I started to wonder what that really meant. I arranged a teleconference call: Did they realize that one of the students used a wheelchair to get around and a computer to speak? Yes! Did they realize that he expected to participate 100%? No!

The comment from the organizer that drove my energy for the following week; "If he can pull this off ~ what an inspiration he'll be to the others!" The chosen activities; Kayaking, rock climbing/rappelling and the Zip-Line.

While Strathcona oriented their instructors, I busied myself searching the Internet for adaptation ideas. There are tons! For the Kayaking, time didn't allow for the modifications that would be required for the boat itself so we applied the K.I.S. principle. Keep It Simple. We switched to a canoe and added Cory's Leckey bath seat. It doubles as his beach chair anyway so why not a canoe seat as well? Add his Mustang inflatable life preserver and he had a safe and comfortable ride!

On the High Ropes and Zip-Line, students are harnessed to overhead safety cables while they zoom 50m down the Zip-Line on a pulley. This was modified on site, with extra ropes and team work from Cory's peers to provide the extra torque required to help 'zip' Cory and his instructor in a tandem harness.

The rock climbing was the incredible highlight! The path to the top of the ridge turned out to be nothing more than a deer trail, so the instructor roped Cory on his back search and rescue style and carried him to the top. Harnessed and roped to his instructor, Cory then tandemed down the 10 meter drop with an ear to ear grin, and shouts of, "I go! I go!" The pictures say everything!

While other students faced their own challenges of fitting in with their group or a fear of heights, the challenge for Cory was simply the possibility of participating. 'Living on the edge' was an option for the taking!

Laurie Fisher, *President*

Cerebral Palsy Association of B.C.

Some internet resources I used: Recreation and Leisure: <http://familyvillage.wisc.edu/recreat.htm>
Kayaking: <http://www.islandnet.com/~riv/kayakng.html> climbing and the outdoors: BCMOS thru : <http://www.reachdisability.org/>

Vancouver Parents of Children and Youth with Disabilities - Wanted for Group Interviews - addressing Community Services in the city

I am conducting an exploratory research study of Vancouver Community Services - from the standpoint of parents of children with disabilities. The purposes of the study are to understand parents' perspectives and experiences of community services for children with disabilities. The goals are to identify your needs, examine any changes you believe are necessary, and make recommendations for future community service and program development based on these. Participants must be parents of pre-school and school aged children with disabilities (who currently live at home in Vancouver). Participation is voluntary. You can withdraw or refuse to participate without any jeopardy. The method is participation in a two-hour group discussion with other Vancouver parents and myself (Sue Salter - also parent of a child with a disability) taking place the last week of July, which will be audio-taped, and then transcribed by a professional typist. A summary of findings will be provided and you may comment on them. Each participant will receive \$20.00. This study is part of the requirements for a graduate degree in Social Work at UBC . If interested please contact Sue Salter, MSW student at (604) 737-2708 or Professor Brian O'Neill at the University of British Columbia at (604)822-2460. Thank you.

Points of Interest

**Cerebral Palsy Association of B.C.'s phone number: (604) 515-9455 or 1-800-663-0004
or email: info@bccerebralpalsy.com**

Did you know????

- There is a website that sells books for children that feature characters with disabilities. The site is www.enablelink.org.
- According to the World Health Organization, nearly 600 million people worldwide (7 and 10 percent of the world's population) live with a disability. About 80 percent of these individuals live in developing countries and only 1-2 percent have access to rehabilitation.
- The Canadian Health Network is an organization that provides information about health to over 600 Canadian non profit organizations, government, community based groups, universities and libraries. The website is www.canadian-health-network.ca.
- Elections Canada has commissioned a survey to evaluate the accessibility of its services to voters with disabilities.
- 15.5% or 4.4 million Canadians report some level of disability
- Anyone who has experienced abuse in a government funded residential institution may apply for financial assistance to cover therapy costs through the Residential Historical Abuse Program. For more information call 1-800-563-0808. You do not have to prove your case in court to qualify for the funds.

