

**Environmental Scan<sup>1</sup> – Relevant News on Disability Issues  
(Sept-Oct, 2010) (Note: Contains excerpts of copyrighted material.)**

**Canada**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
9/16/10	<a href="http://www.caledoncitizen.com/news/2010-09-16/News/Both_sides_pleased_with_work_of_mental_health_and_.html">http://www.caledoncitizen.com/news/2010-09-16/News/Both_sides_pleased_with_work_of_mental_health_and_.html</a>	<p>The Select Committee on Mental Health and Addictions has released its final report, studying mental health services in Ontario.</p> <p>The report is entitled Navigating the Journey to Wellness: The Comprehensive Mental Health and Addictions Action Plan for Ontarians, and was the work of an allparties committee at Queen’s Park, consisting of nine MPPs, including Progressive Conservative Sylvia Jones from Dufferin — Caledon, and Liberal Dr. Helena Jaczek of neighbouring Oak Ridges — Markham...</p> <p>The report contains the observations and recommendations of the select committee with respect to a comprehensive Ontario mental health and addictions strategy for children, young adults, First Nations, Inuit and Métis peoples, and seniors. It explores innovative approaches to delivering services in the community and identifies ways to leverage existing opportunities and initiatives within the current mental health and addictions system...</p> <p>An electronic copy of the report is available on the Web site of the Legislative Assembly of Ontario at <a href="http://www.ontla.on.ca">www.ontla.on.ca</a>  <a href="http://www.pspc.on.ca/pdf/InfoNote_New_Wellness.pdf">http://www.pspc.on.ca/pdf/InfoNote_New_Wellness.pdf</a>  <a href="http://www.ontla.on.ca/committee-proceedings/committee-reports/files_pdf/Select%20Report%20ENG.pdf">http://www.ontla.on.ca/committee-proceedings/committee-reports/files_pdf/Select%20Report%20ENG.pdf</a></p>
9/16/10	<a href="http://metapsychology.mentalhelp.net/poc/view_doc.php?type=book&amp;id=5749&amp;cn=166">http://metapsychology.mentalhelp.net/poc/view_doc.php?type=book&amp;id=5749&amp;cn=166</a>	<p>Review - Invisible No More  A Photographic Chronicle of the Lives of People with Intellectual Disabilities  by Vincenzo Pietropaolo  Rutgers University Press, 2010  <a href="http://rutgerspress.rutgers.edu/index.html">http://rutgerspress.rutgers.edu/index.html</a></p> <p>Review by Rob Harle  Sep 14th 2010 (Volume 14, Issue 37)  This a very special book indeed. Poignant, powerful and heart rending to say the least. Vincenzo Pietropaolo has through his photographs and short evocative stories that accompany them, made visible the too often invisible lives of individuals who are born with intellectual disabilities. The coffee table style book has over one hundred stunning photographs, some in black &amp; white, though mostly in colour, and thirty stories which complement the photos.</p> <p>The Forward by Wayne Johnston explains clearly why Pietropaolo wanted to create this work and the way he went about it. Most of the photos are taken in Canada. ...  <a href="http://rutgerspress.rutgers.edu/acatalog/invisible_no_more.html">http://rutgerspress.rutgers.edu/acatalog/invisible_no_more.html</a></p>

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9/23/10	<a href="http://www.northernlife.ca/news/localNews/2010/09/mental-health260910.aspx">http://www.northernlife.ca/news/localNews/2010/09/mental-health260910.aspx</a>	<p>The North East Local Health Integration Network (NE LHIN) has helped to pilot, with the region’s community mental health organizations, a standardized assessment tool that features a self-evaluation for consumers.</p> <p>The Community Mental Health Common Assessment Project partnered with the NE LHIN to pilot the Ontario Common Assessment of Need.</p> <p>Known as OCAN, this consumer-led decision-making tool provides consumers with a more active role in service planning, and allows information to be electronically gathered in a secure and efficient manner, stated a press release from the NE LHIN.</p> <p>Community Mental Health Common Assessment Project <a href="http://www.ontario.cmha.ca/ehealth.asp?cID=7544">http://www.ontario.cmha.ca/ehealth.asp?cID=7544</a></p> <p>The Community Mental Health Common Assessment Project (CMHCAP) is in the process of implementing the Ontario Common Assessment of Need (OCAN) throughout the province of Ontario. Implementations are rolling out on a LHIN-by-LHIN basis.</p> <p>About OCAN OCAN is a standardized, consumer-led, decision-making tool that assists with mental health recovery. It identifies individual needs, helps match those needs to existing services and helps identify service gaps. Aggregate data derived from OCAN has the potential to inform organizational, regional and provincial level planning and decision making that is consistent with a recovery approach. It will further facilitate inter-agency communication through common data standards. For more information about OCAN, visit <a href="http://www.ccim.on.ca">www.ccim.on.ca</a> <a href="http://www.roxysoftware.com/Documents/Pirouette/OCAN/OCAN%20Guide.pdf">http://www.roxysoftware.com/Documents/Pirouette/OCAN/OCAN%20Guide.pdf</a> <a href="http://www.roxysoftware.com/WhatsNew.asp">http://www.roxysoftware.com/WhatsNew.asp</a> <a href="http://www.csmsoftware.net/ocan.html">http://www.csmsoftware.net/ocan.html</a> <a href="http://opdi.org/images/uploads/OCANUpdateJulyAug2010_CMHCAP.pdf">http://opdi.org/images/uploads/OCANUpdateJulyAug2010_CMHCAP.pdf</a></p>
9/27/10	<a href="http://www.medscape.com/viewarticle/729456">http://www.medscape.com/viewarticle/729456</a>	<p>Individualized single-session interventions and group cognitive behavioral therapy (CBT) are legitimate considerations for psychotic patients who do not respond adequately to antipsychotic therapy, according to 2 studies presented here at the Canadian Psychiatric Association (CPA) 60th Annual Conference...</p> <p>Canadian Psychiatric Association (CPA) 60th Annual Meeting:</p> <p>Abstracts PS4d and PS4a. Presented September 23, 2010. <a href="http://www.cpa-apc.org/index.php">http://www.cpa-apc.org/index.php</a></p>

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9/28/10	<a href="http://www.prweb.com/releases/Bookshare/UniversityBritishColumbia/prweb4575064.htm">http://www.prweb.com/releases/Bookshare/UniversityBritishColumbia/prweb4575064.htm</a>	<p>The University of British Columbia Press (UBC Press), one of the largest university presses in Canada, has entered into an agreement with Bookshare® granting world rights to its collection. UBC Press offers a unique perspective through the generation and transfer of knowledge across many subject areas.</p> <p><a href="http://www.bookshare.org/">http://www.bookshare.org/</a>          Bookshare® offers an expanding number of accessible books to people all over the world with qualifying print disabilities. Thousands of accessible books are available for download to international Members, based on copyright permissions granted by publishers and authors. Bookshare’s goal is to continue working with publishers and authors to increase the number of books available globally. Currently Bookshare has over 16,000 books available to Members in 30 countries.</p>
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**Other Countries**

**Australia**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
9/1/10	<a href="http://www.bloomberg.com/news/2010-08-31/sleep-deprivation-may-trigger-mental-problems-in-young-people-study-finds.html">http://www.bloomberg.com/news/2010-08-31/sleep-deprivation-may-trigger-mental-problems-in-young-people-study-finds.html</a>  <a href="http://www.upi.com/Health_News/2010/09/02/Sleep-lack-mental-stress-in-ages-17-24/UPI-36891283486005/">http://www.upi.com/Health_News/2010/09/02/Sleep-lack-mental-stress-in-ages-17-24/UPI-36891283486005/</a>	<p>Sleep Deprivation May Spur Serious Mental Problems, Study Finds...</p> <p>Young adults who habitually slept fewer than five hours a night were three times more likely to develop psychiatric disorders than with eight to nine hours of shut-eye, a second trial said...</p> <p>A second study, done in Australia, was the first to look at the link between sleep and mental illnesses in young people and highlights the need for early intervention to avoid lifelong problems, said Nick Glozier, a psychology professor at the University of Sydney, who led the research. The findings build on earlier studies that show sleep deprivation can lead to health conditions including heart diseases, high blood pressure and weight gain.</p> <p>The study by the University of Sydney and the George Institute for Global Health in Sydney surveyed about 20,000 people between the ages of 17 years and 24 years in Australia’s eastern state of New South Wales over 18 months.</p> <p>Teens need at least 8 1/2 hours of sleep a night to function best, according to the U.S. National Sleep Foundation. Only 15 percent reported sleeping that amount on school nights, the foundation said on its website.</p> <p>See:  <a href="http://www.journalsleep.org/">http://www.journalsleep.org/</a>          Article at <a href="http://www.journalsleep.org/ViewAbstract.aspx?pid=27892">http://www.journalsleep.org/ViewAbstract.aspx?pid=27892</a>  <a href="http://www.georgeinstitute.org/">http://www.georgeinstitute.org/</a>          Teens and Sleep  <a href="http://www.sleepfoundation.org/article/sleep-topics/teens-and-sleep">http://www.sleepfoundation.org/article/sleep-topics/teens-and-sleep</a></p>

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9/23/10	<a href="http://topnews.net.nz/content/28398-link-between-nurturing-and-kids-mental-health-demonstrated-aussie-study">http://topnews.net.nz/content/28398-link-between-nurturing-and-kids-mental-health-demonstrated-aussie-study</a>	<p>There is a clear and deep connection between the kind of upbringing a child gets and his mental health, and this has been lucidly depicted by a study conducted in Australia.</p> <p>The Australian Institute of Family Studies research has shown that those experiencing double the degree of anxiety or depression while in youth also reported unhealthy and abusive nurturing.</p> <p>Contrary to that, good parenting or upbringing demonstrated a number of benefits concerning social or other factors, which in turn helped against development of mental health problems in kids.</p> <p>"Children who grew up with supportive parents showed higher levels of personal strengths, social competence, trust and tolerance of others and an overall trust in authorities like the police or government", said AIFS lead researcher, Diana Smart. With added support and building a good rapport with kids always reaps healthy results in kids in terms of their mental health...</p> <p><a href="http://www.aifs.gov.au/nch/pubs/issues/issues33/issues33.pdf">http://www.aifs.gov.au/nch/pubs/issues/issues33/issues33.pdf</a>  <a href="http://www.aifs.gov.au/">http://www.aifs.gov.au/</a></p>
10/24/10	<a href="http://www.abc.net.au/news/stories/2010/10/24/3046632.htm">http://www.abc.net.au/news/stories/2010/10/24/3046632.htm</a>	<p>Online assessment helps diagnose mental illness ...</p> <p>Research by The New South Wales Black Dog Institute found sufferers of mental illness are likely to reveal more information about their condition online.</p> <p>The institute has created the mood assessment program, or MAP, which is now available to GPs and psychologists all over Australia.</p> <p>Patients can complete the assessment at home and doctors do not see the patients' answers, but receive an automatically generated report.</p> <p>The institute's Professor Gordon Parker says MAP is based on nearly a quarter of a century of the clinical expertise...</p> <p>MAP (Mood Assessment Program)  <a href="http://www.blackdoginstitute.org.au/healthprofessionals/map/overview.cfm#maponline">http://www.blackdoginstitute.org.au/healthprofessionals/map/overview.cfm#maponline</a>  <a href="http://www.blackdoginstitute.org.au/">http://www.blackdoginstitute.org.au/</a></p>

