

The Roots of Possible Antidotes to Today's Harmful Institutional Culture in the Community

The original paper [contains](#) 41 sections, with 10 passages identified by our machine learning algorithms as central to this paper.

Paper Summary

SUMMARY PASSAGE 1

Section 1

Have our efforts over the past decades really changed the way in which we and our communities view people with intellectual disabilities? Are our communities and associated services really more inclusive and supportive? Have we finally closed institutions or merely substituted large institutions for smaller, less visible ones within communities?

SUMMARY PASSAGE 2

Steven M. Eidelman

It is difficult and important work; maybe more difficult than deinstitutionalization itself. People often ask "can people with intellectual disability be valued community members?" "Can they really form meaningful relationship with people not paid to take care of them?"

SUMMARY PASSAGE 3

Community Living: How Far Have We Come? How Much Farther Do We Have To Go? Diane Richler

When Inclusion International conducted a global study last year to find out what people who have been labelled as having an intellectual disability and their families thought it meant to live and be included in the community, people around the world said the same thing. People want to decide how to live their lives, who to spend time with and what to do. They don't want to live in institutions, but they also don't want to be forced into other services that take away their liberty to make their own decisions, both big and small.

SUMMARY PASSAGE 4

Carol Ann Brennan

Considerable self-reflection is required to reach an enhanced understanding of how the roles we play into the future will support the evolution toward an inclusive society. If people with disabilities are to be truly valued and respected we will need to step away from our positions of power, making space for people to make their own choices and live their own lives. I am buoyed by the new directions outlined in Nova Scotia's roadmap for transformation of services for persons with disabilities.

SUMMARY PASSAGE 5

Time For A New Story! John Lord

In many ways, what happened in British Columbia in the 1980's and elsewhere during the last 30 years, shows the limits of deinstitutionalization when it is not accompanied by a paradigm shift in the way we provide support to people. As a result, many people with disabilities living in the community continue to be poor, have few friends, and are often segregated from community life. Albert Einstein put it best when he said, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them".

SUMMARY PASSAGE 6

Reality:

Citizens with complex disabilities have been able to live full, rich lives in the community (in every province)

SUMMARY PASSAGE 7

Everyone Wants To Belong

In our recent Global Campaign on Article 19, people with intellectual disabilities and their families from around the world reported that despite some good examples and practices, there is no country in the world where the goals of living and being included in the community have been fully achieved. In the absence of services and natural supports in the community and the failure of communities to build inclusive systems, the vast majority of people with intellectual disabilities around the world depend on their families for lifelong support and care.

SUMMARY PASSAGE 8

From A Voice To A Movement Shane Haddad

People First of Canada believes that people should exercise their right to voice and choice in choosing where they live and with whom they live. We believe that all people can live within their community, with appropriate supports. We believe that no person, regardless of disability, should live in any kind of situation where they are kept apart from the community.

SUMMARY PASSAGE 9

No One Ever Said That It Would Be Easy Zana Marie Lutfiyya, PhD

In 2000, the province of Manitoba closed one institution, the Pelican Lake Training Centre, where 69 individuals were housed. Virtually all children with intellectual disabilities do live with their families and attend school. Most of these children receive their education in typical classrooms and school divisions and educators largely accept this responsibility.

SUMMARY PASSAGE 10

Deinstitutionalization -What Does Justice Demand? Michael Bach

So what does justice demand when it comes to confronting the confinement of people with intellectual disabilities to institutions? There is no question that it requires distribution -a re-allocation of resources from facilities to providing individualized supports to people in ways that finally give them greater choice and control in their lives; and opportunity to live in homes of their own choosing, to make friends, find a job, get connected to their communities and re-build their lives. Many of us have been working for years with governments and other stakeholders -raising our voices and demands, undertaking research, launching court cases, convening round-tables, engaging law and policy makers, delivering community supports and building community leadership -to get resources re-distributed, re-allocated.