Barriers in Transition Need to be Overcome

The Cerebral Palsy Association of British Columbia has been hard at work determining where barriers are in the community. Transition has been identified as the most prevalent one so far. There are over 10,000 children living in British Columbia that have disabilities. These children are going to grow up and when they reach the age of 18 they and their families will realize that the services are suddenly very limited. The CPA-BC is dedicated to supporting individuals as they move to overcome this barrier. We are working to provide employment readiness programs to enable us to provide ongoing support through all of the transitions that have some level of difficulty.

We have created a new manual that is now for sale through our office. It is called "Transition made Easier". The manual focuses on positive supports through the various transitions in life, the most basic one being employment. The manual provides resume information, interview techniques, community employment resources, inspirational articles, college and post-secondary educational information, funding options and much more.

Although we would like to think that employment and education will be a smooth transition, reality has proved to be much more difficult. The CPA-BC is committed to making a difference in the lives of individuals who face barriers and societal limitations in order to provide them with the tools that will better enhance their lives and independence.

For a copy of the new "Transition Made Easier" call the Cerebral Palsy Association of BC's office at (604) 515-9455. The cost of the manual is \$35. We truly believe this text will make a very positive impact on the lives of people with disabilities. Don't hesitate to get your copy today!!!

Our office has moved!!!

Words from the Executive Director Angela L. Swan

The CP Association has been undergoing some major changes recently, and I must say things are looking very bright for our future. We have moved into a new office in New Westminster. We will be office sharing with the Western Society for Children with Birth Disorders and are also looking for other groups to join our team in the office to create a community based resource centre. Now that we are in the new space we have plenty of room to expand and enhance all of our services. We are located at #102-317 Columbia Street, New Westminster, BC, V3L 1A7. Our new phone numbers are (main) (604) 515-9455 (fax) (604) 515-9466 (clothing donation line) (604) 515-9467.

We have been working very hard to expand the resources that we have available and I really feel that we are moving forward every day. We have some new packages available now, one being information on camps for kids and adults with disabilities. I am also working on a new manual called "Early Intervention". I have found that there are a large number of requests for this information and it is pertinent for the attainment of effective resources for new families with babies diagnosed with disabilities. Stay tuned for the release date for this new manual. I am hoping that it is just as successful as the new "Transition Made Easier" manual that was finalized a month ago.

We will be having an Open House in the beginning of September and will be welcoming anyone to attend. We would like to have everyone drop in to see how easily accessible and Welcoming our office is, and enable everyone to understand the extent of our services. You will be receiving notification of the exact date for this event.

Have a great summer to all and come on in to see us whenever you get the opportunity. We would love to see all of you.

Angela L. Swan, Executive Director
Cerebral Palsy Association of BC

Conferences and Workshops

- **A family focus conference** planned by Family Focus Society and Burnaby Association for the Mentally Handicapped at Burnaby Hilton Metrotown
Friday, October 19, 2001- Registration
Saturday, October 20, 2001- Keynote Speaker & Workshops, Exhibits SpaceCamp (kids), Galactic Groupies (youth)
Sunday, October 21, 2001-Workshops, SpaceCamp, Galactics & A Spectacular Closing Lunch
For more information please call conference message line at (604) 299-0181 or Family Support Institute at (604) 875-1119 or e-mail: familyfocus@telus.com.
- **A support group meeting for the hard of hearing (HOH).** Meeting will be held at 5:30 to 7:30 pm, the 4th Friday of every month at 2125 West 7th Avenue, Vancouver. If interested in learning more please contact Megan at (604) 515-4680 (days) or Roberta at (604) 939-7049 or Michael at (604) 597-6939.
- **18th International Seating Symposium**, March 7, 8 & 9, 2002 in Vancouver, BC, Canada
This international symposium addresses current and future developments in the areas of seating, positioning and mobility. Topic areas include service delivery, product development, research and evaluation. The format for the symposium will include plenary, instructional and paper sessions.
Conference Organizers: Interprofessional Continuing Education, The University of British Columbia
Tel: (604) 822-0054, Fax: (604) 822-4835
E-mail: interprof@cehs.ubc.ca , Website: <http://www.geocities.com/UBCinterprof>

I think I can

If you think you are beaten you are;
If you think you dare not, you don't;
If you want to win but think you can't;
It's almost a cinch you won't.