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**Ireland (includes Northern Ireland)**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
10/5/10	<a href="http://www.theepochtimes.com/n2/content/view/43746/">http://www.theepochtimes.com/n2/content/view/43746/</a>	<p>Minister for Social Protection, Éamon Ó Cuív, TD on Tuesday announced that a new National Advocacy Service will be set up for people with disabilities under the guidance of the Citizens Information Board.</p> <p>According to the Minister “The new service will provide independent, representative advocacy services for people with disabilities and will be in place from January 2011.”...  Minister Ó Cuív concluded by saying: “The new National Advocacy Service will give a voice to people with disabilities who are isolated in the community or who are living in residential institutions and who cannot represent themselves. The service will protect their rights, help them gain their entitlements, obtain a fair hearing and make positive changes in their quality of life.”</p>

**New Zealand**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
9/30/10	<a href="http://www.ferret.com.au/c/Formero/Rex-the-Robotic-Exoskeleton-Enables-Disabled-Users-to-Walk-n897540">http://www.ferret.com.au/c/Formero/Rex-the-Robotic-Exoskeleton-Enables-Disabled-Users-to-Walk-n897540</a>	<p>Formero has successfully completed the prototyping of the outer skin components of a robotic exoskeleton designed to help people with disabilities walk.</p> <p>Rex, the robotic exoskeleton is a real-life pair of robotic legs that enables a person with disability to stand up, walk, move sideways, turn around, go up and down the steps as well as walk on flat hard surfaces including ramps and slopes.</p> <p>Rex was developed by a New Zealand start-up company called Rex Bionics*, which employed the latest robotic technologies in developing this pioneering life-changing medical device for the disability market...</p> <p>The exoskeleton medical device has taken seven years of development work and is now capable of supporting the full weight of a person. The design is simple enough for disabled users to self-transfer in and out of the device while a joystick and control pad are provided to operate the robotic legs.</p> <p>The robotic exoskeleton is available now in New Zealand with an international launch expected in 2011.</p> <p>* <a href="http://www.rexbionics.com/">http://www.rexbionics.com/</a></p>

**Scotland**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
		<i>nothing relevant for this time period</i>

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**UK**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
9/24/10	NOFAS-UK	<p>New Interactive FASD Online Course</p> <p>This comprehensive user-friendly FASD Course will increase your knowledge and understanding of FASD, help prevent FASD and better support those affected.</p> <p>There is no charge for the Course. If you would like a CPD Certificate at the end of the Course, a small admin fee will apply. To start the Course, click on the link below</p> <p><a href="http://www.nofas-uk.org/OnlineCourse/foetalalcohol.com.htm">http://www.nofas-uk.org/OnlineCourse/foetalalcohol.com.htm</a></p>
10/14/10	<a href="http://www.worldvision.org.uk/server.php?show=nav.3713">http://www.worldvision.org.uk/server.php?show=nav.3713</a>	<p>World Vision UK has launched a new publication designed to support the inclusion of disabled children and adults in development programmes.</p> <p>The book, Travelling Together – how to include disabled people on the main road of development, is a free guide for international development workers and includes a unique one-day training course which has been tried and tested across cultural contexts...</p> <p><a href="http://admin.worldvision.boxuk.net/upload/pdf/Travelling_together.pdf">http://admin.worldvision.boxuk.net/upload/pdf/Travelling_together.pdf</a></p>
10/26/10	WordPress	<p>Guide for Commissioning Services for People who Challenge Services</p> <p><a href="http://kcbn.org.uk/2010/10/26/guide-for-commissioning-services-for-people-who-challenge/">http://kcbn.org.uk/2010/10/26/guide-for-commissioning-services-for-people-who-challenge/</a></p> <p>The NDTi has produced a guide to help commissioners implement the Mansell Report and improve services for people who challenge. The report describes seven areas of good practice and identifies actions in each area that will improve commissioning and outcomes for people. Examples are sited that show it is possible to deliver high quality services in a cost-effective way and show that it isn't necessary to pay huge amounts for services that in many cases provide a poor quality of life and don't address the real issues for people.</p> <p>Relevant links:            Services for people with learning disabilities and challenging behaviour or mental health needs (Mansell Report)  <a href="http://www.bild.org.uk/pdfs/03behaviour/Mansell%20Report%20(Revised%20Ed)%20(2).pdf">http://www.bild.org.uk/pdfs/03behaviour/Mansell%20Report%20(Revised%20Ed)%20(2).pdf</a></p> <p>Guide for Commissioning Services for People who Challenge Services            See <a href="http://kcbn.org.uk/publications/">http://kcbn.org.uk/publications/</a> [currently 3rd item on list]</p> <p>National Development Team for Inclusion  <a href="http://www.ndti.org.uk/about-ndti/">http://www.ndti.org.uk/about-ndti/</a></p> <p>Kent Challenging Behaviour Network  <a href="http://kcbn.org.uk/the-kcbn/">http://kcbn.org.uk/the-kcbn/</a></p>

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1/7/11	<p>Disability-Research Discussion list,, Centre for Disability Studies at the University of Leeds  <a href="http://www.leeds.ac.uk/disability-studies">www.leeds.ac.uk/disability-studies</a>          Enquiries: <a href="mailto:disability-research-request@iiscmail.ac.uk">disability-research-request@iiscmail.ac.uk</a></p>	<p>the launch of a 'Disability, Ethics and Aesthetics Research Group' hosted by the University of Brighton. The group consists of researchers and practitioners from a range of disciplines interested in ethics and aesthetics as they might apply to and stem from our own and others embodiments and impairments.</p> <p>If you are a researcher and/or arts practitioner interested in this group and would like to be a member and hear about forthcoming events (including a seminar in June this year) then please email Hannah Macpherson on <a href="mailto:hm139@brighton.ac.uk">hm139@brighton.ac.uk</a>. Please state your area of interest/ expertise and whether you would like your name to appear on the group webpage.</p> <p>Themes the group seek to address include;</p> <p>Embodiment and embodied ethics          Disability aesthetics          Disability and performance          The concept of disability          Disability, participatory practice and research ethics          Disability, architectural design and public space          Questions regarding the value placed on certain lives</p> <p><a href="http://artsresearch.brighton.ac.uk/research/centre/CAPPE-centre-for-applied-philosophy-politics-and-ethics/research/disability-ethics-and-aesthetics">http://artsresearch.brighton.ac.uk/research/centre/CAPPE-centre-for-applied-philosophy-politics-and-ethics/research/disability-ethics-and-aesthetics</a></p> <p>This group is co-ordinated by Dr Hannah Macpherson. Please email her on <a href="mailto:hm139@brighton.ac.uk">hm139@brighton.ac.uk</a> if you are interested in participating in future events. Hannah is currently developing research on the ethics and aesthetics of outdoor live performance with an interest in work being produced as part of the Cultural Olympiad for London 2012.</p>
1/11/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities  <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Tool launched to measure and increase people’s community inclusion</p> <p>A new, updated audit tool called the ‘Inclusion Web’ has been launched by the National Development Team for Inclusion (NDTi). The Inclusion Web uses simple graphics and visual techniques to help people (and staff supporting them) look at the people and places in their lives, how these are changing and the impact of the services and support they are provided with.</p> <p><a href="http://www.ndti.org.uk/">http://www.ndti.org.uk/</a></p> <p>Commissioners and providers using the Inclusion Web will be able to do three things:</p> <ul style="list-style-type: none"> <li>• Develop evidence about how successful services are being in increasing people’s community inclusion</li> <li>• Identify new areas where people and the staff supporting them can take action to increase their involvement in the ‘big society’</li> <li>• Track changes in people’s relationships and use of community resources over time to see if service changes are having an</li> </ul>

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		<p>impact.</p> <p>The Inclusion Web is now in an easy to use format and is presented in a pack which contains a comprehensive set of resources and information to help staff, supporters and managers to work with people they support to use the Inclusion Web effectively. For more information and details of how to order the pack, please see the following link on the NDTi website:  <a href="http://www.ndti.org.uk/uploads/files/Inclusion_Web_Leaflet_fin_al_version_Dec_101.pdf">http://www.ndti.org.uk/uploads/files/Inclusion_Web_Leaflet_fin_al_version_Dec_101.pdf</a></p> <p>A one day training course has also been introduced by NDTi to help front line staff and managers to use the Inclusion Web with the people they support and make best use of the resource pack. For details and information about the next available course (offered on a pay per place basis), please see the following link on the NDTi website.</p> <p><a href="http://www.ndti.org.uk/how-we-do-it/training/inclusion-web-resource-pack-training-day">http://www.ndti.org.uk/how-we-do-it/training/inclusion-web-resource-pack-training-day</a>  Alternatively try: <a href="http://snipurl.com/1tldt9">http://snipurl.com/1tldt9</a></p>
1/12/11	<p>News from  <a href="http://www.ldoffenders.co.uk">http://www.ldoffenders.co.uk</a></p>	<p>The 10th International Conference on the Care and Treatment of Offenders with a Learning Disability has just been announced. As normal it will be held at the UCLAN in Preston on Monday 18th and Tuesday 19th April 2011.</p> <p>The official Conference Announcement and Call for Papers document can be found via a link on our home page  <a href="http://www.ldoffenders.co.uk">http://www.ldoffenders.co.uk</a></p>
1/18/11	<p>LDHealthNetwork  UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities  <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>DH publication  Development of services for people with learning disabilities or mental illness in England  <a href="http://www.ldhealthnetwork.org.uk/docs/mhdh.pdf">http://www.ldhealthnetwork.org.uk/docs/mhdh.pdf</a>  <a href="http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_120501">http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_120501</a></p>
1/21/11	<p>LDHealthNetwork  UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities  <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p><a href="http://www.clearthoughts.info/">http://www.clearthoughts.info/</a>  This is a website for three groups of people.</p> <ol style="list-style-type: none"> <li>1. People who have a learning disability</li> <li>2. Their families and carers</li> <li>3. Professionals and those supporting people and families</li> </ol> <p>This website aims to cover lots of topics relating to mental health for people who have a learning disability.</p>
1/26/11	<p>LDHealthNetwork  UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities  <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Learning Disabilities Observatory  People with Learning Disabilities in England 2010  <a href="http://www.improvinghealthandlives.org.uk/uploads/doc/vid_9244_IHAL2011-02PWLD2010.pdf">http://www.improvinghealthandlives.org.uk/uploads/doc/vid_9244_IHAL2011-02PWLD2010.pdf</a>  Alternatively try: <a href="http://sn.im/1wo5s3">http://sn.im/1wo5s3</a></p> <p>Learning Disabilities in England Annual report  <a href="http://www.improvinghealthandlives.org.uk/projects/annualreport">www.improvinghealthandlives.org.uk/projects/annualreport</a></p>

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		<p>For each of the three years of the life of the Observatory we are committed to producing an annual report on the health and social care of people with learning disabilities in England. The Centre for Disabilities Research has produced two of these in the past, in 2005 and 2008. The first new report, covering 2010, and bringing together information on the characteristics of people with learning disabilities, the services and supports they use and their carers, is at the bottom of this page.</p> <p>This information is collected by several government departments, reflecting their different responsibilities. Mostly is publicly available, though in a wide range of different places. The aim of the report is to provide, in one place, a concise summary of all the information and links to the key data collections where more detail can usually be found.</p> <p>The report has sections on health, education, adult social care, employment, benefits and carers. It highlights progress being made on the implementation of key health and social care policies, including:</p> <p>Increased rates of uptake of annual health checks by adults with learning disabilities; Increased uptake of direct payments and personal budgets by people with learning disabilities. A reduction in NHS long-term accommodation for adults with learning disabilities; In some other areas, for example paid employment for adults with learning disabilities, the evidence highlights the progress that is still needed to meet the aspirations of current policies.</p> <p>Over one million people in England have learning disabilities. Information collected by government departments provides a valuable snapshot of the services and supports they receive. It highlights real progress in some areas and the clear need for further progress in others. It also highlights the huge gap between what information is currently collected and what information needs to be collected to really monitor the outcomes achieved by the NHS, social care and public health services.</p>
1/27/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Keep Our NHS Public website  <a href="http://www.KeepOurNHSpublic.com/policybriefings.php">http://www.KeepOurNHSpublic.com/policybriefings.php</a> [I've included this since it covers some of the potential cutbacks in the UK Health which will impact services to people with disabilities]</p>
2/4/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>New Book on Mental Health Needs of Children and Young people with Learning Disabilities Edited by Raghu Raghavan, Sarah Bernard and Jane McCarthy This book explores the issues relating to the care of children and young people with learning disabilities with mental health needs. This book will provide health and social care professionals with a sound knowledge base for shaping and enhancing practice. See attached flyer for the various chapters and order details. Flyer <a href="http://www.ldhealthnetwork.org.uk/docs/mhneed.pdf">http://www.ldhealthnetwork.org.uk/docs/mhneed.pdf</a></p>

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<p>2/18/11</p>	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p><b>PRESS RELEASE FROM THE NATIONAL FORUM OF PEOPLE WITH LEARNING DIFFICULTIES</b></p> <p>'Self advocacy groups are people's lifelines' Gavin Harding, vice-chair of The National Forum of People with Learning Difficulties Announcing the publication of Staying Strong, a critical new guide for self advocacy groups.</p> <p>Commissioned by The Office of the National Director for Learning Disabilities, and compiled by The National Forum of People with Learning Difficulties, Staying Strong brings together the knowledge and experiences of more than 80 self advocacy groups across England.</p> <p>Michael Ratcliffe, Co-Chair of The National Forum said 'we have consulted with self advocacy groups across the country, and I am very proud of the finished product. We cannot pretend we have given self advocacy groups all the answers, but we hope we have provided lots of new ideas, information to consider, and funding advice, which will hopefully help them survive in the current financial climate. It is vital we have strong independent advocacy to ensure people with learning disabilities have a voice within society, as tragic things have occurred when they have not had access to advocacy services'.</p> <p>Gavin Harding, vice-chair of The National Forum of People with Learning Difficulties added 'Self advocacy groups play an important role in their local communities. They are people's lifelines and a key influence in keeping people safe, so you do not feel isolated'.</p> <p>Staying Strong contains tips, examples and practical suggestions to help self advocacy groups raise funds, cut costs, and create new partnerships to help ensure they survive once their traditional sources of funding have been removed. These include:</p> <ul style="list-style-type: none"> <li>- How to put groups' existing skills and expertise to paid use</li> <li>- Using Skype to save phone bills</li> <li>- Setting up new partnerships</li> <li>- Ways to demonstrate that people will use local government services less as a result of your group's work</li> </ul> <p>Staying Strong is now available to download from The National Forum's website: <a href="http://www.nationalforum.co.uk">www.nationalforum.co.uk</a> A multi-media version is available at: <a href="http://www.stayingstrongselfadvocacy.org.uk">www.stayingstrongselfadvocacy.org.uk</a> Printed copies are available from: <a href="mailto:Geoff@centrevents.co.uk">Geoff@centrevents.co.uk</a></p> <p><b>Contacts</b></p> <p>For further information on Staying Strong and interview requests please contact Michael Ratcliffe, Co-Chair of The National Forum of People with Learning Difficulties on 01743 363399.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>- The National Forum of People with Learning Difficulties consulted with more than 80 self advocacy groups throughout England to create Staying Strong.</li> <li>- The National Forum of People with Learning Difficulties is the</li> </ul>
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<sup>1</sup>Selected by Duncan H. Blackman, MA, Consultant, Saskatchewan

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Proverbs 31:8-9

Duncan's cello recordings: <http://www.muziboo.com/dhblack01/>

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		<p>voice of people with learning disabilities in England. It works with the Learning Disability Programme Board and has the job of telling the Government how Valuing People Now is working for people with learning disabilities.</p> <p>- The National Forum is a democratically elected body representing people with learning disabilities in England.</p>
2/22/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>A guide to communicating with people with the most complex needs, including people with PMLD, was launched at the PMLD Network conference 2010 on 16th December.</p> <p>The guide has been written by Professor Juliet Goldbart. It was commissioned by Mencap, in partnership with the Department of Health, and forms part of the Valuing People Now work to make sure that people with the most complex needs are included.</p> <p>'Communication and people with the most complex needs: what works and why this is essential' (standard and easy read versions) can be downloaded at <a href="http://www.mencap.org.uk/communication">www.mencap.org.uk/communication</a> Or Communication and people with the most complex needs What works and why this is essential <a href="http://www.ldhealthnetwork.org.uk/docs/plex.pdf">http://www.ldhealthnetwork.org.uk/docs/plex.pdf</a> Some good ways to communicate with people with very complex needs (easy read) <a href="http://www.ldhealthnetwork.org.uk/docs/com.pdf">http://www.ldhealthnetwork.org.uk/docs/com.pdf</a></p>
2/22/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>'Cemented to the floor by law': Respecting legal duties in a time of cuts - Steve Broach, Barrister, Doughty Street Chambers  <a href="http://www.ldhealthnetwork.org.uk/docs/cement.pdf">http://www.ldhealthnetwork.org.uk/docs/cement.pdf</a> This paper outlines the central legal duties in relation to disabled children and their families with which public bodies must comply.</p> <p>Given the increasing realisation of the damage the current spending cuts are likely to do to disabled children's services, an understanding of what the law requires in this area is more important than ever.</p>
2/22/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>From Stephan Brusch email: Stephan.Brusch@london.nhs.uk Transparency in outcomes: a framework for adult social care <a href="http://www.ldhealthnetwork.org.uk/docs/smt.ppt">http://www.ldhealthnetwork.org.uk/docs/smt.ppt</a>  NHS Outcomes Framework - overview showing shared indicators <a href="http://www.ldhealthnetwork.org.uk/docs/nhs.ppt">http://www.ldhealthnetwork.org.uk/docs/nhs.ppt</a>  Stephan Brusch Head of Learning Disability Development/ Prevent Coordinator Stephan.Brusch@london.nhs.uk NHS London, Southside, 105 Victoria Street, London SW1E 6QT Direct Line: 0207 932 3878 Mobile: 07775 012 067 Fax: 020 7932 3800 <a href="http://www.london.nhs.uk">www.london.nhs.uk</a></p>

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2/22/11	LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a>	The International Journal of Positive Behavioural Support  BILD is pleased to announce the launch of a new Journal - The International Journal of Positive Behavioural Support. This will be published twice a year, and the first edition will be May 2011.  Attached flier <a href="http://www.ldhealthnetwork.org.uk/docs/ijp.pdf">http://www.ldhealthnetwork.org.uk/docs/ijp.pdf</a>  More details can be found at: <a href="http://www.bild.org.uk/ijpbs">www.bild.org.uk/ijpbs</a>
2/22/11	LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a>	Title: Literature review on provision of appropriate and accessible support to people with an intellectual disability who are experiencing crisis pregnancy Authors: O'Connor, Joan Crisis Pregnancy Agency, National Disability Authority Publisher: Crisis Pregnancy Agency Issue date: 21-Feb-2011 <a href="http://www.lenus.ie/hse/handle/10147/122586">http://www.lenus.ie/hse/handle/10147/122586</a> <a href="http://www.crisispregnancy.ie/research3.php">http://www.crisispregnancy.ie/research3.php</a> <a href="http://www.crisispregnancy.ie/pub/CPA-NDA-Final-with-seery-research.pdf">http://www.crisispregnancy.ie/pub/CPA-NDA-Final-with-seery-research.pdf</a>
2/28/11	LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a>	Excluded, Expelled and Exported: The citizens we've ignored and those we've exiled A report on the 5th Anniversary of a Vision for Change <a href="http://www.ldhealthnetwork.org.uk/docs/cp.pdf">http://www.ldhealthnetwork.org.uk/docs/cp.pdf</a> by the College of Psychiatry of Ireland <a href="http://www.irishpsychiatry.ie">www.irishpsychiatry.ie</a> Introduction It should not need stating that the rights of an individual with an intellectual disability are the same as those of any other member of society and that best practice in the provision of mental health services for people with intellectual disability is the same as those for all mental health services: citizenship, inclusion, access and community-based services. An intellectual disability [synonymous with 'learning disability'] is not a mental illness. However, the two often co-exist and intellectual disability "can be thought of as a risk factor for mental illness". Studies of the relationship between mental health and intellectual disability estimate that 50% of people with severe and profound intellectual disabilities will have a mental health problem at some point in their lives, as will 20–25% of those with mild and moderate intellectual disabilities.
2/28/11	LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a>	NDTi Insights Insights 6 - Feeling Settled: a guide to changing from residential care to supported living for people with learning disabilities Feeling Settled is a new guide to changing a residential care home for people with learning disabilities into a supported living service, where people are choosing to stay in the same place. The guide has been endorsed by both CQC and ADASS. Commissioned by the Valuing People Now Provider Forum and the Association for Supported Living, and developed by NDTi,

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		<p>Feeling Settled identifies existing good practice in transforming established residential care homes into person-centred supported living services. It describes how different agencies and people need to be involved and sets out a decision making pathway from the perspective of the person supported, illustrating how they can be at the centre of the process throughout.</p> <p>Both the full guide and the Insights document summarising it can be downloaded at the NDTi website at the following link: Link to Insights 6</p> <p>Insights 7 - Prevention that works: Evidence and Learning from POPP pilots in Dorset</p> <p>NDTi evaluated two Partnerships for Older People Programme (POPP) pilots, in Poole and Dorset. These pilots tested new ways of preventing older people from going into hospital or moving into care homes, and instead giving them the support they need to stay safely at home.</p> <p>Evidence shows that both pilots were very successful and each improved services for older people in different ways. Each model also had gaps.</p> <p>This NDTi Insights summarises the evidence and learning from both local evaluations. It can be downloaded from the NDTi website at the following link: Link to Insights 7 <a href="http://www.ndti.org.uk/publications/ndti-insights/">http://www.ndti.org.uk/publications/ndti-insights/</a></p>
2/28/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Understanding intellectual disability and health website <a href="http://www.intellectualdisability.info/">http://www.intellectualdisability.info/</a></p> <hr/> <p>Report On Public Consultation: Efficiency And Effectiveness Of Disability Services In Ireland <a href="http://www.dohc.ie/publications/efficiency_effectiveness_disability_services_ireland.html">http://www.dohc.ie/publications/efficiency_effectiveness_disability_services_ireland.html</a></p> <hr/> <p>Improving Health and Lives report on reasonable adjustments by NHS Trusts</p> <p>A new Improving Health and Lives: Learning Disabilities Observatory report summarises the results of a project mapping the reasonable adjustments for people with learning disabilities carried out by NHS Trusts in England. The full report and its appendices can be downloaded here: <a href="http://www.ihal.org.uk/projects/reasonableadjustments">http://www.ihal.org.uk/projects/reasonableadjustments</a></p> <p>Reasonable adjustments for people with learning disabilities in England 2010: A national survey of NHS Trusts <a href="http://www.ldhealthnetwork.org.uk/docs/ihal6.pdf">http://www.ldhealthnetwork.org.uk/docs/ihal6.pdf</a></p> <p>Appendices IHaL NHS Trust Reasonable Adjustments survey 2010 <a href="http://www.ldhealthnetwork.org.uk/docs/ihal7.pdf">http://www.ldhealthnetwork.org.uk/docs/ihal7.pdf</a></p> <hr/> <p>Down Syndrome Centre <a href="http://www.downsyndromecentre.ie/">http://www.downsyndromecentre.ie/</a></p>