If you think you'll lose you're lost;
For out of the world we find
Success begins with a fellow's will;
It's all in a state of mind.

Life's battles don't always go
To the stronger and faster man,
But sooner or later the man who wins
Is the man who thinks he can.

Come one; Come All It's Membership Renewal Time!

The time has come for renewal of memberships for the Cerebral Palsy Association of British Columbia. Our services are expanding and this would be an excellent opportunity for you to join in on all of the fabulous resources that we have to offer. Our library has grown tremendously and will soon be accessible from our website! We have a new manual put together on Transition for people with disabilities and the response to this fantastic resource has been phenomenal. We are also looking to start an employment readiness program in the very near future. The monthly Support Group meetings have grown significantly and the speakers that have been attending provide very valuable resource information. The information and referral that we offer has proved to be an invaluable reference for people with disabilities all over the province.

Our membership dues include: a subscription to our quarterly newsletter, The Roundtable, access to our hundreds of library books, a free copy of the "Living with Cerebral Palsy" manual, regular updates on the Support Group meetings and much more!!!

Due to the increased numbers in new memberships, our office staff has made a request that we revisit our list of current and outstanding renewals. We encourage all of our members to check and confirm that they have renewed their membership for April 2001-April 2002. If you would like to confirm this renewal, please call the office and we would be happy to give those details to you.

Don't miss out on this fantastic opportunity to reap the benefits of the Cerebral Palsy Association of British Columbia. If you wish to still receive The Roundtable as well as all of the many other services provided by the CPABC, renew now and we will place you back on our mailing list. We are here to support you and meet your needs! Renew today and you will find out first hand how our services can benefit you and your family.

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- ☺ In the Vancouver area?
- ☺ Do you have used clothing and small household items that you need to get out of the house?
- ☺ Call us, and we'll pick it up for free!
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Our Donors Are the Cornerstone to “Supporting People... Maximizing Potential.”

Never underestimate the power of one donation – yours! Becoming a member of the New CPABC Sustainer Club with your monthly gift allows your donation to go further.

The recent wholesale change in government in this province will no doubt have an effect on all of us. On the one hand we have already seen a dramatic decrease in personal tax rates. On the other hand, this will likely mean cuts to government services.

We at the CPABC – like other organizations – must prepare ourselves for increased demand for our services. In the coming years, the services we provide will continue to be responsive to the needs of our members and clients. We will stay the course! And we fully expect the needs of the children, families and adults living with CP in this province to grow significantly over the short and long term.

To keep pace with those growing and evolving needs, we count on your gifts. And here’s one way you can help.

Why not consider joining the new CPABC Sustainer Club by making a monthly gift of \$10 a month – that’s only 33 cents a day to help change the lives of children, families and adults living with CP in BC.

Or, for the cost of a cup of coffee a day – about \$45 a month – your gift will go even further.

We are proud to continue to recognize our donors. We are especially pleased to recognize those of you who helped to make this year’s Great Stationary Bike Race a tremendous success! Recent donors, look for your name in capitals – bolded caps if you’re a Bike Race donor!

Thank You so much!

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Caring Companies in the BC Business Community have made contributions to the CPABC. Thank you for working with us to “Supporting People... Maximizing Potential.”

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– ROYAL CANADIAN LEGION BRANCH 20, LADIES AUXILIARY NAKUSP

Meaning of Living with Disability

By Esther Lee

We are living in a very diverse society which includes people with able-bodies and disable-bodies. The majority of the population will inevitably acquire some type of disability through the process of aging even if they did not have a disability at birth or acquire one early in their lifetime. We must consider the fact that disabilities are somehow significant to all of us because we live in a society with many disabled individuals. It is important to remember that a number of people with disabilities are typical of the rest of the population.

This article addressed meaning systems that people with disabilities create and also a number of ways they can create better meaning systems to help them reach their full potential and live meaningful, active, and positive lives. It is important to distinguish between “disability” and “handicap”. The difference between “disability” and “handicap”:

- Disability: A disability is not necessarily the presence of an impairment or condition which interferes with or disturbs the normal structure and function of the body. A disability exists when the condition permanently or temporarily affects the ability to perform normal daily activities. A disability is a functional limitation or restriction of an individual’s ability to perform an activity.

- Handicap: The “handicapped” comes from a time when there was a huge lack of integration for people with disabilities into society. The only thing they could do was to sit on street corners and beg, “cap-in-hand”. The term “handicap” arose from this history and this why it is offensive to people. Society places handicaps and barriers. People are not handicapped. That is to say, a “handicap” is an environmental or attitudinal barrier that limits the opportunity for a person to fully participate in society. Negative attitudes or inaccessible entrances to buildings are examples of handicaps.

People often experience the same event differently from one another. That is, they have different meaning systems. It is not the experience itself that is critical but rather the way that people interpret it and the meaning they attach to it (Bee 2000).

Low self-esteem, rancor, and a number of other undesirable feelings that many people with disabilities have mostly result from their interpretations of their disabilities and themselves. Often devaluation results when a disability is acquired (Vash, 1978). The individual often loses not only basic daily skills but also the special skills and talents which may have played a significant role in her or his life. The negative and devaluative attitudes that people with and without disabilities have toward people with disabilities mainly stem from a larger philosophy of life prevalent in our society.

Self-esteem plays a critical role in one’s mental health. The devaluation mentioned above can give rise to devastating attitudes toward oneself and one’s disability. Negative affects (such as depression and fear), negative behaviours (such as depression and “giving up”), and maladaptive cognitions or beliefs may result due to devaluation (Vash, 1978). Living with paralysis, (Vash, 1978) comes up with her belief that “you choose your body, your condition... all of your life situation, for the purpose of developing spiritually. Consistent with this philosophy is the concept that disability is not just a misfortune. It is a carefully calculated decision, designed to aid in spiritual growth” (103). In order to not only deal with devaluation and denial, but also to function in the “real world” and lead happy lives, people with disabilities need to accept the reality that they do have disabilities. However, as mentioned above, it is essential to accept “disability” and not “handicap”. These two are not the same. Vash (1978) remarks, “if I had accepted my handicap, I would never have become a psychologist” (p. 107).

Many successful people with disabilities experience their disabilities as opportunities for personal growth, not as personal failures. In other words, their disabilities make them strong. Yet, there is “a level beyond strength where such individualistic qualities are transcended” (106, Vash, 1978)- that is, the level where disability leads to spiritual and psychological growth. Of course, it is hard to reach this level of understanding. However, once people with disabilities accept their disabilities, they can find the means to reach their potential. People with disabilities use alternative ways to reach their goals.

Dance therapy and martial arts programs for people with disabilities

Once people with disabilities accept their disabilities and allow for creative possibilities, it is easier for them to do things in non-ordinary ways. The use of “transcendent arts” such as poetry, music, drama, art, and dance therapy are beneficial in this process. The martial art programs, such as karate and tai chi, are beneficial for “centering and channeling energy” as well as self-defense (Vash, 109). After participating in a dance therapy program for people with disabilities, Vash remarks that “In a motorized wheelchair, I was mobile; there are all kinds of things you can do with the combination of body and chair movements that can be very graceful” (108).