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3/1/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>New research from SPRU provides evidence of what works well in developing and implementing multi-agency coordinated transition services for disabled young people and those with complex health needs and their families. It also assesses the costs of these services.</p> <p>There is considerable diversity in transition services in England. We chose five services which encompassed different models of working for detailed research. We looked at satisfaction with the service, parents' and young people's met and unmet needs, and effects on parental stress. The key factors for better outcomes were:</p> <ul style="list-style-type: none"> <li>. having a transition worker who supported the young person and parents</li> <li>. the family having a written transition plan</li> <li>. the manager of the transition service having strategic level involvement.</li> </ul> <p>The full report and a four page summary are available from: <a href="http://php.york.ac.uk/inst/spru/pubs/1888/">http://php.york.ac.uk/inst/spru/pubs/1888/</a></p> <p>Best wishes, Rachel Pitman Information Officer Social Policy Research Unit University of York <a href="http://www.york.ac.uk/spru">www.york.ac.uk/spru</a></p>
3/3/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Caseload Weighting Tool <a href="http://www.ldhealthnetwork.org.uk/docs/cwt.doc">http://www.ldhealthnetwork.org.uk/docs/cwt.doc</a></p> <p>Caseload Measuring Tool (Humber) <a href="http://www.ldhealthnetwork.org.uk/docs/cmt.doc">http://www.ldhealthnetwork.org.uk/docs/cmt.doc</a></p>
3/6/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Being a Family: Parents with a learning disability in Wales Commissioned by Welsh Assembly Government. Undertaken by Learning Disability Wales. Researcher and Author: Joyce Howarth. 2009</p> <p>The Welsh Assembly Government's policy document 'Statement on Policy and Practice for adults with a learning disability', 2007, states that 'All people with a learning disability are full citizens, equal in status and value to other citizens of the same age.' It is recognised in the document that people with learning disabilities may become parents and will need support from various agencies to fulfil this role. The Assembly are interested in the numbers of parents with learning disabilities in Wales, the support they currently receive and how to ensure good support is available to all parents in Wales.</p> <p>'Finding the Right Support for parents with learning difficulties' (Tarleton, Ward, Howarth 2006, Baring) found that up to 50% of parents with learning disabilities throughout the UK had their children removed. Support available was patchy, with occasional beacons of excellence shining in isolation. The rights of the child</p>

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		<p>and its parents to enjoy a family life together under Articles 8, 12 and 14 of the Human Rights Act were often ignored. A more detailed picture of the current situation in Wales is needed to be able to move forward.</p> <p><a href="http://www.learningdisabilitywales.org.uk/parents_research.php">http://www.learningdisabilitywales.org.uk/parents_research.php</a>  <a href="http://www.learningdisabilitywales.org.uk/pdfs/beingafamilyfull.pdf">http://www.learningdisabilitywales.org.uk/pdfs/beingafamilyfull.pdf</a>  <a href="http://www.learningdisabilitywales.org.uk/pdfs/laisupdate222.pdf">http://www.learningdisabilitywales.org.uk/pdfs/laisupdate222.pdf</a>  <a href="http://wales.gov.uk/topics/childrenyoungpeople/publications/family/?lang=en">http://wales.gov.uk/topics/childrenyoungpeople/publications/family/?lang=en</a>  <a href="http://www.learningdisabilitywales.org.uk/">http://www.learningdisabilitywales.org.uk/</a></p>
3/6/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Disability Distress Assessment Tool (DisDAT) available on <a href="http://www.disdat.co.uk/">http://www.disdat.co.uk/</a></p> <p>This is a tool developed in Palliative Care for people with learning disabilities. It is based on the premise that people may have very individual ways of showing that they are in pain or distress and allows the team working with a person to document what that person does when they are distressed. It can then be used when that person is in a setting eg DGH where others who do not know the person as well. It has uses well beyond palliative care, for example alongside a Hospital Passport. Regnard and the rest of the team who developed the DisDAT recognised that it may not be possible to differentiate between Pain and other causes of distress, hence the name.</p>
3/7/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>Report on Public Consultation: Efficiency and Effectiveness of Disability Services In Ireland</p> <p><a href="http://www.dohc.ie/publications/efficiency_effectiveness_disability_services_ireland.html">http://www.dohc.ie/publications/efficiency_effectiveness_disability_services_ireland.html</a></p> <p>Alternatively try: <a href="http://tinyurl.com/4sajafu">http://tinyurl.com/4sajafu</a></p>
3/9/11	<p>LDHealthNetwork UK Health and Learning Disability Network is hosted by the Foundation for People with Learning Disabilities <a href="http://www.learningdisabilities.org.uk">http://www.learningdisabilities.org.uk</a></p>	<p>The Scottish Government is to spend an additional £2 million on providing short breaks for families who have severely disabled children.</p> <p>The money is on top of the £1 million for short breaks this year and £1 million in each of the next four years - making £5 million in total - already announced in July last year when the government's Carers Strategy was launched.</p> <p>The £2 million funding is for the financial year 2011-12 and will be allocated to the voluntary sector, who will be invited to come forward with proposals. For more details please click this link <a href="http://www.viascotland.org.uk/news/cash-for-families-of-disabled-children">http://www.viascotland.org.uk/news/cash-for-families-of-disabled-children</a></p>

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**USA**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
9/12/10	Disability.gov Weekly Digest Bulletin	<p>Council of State Governments (CSG) - A Survey of State Disability Policy 2010</p> <p>This survey from CSG looks at disability policies in 31 states in areas including housing, employment, health and independent living. The report details the many challenges and issues facing federal and state governments as they develop policies in these areas. Read a summary of the publication online that includes actions that states can take, or download the entire report (62 pages) in PDF format.</p> <p><a href="http://knowledgecenter.csg.org/drupal/system/files/Disability_Survey.pdf">http://knowledgecenter.csg.org/drupal/system/files/Disability_Survey.pdf</a></p> <p>For more information visit this link: <a href="http://knowledgecenter.csg.org/drupal/content/survey-state-disability-policy-2010">http://knowledgecenter.csg.org/drupal/content/survey-state-disability-policy-2010</a></p>
9/13/10	<a href="http://www.healthnewsdigest.com/news/Men_s_Health_250/Mental_Decline_in_Elderly_Smaller_Than_Thought.shtml">http://www.healthnewsdigest.com/news/Men_s_Health_250/Mental_Decline_in_Elderly_Smaller_Than_Thought.shtml</a>	<p>A new look at tests of mental aging reveals a good news-bad news situation. The bad news is all mental abilities appear to decline with age, to varying degrees. The good news is the drops are not as steep as some research showed, according to a study published by the American Psychological Association.</p> <p>“There is now convincing evidence that even vocabulary knowledge and what’s called crystallized intelligence decline at older ages,” said study author Timothy Salthouse, PhD.</p> <p>Longitudinal test scores look good in part because repeat test-takers grow familiar with tests or testing strategies, said the University of Virginia psychologist. Factoring out these “practice effects” showed a truer picture of actual mental aging, according to Salthouse.</p> <p>Still, the declines, although pervasive, are smaller than thought, according to the report in the July issue of <i>Neuropsychology</i>. That finding contradicts data gathered by the other major research approach to aging, cross-sectional studies, which compare the performance of different age groups at the same time. . . .</p> <p>Article: “Influence of Age on Practice Effects in Longitudinal Neurocognitive Change,” Timothy A. Salthouse, PhD, University of Virginia; <i>Neuropsychology</i>, Vol. 24, No. 5.</p>
9/16/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>Aging Well in Communities: A Toolkit for Planning, Engagement &amp; Action</p> <p><a href="http://www.hcbs.org/moreInfo.php/nb/doc/3331">http://www.hcbs.org/moreInfo.php/nb/doc/3331</a></p> <p>Summary: Find a user-friendly toolkit outlining a community-based planning process to promote healthy aging. The guide includes an overview with key elements of an aging well planning process, step-by-step guides for data gathering activities, case studies of communities addressing these needs, and a resource list of web sites and organizations offering information. Also attached is a related article co-authored by the Center for Civic Partnerships staff.</p>

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		<p><a href="http://www.civicpartnerships.org/docs/services/CHCC/aging-well-toolkit.htm">http://www.civicpartnerships.org/docs/services/CHCC/aging-well-toolkit.htm</a>  <a href="http://webapps.icma.org/pm/9204/public/feature1.cfm?author=Henry%20Tingle%20and%20Clare%20Smith%20and%20Joan%20Twiss&amp;title=Aging%20Populations">http://webapps.icma.org/pm/9204/public/feature1.cfm?author=Henry%20Tingle%20and%20Clare%20Smith%20and%20Joan%20Twiss&amp;title=Aging%20Populations</a>  or <a href="http://preview.tinyurl.com/29cv934">http://preview.tinyurl.com/29cv934</a></p>
9/16/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>Self-Directed Care in Mental Health: Learnings from the Cash &amp; Counseling Demonstration Evaluation  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3337">http://www.hcbs.org/moreInfo.php/nb/doc/3337</a>  Summary: Review findings of a study of outcomes of adults with mental illnesses in the Cash &amp; Counseling program compared to those receiving traditional Medicaid services. Such individuals experienced higher satisfaction with their quality of life and with their paid caregivers, fewer unmet needs, no more injuries or other adverse health outcomes than other patients, no significant differences in total expenditures, and were able to successfully manage the cash option.  <a href="http://www.hcbs.org/files/194/9672/SMA10-4522.pdf">http://www.hcbs.org/files/194/9672/SMA10-4522.pdf</a></p>
9/28/10		<p>K-NFB Reading Technology, creator and developer of the Blio™ e-reading software, is pleased to announce the launch of Blio, the most advanced, flexible, interactive and engaging e-reading application available to consumers.  Available today at Blio.com, through partnership with Baker &amp; Taylor, Blio offers a library of more than 1 million paid and free titles featuring full-color, interactive media content and today's bestsellers.  <a href="http://blio.com/">http://blio.com/</a></p>
10/7/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>My Plan – Online Person Centered Planning Tool  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3345">http://www.hcbs.org/moreInfo.php/nb/doc/3345</a>  Summary: Are you looking to develop an online person centered planning tool? Check out this one created to help people with disabilities think about their strengths, needs, wants and dreams, and put them in a plan to use to make decisions about their life. The plan is separated into four categories (Home, Community, Health &amp; Work) and is created completely online. It also includes information on looking for services on TheDesk.info (Medicaid Reference Desk).  <a href="http://www.thedesk.info/myplan/">http://www.thedesk.info/myplan/</a></p>
10/7/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>How Can Consumer Direction Really Be Right For Everyone? - Technical Assistance Presentation  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3351">http://www.hcbs.org/moreInfo.php/nb/doc/3351</a>  Summary: What are the goals of consumer direction? Does mental illness affect consumer direction of community-based care? This presentation addresses these and other tough questions faced in planning and implementing participant-directed programs. Information on consumer assessments, representatives, and common sense approaches and intervention are discussed, as well as additional tools and resources.  <a href="http://www.hcbs.org/files/195/9707/CD_Is_Right_011310-1.pdf">http://www.hcbs.org/files/195/9707/CD_Is_Right_011310-1.pdf</a></p>