Implication for Occupational Therapy

In order to pursue meaning in existence, it is essential for people to do purposeful activities. When using their active, creative, and reflective abilities, people can “create and develop” themselves (Howard & Howard, 1996). This feature of human behaviour is a significant part of human occupation (Breines, 1989 as cited in Howard & Howard, 1996).

By and large, disability keeps people from finding meaning by disconnecting them from their active and creative potential and by hindering them from participating in occupation, thus preventing them from seeking out their ultimate meaning. This has important implications for the task of the occupational therapy clinician. It is vital to empower people with disabilities to do functional activities that offer meaning. Also, it is equally significant to get them in touch with their own ‘sense of centeredness’ by targeting treatment on occupation. Through these two therapeutic experiences, despite their disabilities, people with disabilities can “still find some reason to struggle for meaningful life” (Mattingly, 1991, as quoted in Howard & Howard, 1996).

Although a disability is a significant part of one’s identity, it should not occupy all aspects of the person’s life. It should not interfere with leading a successful and joyful life. Although it is a huge challenge for people with disabilities to live in this society where the majority are people without disabilities, people with disabilities can live happily and reach their full potential when they have support from others as well as a commitment to their own lives and confidence in themselves.

Meaning systems are important aspects of adult life. Bee (2000) argues that “the ultimate consequence of any given experience is largely (if not wholly) determined by the meaning we attach and not the experience itself” (306). If people with disabilities are to have a true will to live meaningfully, it is necessary for them to find positive meaning in their experiences.

Cerebral Palsy Association of British Columbia

Membership Form

Renew your Membership for the 2001-2002 year!

Membership runs for one year from **the date you become a member or renew your membership**



By becoming a member, you will receive the following benefits:

A one year subscription to the CPA – BC quarterly newsletter

Lending privileges to the resource library which includes books, videos and current information

A complimentary copy of “Living with CP” resource manual (upon request)

Organization or Individual Name _____	
Contact Person _____	
Address _____	
City _____	Postal Code _____
Phone () _____	Email _____
<i><u>Optional Information</u></i>	
Individual's Name with CP _____	
Age Range of Person with CP:	
0 – 10 yrs _____	11 – 18 yrs _____
19 – 30 yrs _____	31 – 45 yrs _____
46 – 60 yrs _____	61 yrs - up _____
<i>Please let us know as a member what kind of services would be of benefit to you!</i>	

Membership options:

Individual \$20 _____ Family \$30 _____ Organizational \$50 _____

I would like to make a donation to support the services and programs of the Cerebral Palsy Association of BC: (tax receipt will be mailed to you)

\$100 \$75 \$50 \$25 Other _____

Method of payment:

Cheque _____ or Visa #: _____

Name on Card: _____ Expiry Date: _____

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Inclusive Physical Education for a Student with Cerebral Palsy

By Esther Lee

The term "Cerebral Palsy" (CP) refers to a range of disorders which affect the control of movement. CP can manifest in many different ways depending on the severity of symptoms and the parts of the body affected. While there is no cure, its effects can be ameliorated by early intervention and ongoing therapies. This article will propose an inclusive instructional for a junior high school student in grade eight who is affected by cerebral palsy and confined to a wheelchair. Judy, like one third of those with cerebral palsy, is of normal intelligence. She is able to use her arms for gross motor activities but finds tasks involving fine motor skills problematic. Hand-eye co-ordination is affected by spasticity which slows reaction time and interferes with her ability to move her arms to a desired position. It is logical to expect that she will benefit from practicing tasks which require ever increasing levels of co-ordination. Her physical education lessons can be designed to provide this practice in the context of learning to play basketball with her peers. The following describes such a program.

In accordance with the philosophy of inclusion, Judy will participate in all aspects of a regular physical education class. The program will be designed so that Judy will function independently and adaptations will be kept as unobtrusive as possible (principle of normalization). Furthermore, for her own sense of self-esteem, it is important that she be allowed the "dignity of risk" by taking part in all activities including the basketball game at the end of the lesson.