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10/7/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>Making the Move to Managing Your Own Personal Assistance Services (PAS): A Toolkit for Youth with Disabilities Transitioning to Adulthood  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3347">http://www.hcbs.org/moreInfo.php/nb/doc/3347</a>            Summary: Find a clearly written, user-friendly manual developed for use by an individual transitioning into greater independence and adulthood. The toolkit provides comprehensive guidance on planning for personal assistance services and transitioning to independent living. A number of personal stories are included, along with useful questionnaires, checklists, goal development guides, sample plans, activities of daily living worksheets, and extensive PAS hiring, management and training information.            Source: The National Collaborative on Workforce and Disability for Youth; HeiTech Services, Inc.; Concepts, Inc.  <a href="http://www.hcbs.org/files/194/9695/PASToolkit052610.pdf">http://www.hcbs.org/files/194/9695/PASToolkit052610.pdf</a></p>
10/10/10	<a href="http://blog.govdelivery.com/usodep/2010/10/president-obama-signs-rosas-law.html">http://blog.govdelivery.com/usodep/2010/10/president-obama-signs-rosas-law.html</a>	<p>President Barack Obama has signed into law Rosa's Law, which will change references in federal law from mental retardation to intellectual disability, and references to a mentally retarded individual to an individual with an intellectual disability... For more information visit the website of the President's Committee for People with Intellectual Disabilities.  <a href="http://www.acf.hhs.gov/programs/pcpid/">http://www.acf.hhs.gov/programs/pcpid/</a></p>
10/12/10	<a href="http://www.pcmag.com/article2/0,2817,2370634,00.asp">http://www.pcmag.com/article2/0,2817,2370634,00.asp</a>	<p>President Barack Obama on Friday signed a bill intended to provide those with disabilities greater access to today's technology.            The new law requires makers of smartphones and other consumer electronics to ensure that their technologies are accessible to those with vision or hearing loss.            "The 21st Century Communications and Video Accessibility Act will make it easier for people who are deaf, blind or live with a visual impairment to do what many of us take for granted - from navigating a TV or DVD menu to sending an email on a smartphone," Obama said at the bill signing.            Specifically, it would require accessible Web browsers on smartphones, audible descriptions of on-screen TV action, TV program guides that are accessible to the blind, captions for online TV programming, remote controls with easy access to closed captioning, and VoIP equipment that is compatible with hearing aids...</p>
10/18/10	Disability.gov <disability.gov@service.govdelivery.com>	<p>The GAO has released a report, Children With Down Syndrome: Families Are More Likely to Receive Resources at Time of Diagnosis Than in Early Childhood, as required by the Prenatally and Postnatally Diagnosed Conditions Awareness Act. The report found that families of children with Down syndrome in communities surveyed were more likely to receive the resources recommended for the time of diagnosis, rather than those recommended for early childhood. The report also found that families may face barriers that prevent them from using available resources, such as outdated or inaccurate information that could lead parents to underestimate their child's potential...</p>

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		<p>the report provides a thorough summary of the current practices and the successes and challenges faced by children with Down syndrome and their families.</p> <p><a href="http://www.gao.gov/products/GAO-11-57">http://www.gao.gov/products/GAO-11-57</a>  <a href="http://www.gao.gov/new.items/d1157.pdf">http://www.gao.gov/new.items/d1157.pdf</a></p>
10/19/10	<a href="http://disabilities.blogs.starnewsonline.com/11334/historian-to-offer-local-disability-history-lecture/">http://disabilities.blogs.starnewsonline.com/11334/historian-to-offer-local-disability-history-lecture/</a>	<p>... Dr. Susan Burch of Middlebury College will be offering a lecture entitled “Re-Membering America: Race, Class, Gender, and Disability in the Making of 20th-Century Citizenship.” Dr. Burch is the editor of the Encyclopedia of American Disability History (2009)...</p> <p><a href="http://www.middlebury.edu/academics/amst/faculty/sburch">http://www.middlebury.edu/academics/amst/faculty/sburch</a>  <a href="http://www.infobasepublishing.com/Bookdetail.aspx?ISBN=081607030X&amp;p=&amp;ebooks=0">http://www.infobasepublishing.com/Bookdetail.aspx?ISBN=081607030X&amp;p=&amp;ebooks=0</a>  <a href="http://www.amazon.ca/Encyclopedia-American-Disability-History-Volumes/dp/081607030X">http://www.amazon.ca/Encyclopedia-American-Disability-History-Volumes/dp/081607030X</a></p>
10/21/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>HCBS Conference 2010 – Archived Sessions  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3381">http://www.hcbs.org/moreInfo.php/nb/doc/3381</a>            Summary: Access the videos of the plenary sessions and PowerPoint presentations from this national conference held in Atlanta, GA, September 26-29. The conference featured innovative national, federal, state and local delivery and policy developments vital for ensuring that Americans of all ages and abilities receive the highest quality community living supports, care, and services.            Source: National Association of States United for Aging and Disabilities <a href="http://nasuad.org/index.html">http://nasuad.org/index.html</a>            Video Archives - <a href="http://nasuad.org/HCBS2010/hcbs2010videos.html">http://nasuad.org/HCBS2010/hcbs2010videos.html</a>            PowerPoint Archives <a href="http://nasuad.org/HCBS2010/hcbs_2010powerpoints.html">http://nasuad.org/HCBS2010/hcbs_2010powerpoints.html</a></p>
10/21/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>NASHP's 2010 State Health Policy Conference Presentations  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3379">http://www.hcbs.org/moreInfo.php/nb/doc/3379</a>            Summary: Presentations from NASHP's 23rd annual conference held October 4-6 in New Orleans are available online. Included are remarks from CMS Administrator Donald Berwick , and presentations such as Health Care Reform: New Options for Rebalancing Long Term Services and Supports, Integrating Care for Dual Eligibles, Reforming State Long Term Services and Supports Programs through Participant Direction, and numerous others. Review the presentations about vital issues in state health policy.            Source: NASHP, National Academy for State Health Policy  <a href="http://www.nashp.org/">http://www.nashp.org/</a>  <a href="http://www.nashpconference.org/did-you-miss-a-session/">http://www.nashpconference.org/did-you-miss-a-session/</a></p>
10/21/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>Direct Service Workforce and Family Caregivers - CMS Leadership Summit Presentation  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3356">http://www.hcbs.org/moreInfo.php/nb/doc/3356</a>            Summary: Review slides from the CMS Leadership Summit on building capacity and coordinating support for family caregivers and the LTSS direct service workforce, held on September 16-17,</p>

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		<p>2010. Topics include ACA Opportunities for Family Caregivers and the Direct Care Workforce; Assistance and Support Services for Caregivers; DSW Policy Issues and Challenges; Building Capacity and Coordinating Support for Family Caregivers and the LTSS Direct Care Workforce.</p> <p>Source: The Lewin Group, PHI, SCAN Foundation, Veterans Health Administration, Family Caregiver Alliance  <a href="http://www.hcbs.org/openFile.php/rid/9724/did/3356">http://www.hcbs.org/openFile.php/rid/9724/did/3356</a>  <a href="http://www.hcbs.org/files/195/9723/CMS_Leadership_Summit.pdf">http://www.hcbs.org/files/195/9723/CMS_Leadership_Summit.pdf</a></p>
10/21/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>2010 Survey of Employment of Americans with Disabilities  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3366">http://www.hcbs.org/moreInfo.php/nb/doc/3366</a></p> <p>Summary: Review the results of a survey that measures the current attitudes of corporate employers toward employees with disabilities and corporate action on hiring people with disabilities. Findings are presented on current corporate disability policies and programs, steps employers have been taking towards recruiting, training, and retaining people with disabilities, as well as the barriers they experience, and more.</p> <p>Source: Kessler Foundation; National Organization on Disability  <a href="http://www.hcbs.org/files/196/9760/surveyresults.pdf">http://www.hcbs.org/files/196/9760/surveyresults.pdf</a>  <a href="http://www.2010disabilitysurveys.org/octsurvey/pdfs/surveyresults.pdf">http://www.2010disabilitysurveys.org/octsurvey/pdfs/surveyresults.pdf</a>  <a href="http://www.2010disabilitysurveys.org/">http://www.2010disabilitysurveys.org/</a></p>
10/21/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>The Fiscal Survey of States  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3378">http://www.hcbs.org/moreInfo.php/nb/doc/3378</a></p> <p>Summary: Fiscal year 2010 presented the most difficult challenge for states' financial management since the Great Depression, according to this biannual state fiscal report. With a big drop in revenues from income taxes and other sources, the states are facing their worst fiscal squeeze in decades, as they try to keep programs running for more people, but have fewer dollars to spend. Budget cuts threaten health and social service programs, including the delivery of long-term services and supports.</p> <p>Source: National Governors Association, National Association of State Budget Officers  <a href="http://www.hcbs.org/files/196/9771/FSS1006.pdf">http://www.hcbs.org/files/196/9771/FSS1006.pdf</a>  <a href="http://www.nga.org/">http://www.nga.org/</a>  <a href="http://www.nasbo.org/">http://www.nasbo.org/</a></p>
10/21/10	<a href="mailto:e-clips@hcbs.org">e-clips@hcbs.org</a> Clearinghouse clips	<p>Weathering the Storm: The Impact of the Great Recession on Long-Term Services and Supports  <a href="http://www.hcbs.org/moreInfo.php/nb/doc/3370">http://www.hcbs.org/moreInfo.php/nb/doc/3370</a></p> <p>Summary: States are curtailing optional services, extending waiting lists, cutting provider reimbursement, and taking other measures to cope with the worst economic downturn in 70 years according to a comprehensive 50 state survey. Even as state revenues shrink, the demand for services is increasing. On a brighter note, many states may participate in expanded HCBS services through ACA opportunities. Review preliminary findings presented at the National HCBS Conference in</p>

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		September, 2010. Source: AARP Public Policy Institute, NASUAD, Health Management Associates <a href="http://www.hcbs.org/files/196/9761/weathering_storm.pdf">http://www.hcbs.org/files/196/9761/weathering_storm.pdf</a> <a href="http://www.nasuad.org/">http://www.nasuad.org/</a>
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**Other International**

<i>Date</i>	<i>Link (location)</i>	<i>Summary (Excerpts)</i>
9/10/10	Disabled Peoples' International (DPI) DPI e-update <a href="http://v1.dpi.org/lang-en/resources/newsletters">http://v1.dpi.org/lang-en/resources/newsletters</a>	Monitoring of the CRPD Please find below links to download a document titled, "Monitoring the Convention on the Rights of Persons with Disabilities: Guidance for Human Rights Monitors," produced as part of the UN Office of the High Commission for Human Rights' Professional Training Series. For English in PDF, go to <a href="http://www.ohchr.org/Documents/Publications/Disabilities_training_17EN.pdf">http://www.ohchr.org/Documents/Publications/Disabilities_training_17EN.pdf</a>
9/10/10	Disabled Peoples' International (DPI) DPI e-update <a href="http://v1.dpi.org/lang-en/resources/newsletters">http://v1.dpi.org/lang-en/resources/newsletters</a>	Disability and Development A World Bank report published with support from the Italian Ministry for Foreign Affairs reviews where disability fits within current development policy. The report entitled "Disability and International Cooperation and Development: A review of Policies and Practices" examines recent policies of major multilateral and bilateral agencies that highlight disability in development aid. To read document, follow link at <a href="http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,menuPK:282704~pagePK:149018~piPK:149093~theSitePK:282699,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,menuPK:282704~pagePK:149018~piPK:149093~theSitePK:282699,00.html</a> or <a href="http://preview.tinyurl.com/dso84">http://preview.tinyurl.com/dso84</a>
9/10/10	<a href="http://studentpulse.com/articles/283/the-history-of-mental-illness-from-skull-drills-to-happy-pills">http://studentpulse.com/articles/283/the-history-of-mental-illness-from-skull-drills-to-happy-pills</a>	Foerschner, Allison M. 2010. "The History of Mental Illness: From 'Skull Drills' to 'Happy Pills'." Student Pulse Academic Journal 2.09. Retrieved from: <a href="http://www.studentpulse.com/a?id=283">http://www.studentpulse.com/a?id=283</a> [Full article is available at link on left.]
9/23/10	Disabled Peoples International's (DPI's) E-news	Disabled Peoples International's (DPI's) E-news. This week we focus on women and girls with disabilities and the Convention on the Rights of Persons with Disabilities (CRPD).  Women and girls with disabilities face a number of unique challenges as compared to men and boys with disabilities.  What is the situation faced by women and girls with disabilities? In addition to the discrimination, challenges and barriers faced by all people with disabilities, women and girls with disabilities often face an additional form of discrimination based on gender. Although comprehensive disability-related data and statistics are difficult to come by, the current state of research indicates the following:

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		<ul style="list-style-type: none"> <li>• Women with disabilities make up at least 10% of all women globally</li> <li>• Women with disabilities comprise three quarters of all disabled people in low and middle-income countries</li> <li>• 65-70% of women with disabilities in low and middle-income countries live in rural areas</li> <li>• Women in general are at an increased risk of becoming disabled as compared to men because of poorer working conditions, poor access to quality healthcare, and gender-based violence</li> </ul> <p>Women and girls with disabilities therefore, constitute a sizeable global population, especially amongst people with disabilities in developing countries. In terms of the human rights condition of women and girls with disabilities, it is estimated that:</p> <ul style="list-style-type: none"> <li>• Literacy rates for women with disabilities globally may be as low as 1%</li> <li>• Only 25% of women with disabilities are in the global workforce</li> <li>• Mortality rates amongst girls with disabilities are much higher than for boys with disabilities due to neglect, poor access to medical care and reduced access to food and other resources</li> <li>• Girls with disabilities are more likely to be institutionalized than boys with disabilities</li> <li>• Because of the heightened risk of gender-based violence and lack of access to reproductive health care services, women with disabilities face unique challenges in preventing HIV infection</li> <li>• Women and girls with disabilities living in institutions experience higher rates of physical and sexual abuse, and in some cases face abuse rates double those of women and girls with disabilities living in the community</li> </ul> <p>How does the CRPD address the situation of women and girls with disabilities?</p> <p>The CRPD adopts what is sometimes referred to as a “twin-track” approach, in that it contains a specific article (Article 6) on women with disabilities and also addresses issues of specific concern to women and girls with disabilities at other relevant places throughout the text. Though this may at first appear a redundant approach, the drafters of the CRPD realized that the extensive human rights abuses faced by women and girls with disabilities warranted a comprehensive response in the treaty.</p> <p>Article 6 should be considered in the interpretation and implementation of all the human rights elaborated in the CRPD. A relatively short article, Article 6 draws attention to the multiple discrimination faced by women and girls with disabilities, and requires States Parties to take measures to ensure the full and</p>
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		<p>equal enjoyment of all human rights and fundamental freedoms by women and girls with disabilities. States parties must ensure the full development, advancement and empowerment of women, so that women with disabilities can fully exercise and enjoy the rights set forth in the CRPD. By including an entire article dedicated to women and girls with disabilities, the CRPD provides States Parties with a sustained reminder of their obligation to this essential population.</p> <p><b>Introducing UN Women</b> The establishment of the UN Entity for Gender Equality and the Empowerment of Women—to be known as UN Women—is the result of years of negotiations between UN Member States and advocacy by the global women’s movement. UN Women will significantly boost UN efforts to promote gender equality, expand opportunity, and tackle discrimination around the globe. To read more, go to <a href="http://www.unwomen.org/">http://www.unwomen.org/</a></p> <p><b>Women and Children in Pakistan</b> The unprecedented floods in Pakistan have impacted over 14 million people, mostly women and children. Over 3,000 people have lost their lives or are injured. Three hundred thousand homes have been destroyed, and millions of acres of farmland are washed away. Once again, how this crisis is affecting the disabled is not being addressed in the media. The Pakistan Action Plan, 2010 does mention the disabled among the vulnerable groups but does clarify how their specific needs will be met. To read plan go to <a href="http://oneresponse.info/Countries/Pakistan/publicdocuments/PHRP_PAKISTAN_2010.pdf">http://oneresponse.info/Countries/Pakistan/publicdocuments/PHRP_PAKISTAN_2010.pdf</a></p>
10/1/10	Disabled Peoples International’s (DPI’s) E-news	<p>Enjoyment of the right to education plays a particularly important role in the realization of other human rights by people with disabilities.</p> <p><b>What is the right to education?</b> The right to education was first articulated in detail in a core UN human rights treaty in the International Covenant on Economic, Social and Cultural Rights (ICESCR). Article 13 of ICESCR states that everyone has the right to education, which should:</p> <ul style="list-style-type: none"> <li>Ø Be directed to the full development of the human personality and sense of dignity</li> <li>Ø Strengthen respect for human rights and fundamental freedoms</li> <li>Ø Enable all persons to participate effectively in a free society</li> <li>Ø Promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups</li> <li>Ø Further the activities of the United Nations for the maintenance of peace</li> </ul> <p>Although much attention is often given to the education of children in primary and secondary school settings, all people—</p>

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		<p>including people with disabilities—are entitled to lifelong learning opportunities.</p> <p>Why is the right to education important for people with disabilities? All people with disabilities have the right to develop to their fullest potential, and education offers an essential means of facilitating this development. Furthermore, education provides a means of acquiring knowledge and skills that people with disabilities can use in exercising a whole range of other human rights, such as the right to political participation, the right to work, the right to live independently and contribute to the community, the right to participate in cultural life, and the right to found and raise a family. Education can also facilitate human rights awareness, so that people with disabilities understand what their rights are and how to effectively claim them.</p> <p>Unfortunately, people with disabilities often face barriers to the full realization of the right to education. For example:</p> <ul style="list-style-type: none"> <li>Ø Physical barriers may prevent people with disabilities from accessing educational facilities.</li> <li>Ø Information barriers may leave people with disabilities without the use of essential educational materials.</li> <li>Ø Communication barriers in educational settings may prevent people with disabilities from accessing information and/or participating fully in the learning experience. Such barriers may also prevent students with disabilities from interacting fully with their non-disabled peers.</li> <li>Ø Attitudes can lead to assumptions about the capabilities of people with disabilities and also whether it is a “good investment” to commit resources to the education of people with disabilities. This can lead to people with disabilities receiving sub-standard education, or even being denied access to education altogether – a problem that girls and women with disabilities especially encounter.</li> </ul> <p>How does the CRPD address the right to education? Article 24 of the CRPD recognizes the importance of the right to education for people with disabilities, and in particular the right of people with disabilities to an “inclusive education system at all levels and lifelong learning.” Although it does not expressly prohibit the use of special or segregated education, the emphasis of Article 24 is very much on the right of people with disabilities to obtain quality inclusive education within the general education system. Article 24 prohibits exclusion of people with disabilities from the general education system at all levels (including in adult education and vocational training), and requires the provision of supports, individualized support measures, and reasonable accommodation where needed to facilitate the effective education of people with disabilities.</p>
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		<p>Article 24 also addresses some important implementation measures. Specifically, Article 24 obligates States Parties to take measures to employ teachers with disabilities and teachers qualified in, for example, sign language and Braille. Article 24 also requires the training of professionals and staff at all levels of education so that they are aware of the specific education needs of people with disabilities and how best to support them.</p>
10/8/10	Disabled Peoples International's (DPI's) E-news	<p>Feature Issue on Sexuality and People with Intellectual, Developmental and Other Disabilities</p> <p>The above special issue, published by the Institute on Community Integration and the Research and Training Centre on Community Living (RTC) can be read as text only at <a href="http://ici.umn.edu/products/impact/232/">http://ici.umn.edu/products/impact/232/</a></p> <p>To read in PDF, go to <a href="http://ici.umn.edu/products/impact/232/232.pdf">http://ici.umn.edu/products/impact/232/232.pdf</a></p>
10/14/10	<p><a href="http://www.thirdage.com/news/early-retirement-leads-mental-decline-new-study-finds_10-14-2010">http://www.thirdage.com/news/early-retirement-leads-mental-decline-new-study-finds_10-14-2010</a></p> <p><a href="http://www.indianexpress.com/news/With-early-retirement--your-brain-retires-too/698282">http://www.indianexpress.com/news/With-early-retirement--your-brain-retires-too/698282</a></p>	<p>A recent study, published in the Journal of Economic Perspectives, has linked early retirement to the decline in both memory performance and other brain functions.</p> <p>Researchers from the RAND Center for the Study of Aging examined survey data from the U.S. and 12 other European countries and compared labor force statuses of adults 50 and older with their results on a simple memory and cognitive test. Researchers found that countries with adults that retire later, such as the United States and Denmark, performed better on the mental tests than the countries where people retire early, such as France, Austria, Spain and Italy.</p> <p>In the paper, titled “Mental Retirement,” the study stated that early retirement appears to have a significant impact on the cognitive ability of people in their early 60s. Adults who retired early were no longer mentally stimulated after leaving their jobs, leading to memory and brain power decline.</p> <p>More and more Americans have been delaying their retirement in recent years due to the economic recession diminishing saving. The study showed that the surge in the senior workforce would have a positive effect on the cognitive aptitudes of elder Americans.</p> <p>The study has supported the growing popular notion that regarding brain power, you either “use it or lose it.”</p> <p><a href="http://www.aeaweb.org/jep/index.php">http://www.aeaweb.org/jep/index.php</a></p> <p><a href="http://www.rand.org/labor/aging/">http://www.rand.org/labor/aging/</a></p> <p><a href="http://www.aeaweb.org/articles.php?doi=10.1257/jep.24.1.119">http://www.aeaweb.org/articles.php?doi=10.1257/jep.24.1.119</a></p> <p><a href="http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.24.1.119">http://pubs.aeaweb.org/doi/pdfplus/10.1257/jep.24.1.119</a> (pdf complimentary)</p>
10/15/10	Disabled Peoples International's (DPI's) E-news	<p>What challenges do people with disabilities face in realizing the right to freedom from torture or cruel, inhuman or degrading treatment or punishment?</p> <p>Torture, cruel, inhumane or degrading treatment or punishment are human rights abuses that are more likely to occur in places away from public scrutiny, where violators are less likely to be</p>