The following must be taken into account when designing such a program: assessment of current ability level, needs in regard to physiotherapy, wheelchair modification. Assessment is necessary in order to chart progress by establishing a baseline level of skill. Consultation with the School District's physiotherapist will aid in determining the most effective method of instruction to assist Judy in overcoming her spasticity, Sunnyhill Centre for Children will be contacted to see in wheelchair modifications are necessary.

Objectives for the lesson should pertain to I.E.P. goals. In this case they would include increased self-confidence and peer interaction, physical strengthening and skill development in the areas of catching, throwing, and dribbling the ball, and greater capability in wheelchair use.

Program Description

To facilitate Judy's inclusion in all aspects of each lesson, activities will be designed to promote maximum independence for her. Each lesson in the unit will be comprised of three parts: warm up, basketball skills training and a game of basketball. Most exercises will be able to be done either standing up or sitting down so that Judy can perform the same actions as the other students. For the skills training the students will work in pairs. Having a partner will enable Judy to gain the assistance she needs in an unobtrusive manner. It will be necessary to choose her partner carefully and to give that student prior coaching in what is expected. So that Judy is not singled out the teacher will assign all students to their partners. The rules of the basketball game will need to be adjusted to allow Judy to carry the ball in her lap while wheeling down the court. The class will be instructed to include all members when passing the ball and to make sure that everyone has a chance to carry the ball at least once. The teacher will monitor to make sure that Judy is included and, if necessary, may speak to one or two of the more capable players asking them to set an example for the other students by giving the ball to Judy when they have the opportunity.

Warm up exercises will include a series of stretches to be done standing or sitting. The other students can do standing leg stretches while Judy does the other exercises. The stretches will be followed by seven minutes of running laps around the perimeter of the gym. Each student will begin by setting a goal for themselves of the number of times they intend to make the circuit in the time allotted and will be responsible for keeping track of their progress toward this goal. Judy will do the laps in her wheelchair, set her own goal and monitor her own progress.

Skills training will involve practice in dribbling the ball, catching and passing the ball and shooting at the basket. All students will practice the same skills at the same time but may progress at different rates depending on their readiness. Dribbling practice will begin with stationary bouncing and progress to control of the ball as movement is introduced and speed is gradually increased. The rate of advancement will vary among all the class members. Judy will be allowed to progress at her own rate and will be encouraged by her partner to make her best effort. She will be aiming for two consecutive bounces without losing control of the ball. Having a partner provides support and makes it possible to proceed more effectively as the partner is able to retrieve lost balls.

Catching the ball will likely be a challenge for Judy due to poor co-ordination. Her partner will be coached to begin very slowly; throwing the ball very gently from close range to about Judy's shoulder height as this should make it easier for Judy to get her hands in position in time to catch it. Judy will then throw the ball back to her partner and the process will be repeated. As Judy gains confidence she can increase the level of difficulty. Once she has developed sufficient strength in her arms she may attempt shooting at the hoop. For all students the hoops can be adjusted to different heights so that they can increase their accuracy gradually. Judy can choose a hoop at an appropriate height for her skills.

At the end of skills practice the class will be divided into teams for a short basketball game. Judy will participate fully with some adaptations of the rules. Because it takes considerable strength and co-ordination to dribble a ball while simultaneously propelling a wheelchair, she will be allowed to carry the ball in her lap rather than dribbling to move it down the court. When she is close to another member of her team she can throw the ball to them. As her strength and skill improve, she should be able to throw further and may eventually reach the stage where she can follow the N.W.B.A. official rules insofar as she will "wheel the chair by 2 pushes on the wheels (one hand or two hands in either direction) of the chair followed by one or more taps of the ball to the floor, after which he/she may start pushing again"-Taking more than two consecutive pushes will constitute a travelling (Basketball Association Official Rules, 1998). Assessment will take into account Judy's progress in relation to her abilities at the start of the unit. She will be marked on improvement in the skills of dribbling, catching and throwing as well as game participation.