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		<p>discovered and victims have fewer means of obtaining help. For this reason people with disabilities are particularly at risk of such human rights violations, as they are more likely to find themselves in institutional settings than most other members of society.</p> <p>The existence of information and communication barriers for people with disabilities can also place them at risk for violations of this right. For example, people with disabilities who are deprived of the accommodations needed to facilitate their communication with others (such as communication devices, sign language interpreters etc.) may have difficulty requesting help or participating in the prosecution of offenders. They may even be unaware that they have the right not to be treated in such ways. For these reasons people with disabilities are more likely to be targeted for abuse by violators. Similarly, people with disabilities may be targeted for cruel, inhumane or degrading treatment or punishment because others devalue their inherent dignity and humanity, and/or they may want to force people with disabilities to conform themselves or their behavior to standards considered by others to be “normal” or acceptable.</p> <p>How does the CRPD address the right to freedom from torture or cruel, inhuman or degrading treatment or punishment? Article 15(1) of the CRPD reaffirms that people with disabilities must never be subjected to torture or cruel, inhumane or degrading treatment or punishment. It also protects people with disabilities from medical or scientific experimentation conducted without their free consent. Article 15(2) requires States Parties to “take all effective legislative, administrative, judicial or other measures to prevent” people with disabilities from being subjected to such violations. It is not enough for States Parties to ban such human rights violations, or refrain from committing such violations themselves – they must take action to ensure that such violations do not occur.</p> <p>Alleged Torture of Children in a Centre in Massachusetts A Mental Disability Rights International (MDRI) report about the Judge Rotenberg Center (JRC) in Canton, Massachusetts, USA alleges that children at JRC receive periodic shock treatment to their bodies and are isolated or shackled for long periods. While this report was released several months ago, articles are resurfacing, demanding that something be done. To read 2 October 2010 newspaper article, go to <a href="http://www.washingtonpost.com/wp-dyn/content/article/2010/09/17/AR2010091705376.html">http://www.washingtonpost.com/wp-dyn/content/article/2010/09/17/AR2010091705376.html</a> To read MDRI report, go to <a href="http://www.mdri.org/PDFs/USReportandUrgentAppeal.pdf">http://www.mdri.org/PDFs/USReportandUrgentAppeal.pdf</a> To read JRC’s response to MDRI’s report, go to <a href="http://www.judgerc.org/">http://www.judgerc.org/</a></p>
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		<p>The Worldwide Campaign to End the Institutionalization of Children After years of fighting abuses against children on a country-by-country basis, Disability Rights International (previously MDRI) has gathered much evidence that the institutionalization of children with disabilities is a worldwide problem. Over the past 16 years it has documented abuses against children in over 25 countries in the Americas, the United States, Eastern Europe and Russia, the Middle East and Asia. Disability Rights International is calling for an end to the institutionalization and abuse of children.</p> <p>The goal of the Worldwide Campaign to End the Institutionalization of Children is to challenge underlying policies that lead to abuses against children on a global scale. DRI reports that “one of the main drivers of institutionalization—particularly in developing countries—is the use of misdirected foreign assistance funding to build new institutions or rebuild old crumbling facilities, instead of providing assistance and access to services for families who want to keep their children at home.” Disability Rights International’s worldwide report will document “the role of international funders in perpetuating the segregation of children with disabilities.” To read more go to <a href="http://www.disabilityrightsintl.org/learn-about-the-worldwide-campaign-to-end-the-institutionalization-of-children/">http://www.disabilityrightsintl.org/learn-about-the-worldwide-campaign-to-end-the-institutionalization-of-children/</a></p> <p>Human Rights Guide A voluntary and community sector guide to using international human rights. It references the Convention on the Rights of Persons with Disabilities and other Conventions. Document available for free download at <a href="http://www.bih.org.uk/sites/default/files/International%20human%20rights%20guide%20FINAL.pdf">http://www.bih.org.uk/sites/default/files/International%20human%20rights%20guide%20FINAL.pdf</a></p>
10/19/10	Disabled Peoples International’s (DPI’s) E-news	<p>Representations of Persons with Disabilities in the Media In the summer of 2010, an online survey of people with disabilities from around the world was undertaken to find out what they think about their representation by the news and entertainment media.</p> <p>The respondents viewed television as being more empowering in its representation of persons with disabilities. On the other hand, responses were more negative about the news media. Opinions were that persons with disabilities were described according to the medical model of disability.</p> <p>To read highlights of the survey, please go to <a href="http://media-and-disability.blogspot.com/2010/09/highlights-of-2010-survey-of-people.html">http://media-and-disability.blogspot.com/2010/09/highlights-of-2010-survey-of-people.html</a></p> <p>Online Certificate Program on Disability Three academic units at Queen's University in Canada-the</p>

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		International Centre for the Advancement of Community Based Rehabilitation, the School of Rehabilitation Therapy, and the Office of Inter-professional Education and Practice-have joined forces to create an interdisciplinary online program focusing on Community Based Rehabilitation (CBR), Disability and International Development. Building on decades of international experience, Queen's University is offering a fully online certificate program to the international audience of administrators, health and social professionals, community workers and others with an interest in disability and development. To read more go to <a href="http://www.queensu.ca/icacbr/onlinecertificateprogram.html">http://www.queensu.ca/icacbr/onlinecertificateprogram.html</a>
10/20/10	<a href="http://itn.co.uk/854a6998aeafef1660981500cf999f9b.html">http://itn.co.uk/854a6998aeafef1660981500cf999f9b.html</a>	Preliminary results from a trial of a teaching programme designed for children with Down syndrome have shown significant gains in language and reading skills. Speaking in Rome at the Third European Regional Congress of the International Association for the Scientific Study of Intellectual Disabilities, researchers will report results from the initial stages of the trial. Professor Sue Buckley OBE, Chief Scientist at Down Syndrome Education International, comments: "These preliminary findings add to a growing body of evidence that shows that evidence-based, targeted support can transform outcomes for young people with Down syndrome, enabling them to lead more independent and fulfilling lives."... <a href="http://www.iassid.org/">http://www.iassid.org/</a> <a href="http://www.dseinternational.org/">http://www.dseinternational.org/</a>
10/26/10	Disabled Peoples International's (DPI's) E-news	<b>New Report on Mental Health</b> The European Commission has just published a report on Mental Health. It can be downloaded at <a href="http://ec.europa.eu/public_opinion/archives/ebs/ebs_345_en.pdf">http://ec.europa.eu/public_opinion/archives/ebs/ebs_345_en.pdf</a>  <b>Book on Disability and Development</b> World Vision UK is pleased to announce the publication of Travelling Together - how to include disabled people on the main road of development by Sue Coe and Lorraine Wapling. It is a culmination of work across a range of countries, providing ways to effectively include children and adults with disabilities in development work. To download free, go to <a href="http://www.worldvision.org.uk/server.php?show=nav.3558">http://www.worldvision.org.uk/server.php?show=nav.3558</a> <b>Report on Disability and Technology</b> This UNESCO Report summarizes the recommendations of a group of experts on how UNESCO could assist its Member States in facilitating social inclusion of persons with disabilities through information and communication technologies (ICT). Report can be read by following links at <a href="http://portal.unesco.org/ci/en/ev.php-URL_ID=30877&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/ci/en/ev.php-URL_ID=30877&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>
11/3/10	Disabled Peoples	WHO Report on Mental Health

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	International's (DPI's) E-news	The World Health Organization's (WHO) report on mental health and development is a call to action to all development stakeholders - governments, civil society, multilateral agencies, bilateral agencies, global partnerships, private foundations, academic and research institutions - to focus their attention on mental health. It offers compelling evidence that persons with mental and psychosocial disabilities continue to be marginalized in terms of development aid and government attention. It makes the case for reaching out to this group through the design and implementation of appropriate policies and programmes and through the inclusion of mental health interventions into broader poverty reduction and development strategies. To read, follow links at <a href="http://www.who.int/mental_health/policy/mhtargeting/en/index.html">http://www.who.int/mental_health/policy/mhtargeting/en/index.html</a>
11/11/10	Disabled Peoples International's (DPI's) E-news	Asia Pacific News The latest issue of the Asia Pacific Disability Rehabilitation Journal is now available on line. The Journal focuses on articles related to policy development, training, programme evaluation, and development of technology related to rehabilitation. To read, follow links at <a href="http://www.aifo.it/english/resources/online/apdrj/apdrj210/content.htm">http://www.aifo.it/english/resources/online/apdrj/apdrj210/content.htm</a>
11/16/10	Disabled Peoples International's (DPI's) E-news	Disability Hate Crimes There was a wide response to the E-news about documented violations of the human rights and dignity of persons with disabilities. One significant response came from the United Kingdom's Disabled Peoples Council. For access to pertinent documents on hate crimes go to <a href="http://www.ukdpc.net/index.asp?pl=true&amp;pfolder=77&amp;sid=70">http://www.ukdpc.net/index.asp?pl=true&amp;pfolder=77&amp;sid=70</a>
12/2/10	Disabled Peoples International's (DPI's) E-news	Publications on Human Rights The Office of the United Nations High Commissioner for Human Rights (OHCHR) produces an extensive range of publications on a variety of topics related to human rights. To access, go to <a href="http://www.ohchr.org/EN/PublicationsResources/Pages/Publications.aspx">http://www.ohchr.org/EN/PublicationsResources/Pages/Publications.aspx</a>  Free Publication on Development 'Travelling together - how to include disabled people on the main road of development' is a new publication from World Vision UK co-authored by Sue Coe and Lorraine Wapling. The book's training materials, which have been tested extensively, are intended to be used in mainstream development settings. To download, go to <a href="http://www.worldvision.org.uk/server.php?show=nav.3558">http://www.worldvision.org.uk/server.php?show=nav.3558</a>
12/15/10	Disabled Peoples International's (DPI's) E-news	Disability Rights International (DRI) Finds Children and Adults with Disabilities Disappeared, Trafficked, and Abused in Mexico's Psychiatric Facilities and Orphanages Following a year- long investigation, DRI and the Comisión Mexicana de Defensa y Promoción de los Derechos Humanos

<sup>1</sup>Selected by Duncan H. Blackman, MA, Consultant, Saskatchewan

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		<p>(CMDPDH) released findings today in a joint report detailing the human rights abuses perpetrated against children and adults with disabilities in Mexico. The report titled, Abandoned &amp; Disappeared: Mexico's Segregation and Abuse of Children and Adults with Disabilities, describes the disappearances of children from Mexican orphanages and institutions and the discovery by investigators of people in institutions held without any record of their names, ages or location of placement. Within institutions, investigators identify a broad range of atrocious conditions and life-threatening forms of mistreatment. To read report in English and Spanish, follow links at <a href="http://www.disabilityrightsintl.org/media-gallery/our-reports-publications/">http://www.disabilityrightsintl.org/media-gallery/our-reports-publications/</a></p>
1/7/11	GLADNET news	<p>Brussels, 5 January 2011</p> <p>EU ratifies UN Convention on disability rights</p> <p>Following formal ratification, it is the first time in history the EU has become a party to an international human rights treaty – the United Nation's (UN) Convention on the Rights of People with Disabilities. The Convention aims to ensure that people with disabilities can enjoy their rights on an equal basis with all other citizens. It is the first comprehensive human rights treaty to be ratified by the EU as a whole. It has also been signed by all 27 EU Member States and ratified by 16 of these (see Annex). The EU becomes the 97th party to this treaty. The Convention sets out minimum standards for protecting and safeguarding a full range of civil, political, social, and economic rights for people with disabilities. It reflects the EU's broader commitment to building a barrier-free Europe for the estimated 80 million people with disabilities in the EU by 2020, as set out in the European Commission's disability strategy (IP/10/1505). <a href="http://europa.eu/rapid/pressReleasesAction.do?reference=IP/10/1505&amp;format=HTML&amp;aged=0&amp;language=EN&amp;guiLanguage=en">http://europa.eu/rapid/pressReleasesAction.do?reference=IP/10/1505&amp;format=HTML&amp;aged=0&amp;language=EN&amp;guiLanguage=en</a></p> <p>"Good news for the new year and a milestone in the history of human rights as it is the first time ever that the EU becomes a party to an international human rights treaty. I would like to thank the Belgian Presidency for their excellent cooperation, which allowed the swift and successful conclusion of the ratification process," said European Commission Vice-President Viviane Reding, the EU's Justice Commissioner. "The UN Convention promotes and protects the human rights and fundamental freedoms of persons with disabilities. In November, the Commission presented an EU disability strategy for the next ten years: concrete measures with a concrete timeline to implement the UN Convention. I now call on all remaining Member States that have not yet ratified the Convention to do so swiftly. It is our collective responsibility to ensure that people</p>