The program described in this article fulfills two important criteria-it meets Judy's needs on both a physical and emotional level and it can be implemented at a minimum cost and effort. In addition to the acquisition of skills and the accompanying increase in strength and co-ordination, Judy can be expected to gain confidence in her ability to participate fully with others her own age. She will learn that she is capable of acquiring physical skills and of participating in a game with her peers. Having been included in all aspects of the program, she will continue to feel confident that she is an equal member of the class and that her contribution is of value. Her cerebral palsy will not have interfered with her progress and, in fact her condition may be improved by the repetition of skills requiring strength and co-ordination. Because it does not require special resources or additional personnel, the program is one which can be implemented easily and with any class where a student is in a wheelchair.

**HELLO
TO EVERYONE,**

My name is penny Kellett and I am co-author of THE CHILD SERVICES EQUALITY ACT (www.waitlist.bc.ca). I am working on a project related to the ACT, and need your help to network with families throughout the province. I would like to hear from families who have had to place their children in foster care in order to receive services and/or programs. This could be either temporary or permanent foster care placement for any service or program such as: respite, in home help, OT, PT etc. I can be reached at: home: 250-380-1538, by e-mail: austynsgrandma@yahoo.ca, cell: 250-231-3347 or by writing to: 304-2536 Wark Street, Victoria, BC V8T 4G8

It goes without saying that all correspondence is in confidence, and that any information gathered will not be used without a parent's permission. Please help me. This effort is for our children. Thank you

Community Job Club-Helping Members not only FIND jobs, but helping them PROMOTE their careers!

Why drop off your resume to just a handful of employers? Due to the kind participation of the Cerebral Palsy Association of BC, your employment profile can be seen by thousands of employers throughout BC, for FREE! To participate in our Equity Employment Program, contact the CPA for more information. Logon to our website at www.CommunityJobClub.com/students to become a Member of the Club

PNE Tickets now available at the Cerebral Palsy Association

The PNE has generously donated 50 tickets for free admission to the PNE Fairgrounds to the Cerebral Palsy Association of British Columbia. We would like to offer these tickets to our members for their enjoyment at the Fair. If you are interested in obtaining tickets please call us at our new office at 515-9455. The PNE will run from August 18 – September 3, 2001. You can enjoy a fun-filled day at the PNE for **FREE!!!** Call for your free tickets. The tickets will be given out on a first-come-first-serve basis. Call now for your tickets and enjoy a day of excitement and fun!!!

Caregiver/Volunteer Wanted

More and more people are calling the CPA-BC office to request information on how to apply for caregiver support workers or volunteers. To better serve our members and clients we have added a new resource to accommodate this increased demand. We now maintain a list of prospective caregivers and volunteers that we would be pleased to pass on to our members. To add your name to the list as a caregiver or volunteer, please call the office @ 515-9455 or toll free in B.C. @ 1-800-663-0004

PROPOSAL FOR A NATIONAL PERSONAL SUPPORTS FUND

Over the last few months there has been growing enthusiasm for the idea of a Personal Supports Fund as a way of enabling people with disabilities to meet their needs for disability supports. The idea was inspired by a recent paper from the Caledon Institute for Social Policy which paves the way to bringing the vision of the Federal-Provincial In Unison Accord to life. In Unison identified 3 key building blocks for the full participation of people with disabilities – disability supports, employment and income.

Disability supports are technical aids and equipment (including medical supplies), personal services like attendants, homemakers and home health care workers and independent information and planning (also known as brokerage). Most people with disabilities need some degree of personal support to meet their life goals. Currently people can access some of the support they need through a number of government ministries, through public or private insurance or, if they can afford it, by purchasing it themselves. Most often, people with disabilities have to depend upon their family networks. A soon to be published study by the Roeher Institute shows that more than 2 million Canadians with disabilities need more personal supports than are currently available to them, and that the lower the level of income the greater is their need.

Access to disability supports is limited by narrow eligibility criteria. Personal support is inflexible (for example home support can only be used at home, school support can only be used at school); fragmented (there is no one-stop shop for disability supports); and often inaccessible due to the fact that both government and public insurers usually insist on being payers of last resort.

The net effect for a person with a disability is that personal supports are either unavailable, unresponsive, not affordable or so patchwork that it is risky to move even from region to another in B.C. let alone across provinces. Yet without personal support it is difficult if not impossible to earn income, to secure employment or to take advantage of social opportunities. This is the classic trap that limits people with disabilities from fully participating in Canadian society and exercising their rights as Canadian citizens.

The idea for a National Personal Supports Fund offers a solution to this untenable situation. It proposes one consolidated National Fund, developed and administered by each province in accordance with five guiding Principles: self-determination, comprehensiveness, accessibility, portability and accountability. It will need investment from all levels of government (federal, provincial and municipal) and a five year funding plan with the goal of expanding the quantity and improving the quality of disability supports with the best value possible for each dollar spent.

In the community discussions that we have been having here in British Columbia, the Personal Support Fund is also seen as a way to ensure individualized funding. People would request direct funding for disability supports based on a personal plan developed, if needed, with the help of an independent information and planning centre. This personal support plan would not only describe an individual's goals and what disability supports are needed to achieve those goals but it would also serve as the basis for evaluating the outcome of direct funding.

The Individualized Funding Project of the BC Coalition of People with Disabilities is facilitating the formation of a coalition of individuals and organizations to work together to establish a Personal Support Fund in British Columbia. The first goal is to present the proposal to the new provincial government as soon as possible.

If you would like more information on the Personal Support Fund or you would like to join in the work to make it happen please contact Christine Gordon at BCCPD 875-0188, or e-mail ifproject@bccpd.bc.ca

New Packages available at CPA-BC

New Packages available free of charge to any current member. Call our office for details at (604) 515-9455

- **Speak Up!** — Tips for becoming an effective advocate
- **Guardianship Legislation** — A guide to making a representation agreement
- **BOTOX** — Information on this pharmaceutical treatment of cerebral palsy
- **HBOT** — Information on Hyperbaric Oxygen Therapy
- **Cortical Visual Impairment** — Exploring the difficulties and challenges of cortical visual impairment by Krista Eslinger
- **Understanding Special Education** — IEP planning & advocacy strategies for the classroom
- **Planning Your Will** — Information on writing your will
- **Equipment Funding Package** — Guidelines for funding your child's equipment needs
- **Early Intervention around Cerebral Palsy** — A collection of important articles
- **A Review of Special Education in BC** — Information on the recent study done by Ministry of Education on the Special Education System
- **CSIL Program** — A type of Individualized Funding through Ministry of Health
- **BC Parks and Camping Guide** — Camps for children and adults
- **Accessible Transportation and Travel** — A guide of transportation for people with disability in BC

Ongoing Resource materials available to you:

- **Welcome Kit** — A kit explaining CPA-BC services and the condition of cerebral palsy-No Cost
- **Putting the Puzzle Together** — A helpful tool for parents and educators-\$30.00
- **Living with CP** — Resource manual for a person living with cp-\$10.00
- **Transition Made Easier** — A Transition Package- \$35.00

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*Supporting People,
Maximizing Potential*

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Monday to Friday

We welcome you to visit our office or call us for information!

The Cerebral Palsy Association of British Columbia is a not-for-profit organization dedicated to promoting and enhancing an environment where individuals with cerebral palsy are able to maximize their potential and improve their lives.

The Roundtable is the official newsletter of the Cerebral Palsy Association of British Columbia.

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