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		<p>with disabilities do not face additional obstacles in their everyday lives."</p> <p>The EU signed the UN Convention on the Rights of People with Disabilities on its opening day for signature on 30 March 2007 (IP/07/446). It has since been signed by all 27 EU countries and a further 120 states worldwide. Following completion of the ratification procedure, the EU as a whole is now the first international organisation which has become a formal party to the Convention (as are 16 EU Member States too).  <a href="http://europa.eu/rapid/pressReleasesAction.do?reference=IP/07/446">http://europa.eu/rapid/pressReleasesAction.do?reference=IP/07/446</a></p> <p>The Convention commits parties to making sure that people with disabilities fully can enjoy their rights on an equal basis with all other citizens (MEMO/10/198). For the EU, this means ensuring that all legislation, policies and programmes at EU level comply with the Convention's provisions on disability rights, within the limits of EU responsibilities. Ratifying countries, such as the EU Member States, should take action in the following areas: access to education, employment, transport, infrastructures and buildings open to the public, granting the right to vote, improving political participation and ensuring full legal capacity of all people with disabilities.  <a href="http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/10/198&amp;format=HTML&amp;aged=0&amp;language=EN&amp;guiLanguage=en">http://europa.eu/rapid/pressReleasesAction.do?reference=MEMO/10/198&amp;format=HTML&amp;aged=0&amp;language=EN&amp;guiLanguage=en</a></p> <p>Parties that have ratified the Convention will need to periodically inform the UN Committee on the Rights of Persons with Disabilities about the measures taken to implement the Convention. The Committee, composed of independent experts, will highlight any shortcomings in the Convention's implementation and make recommendations.</p> <p>The EU's disability strategy for 2010-2020 focuses on empowering people with disabilities to enjoy their rights on an equal basis with others and on removing obstacles in everyday life. It also aims to help implement the provisions of the Convention in practice, both at EU and national level. The strategy complements and supports action by the Member States which have the main responsibility in disability policies.  <a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:EN:PDF">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:EN:PDF</a></p> <p>Background</p> <p>One in six people in the European Union – around 80 million – have a disability that ranges from mild to severe. Over one third of people aged over 75 have disabilities that restrict them to some extent. These numbers are set to rise as the EU population grows progressively older. Most of these people are all too often prevented from fully participating in society and the economy</p>
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		<p>because of physical or other barriers, as well as discrimination.</p> <p>Further information</p> <ul style="list-style-type: none"> <li>· UN Convention on the Rights of Persons with Disabilities: <a href="http://www.un.org/disabilities">http://www.un.org/disabilities</a></li> <li>· Justice Directorate-General Newsroom: <a href="http://ec.europa.eu/justice/news/intro/news_intro_en.htm">http://ec.europa.eu/justice/news/intro/news_intro_en.htm</a></li> <li>· Homepage of Viviane Reding, Commission Vice-President responsible for Justice, Fundamental Rights and Citizenship: <a href="http://ec.europa.eu/commission_2010-2014/reding/index_en.htm">http://ec.europa.eu/commission_2010-2014/reding/index_en.htm</a></li> </ul>
1/11/11	Disabled Peoples International's (DPI's) E-news	<p>EU Barometer on Poverty and Social Exclusion</p> <p>Over 80 million people in the EU are still living at risk of poverty and a quarter of these citizens are children. The economic crisis has exacerbated this situation, exposing vulnerable groups even more. With the 2010 European Year against Poverty and Social Exclusion drawing to a close, the EU must continue to step up its efforts to address this issue.</p> <p>Poverty reduction is essential to growth. At the initiative of the European Commission, EU leaders have developed a concrete numerical target to reduce poverty and social exclusion by at least 20 million by 2020.</p> <p>The "European Platform against Poverty and Social Exclusion" sets out ways to help Member States fight against social exclusion. Countries now have to set their own ambitious national targets, reporting annually on their progress. The Commission will support these efforts, mobilising - among others - policies like social protection, employment and education, as well as EU funding. It will also promote new partnerships and new ways of combating poverty through social innovation to test new policy ideas. To read more go to <a href="http://www.2010againstopoverty.eu/about/topicofmonth.html?langid=en">http://www.2010againstopoverty.eu/about/topicofmonth.html?langid=en</a></p>
1/24/11	Gladnet news	<p>With the support of the Ford Foundation and the Canada Foundation for Innovation, Raising the Global Floor has been developed to measure governmental performance around the world in meeting the needs of working men, women, and their families.</p> <p>This is an excellent resource-rich website -- <a href="http://raisingtheglobalfloor.org/">http://raisingtheglobalfloor.org/</a></p>
1/26/11	Disabled Peoples International's (DPI's) E-news	<p>Mental Health Updates</p> <p>The United Nations (UN) General Assembly has adopted a UN resolution on global health and foreign policy which, for the first time, highlights mental health as a major area of importance. It also refers to the World Health Organization (WHO) Report on</p>

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		<p>Mental Health and Development launched September 2010 in the lead up to the Millennium Development Goals (MDG) review summit.</p> <p>Hopefully this new resolution can be used to motivate other development stakeholders to take up mental health in their agendas. To read the WHO September 2010 report, go to <a href="http://www.who.int/mental_health/policy/mhtargeting/en/index.html">http://www.who.int/mental_health/policy/mhtargeting/en/index.html</a></p> <p>Release of Human Rights Guide The Advocates for Human Rights and the US Human Rights Network has released a new resource for advocates seeking to monitor, document and advance human rights in the United States. A Practitioner's Guide to Human Rights Monitoring, Documentation and Advocacy provides comprehensive information and guidance on how to use a human rights framework to facilitate domestic social change. To read in English only, go to <a href="http://www.theadvocatesforhumanrights.org/uploads/final_report_3.pdf">http://www.theadvocatesforhumanrights.org/uploads/final_report_3.pdf</a></p> <p>Global Disability Rights Library The Global Disability Rights Library project announces a call for organizations to apply to receive a free digital Global Disability Rights Library (GDRL). Applications are open to disabled people's organizations, universities, and agencies in developing countries. Sixty organizations will receive the digital library to empower them to disseminate valuable disability rights knowledge and toolkits to their communities. The goal of the GDRL project is to improve the lives of persons with disabilities in developing countries. To read more, go to <a href="http://www.usicd.org/index.cfm/global-disability-rights-library">http://www.usicd.org/index.cfm/global-disability-rights-library</a></p>
1/31/11	Gladnet news	<p>From: Stig Larsson [mailto:Stig.Larsson@med.lu.se]</p> <p>Dear friends,</p> <p>I would appreciate your kind assistance in making the following information known through your contacts and by GLADNET. I am the supervisor for Johan Borg and he is rather international wellknown as engineer in assistivetechonology (he has done several studies for WHO). In his work he is also addressing training and work opportunities. Here is the formal information: A Ph.D. thesis on assistive technology, human rights and poverty in developing countries has now been made available electronically by Lund University, Sweden, at <a href="http://www.lu.se/o.o.i.s?id=12588&amp;postid=1763855">http://www.lu.se/o.o.i.s?id=12588&amp;postid=1763855</a> [Note: The pdf is in English.] Titled 'Assistive technology, human rights and poverty in developing countries. Perspectives based on a study in Bangladesh' and written by Johan Borg, the thesis aims at expanding the understanding of the relation of assistive</p>

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		<p>technology use to human rights and capability poverty in these countries from model, rights and user perspectives. The findings offer support for addressing human rights deprivation and poverty among people with disabilities through provision of assistive technology on theoretical, legal and empirical grounds.</p> <p>Best regards Stig</p>
2/2/11	Gladnet news	<p>In order to succeed in their chosen profession, people with disabilities often have to overcome negative attitudes and perceptions, as we find out when we meet Rachael, from the United Kingdom. Rachael answers the question "What's disability to me?" in a film made by disabled film maker Jazz Shaban. It joins our first film of Faustina from Tanzania, which highlighted the importance of rehabilitation and assistive devices.</p> <p>Meet Rachael at: <a href="http://www.youtube.com/who">www.youtube.com/who</a></p> <p>Further films will be launched in April and May, in the run up to the launch of the World report on disability on 9 June 2011 and can be viewed at: <a href="http://www.youtube.com/user/who#grid/user/50649F9C524CBA C4">http://www.youtube.com/user/who#grid/user/50649F9C524CBA C4</a></p> <p>If you would like to share your own story of "This is disability to me", we welcome short film submissions or photographs by people with disabilities. Please get in touch with <a href="mailto:mackenzier@who.int">mackenzier@who.int</a> or <a href="mailto:vesicj@who.int">vesicj@who.int</a> if you have material to contribute.</p> <p>Please feel free to forward this message to your networks. Thank you and kind regards On behalf of Disability and Rehabilitation (DAR) Department of Violence and Injury Prevention and Disability Noncommunicable Diseases and Mental Health World Health Organization 20 Avenue Appia                      Tel: +4122 791 2715 CH-1211 Geneva 27                      Fax: +4122 791 4874 <a href="http://www.who.int/disabilities/en">http://www.who.int/disabilities/en</a></p>
2/3/11	Disabled Peoples International's (DPI's) E-news	<p>Disability Rights Monitoring Sample Facts Sheet Disability Rights Promotion International Canada (DRPI-Canada) would like to share information from its monitoring project in St. John's, NF, Canada. The fact sheet presents a summary of the findings of disability rights monitoring which focuses on the individual experiences of persons with disabilities. Reports of denials and violations of human rights were in general more prevalent than reports of people being able to access and exercise their rights.</p> <p>To read in English go to <a href="http://www.yorku.ca/drpi/CanadaFactStJohnsEn.html">http://www.yorku.ca/drpi/CanadaFactStJohnsEn.html</a></p>

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		<p>To read in French, go to <a href="http://www.yorku.ca/drpi/CanadaFactStJohnsFr.html">http://www.yorku.ca/drpi/CanadaFactStJohnsFr.html</a></p> <p>Report Against Sheltered Workshops* In the USA, the National Disability Rights Network (NDRN) has just released a report titled, Segregated and Exploited -Call to Action: The Failure of the Disability Service System to Provide Quality Work on Sheltered Workshops. The report calls for the end of sub minimum wage workshops and the financial exploitation of people with disabilities. According to the authors, "sheltered workshops are just another institution segregating people with disabilities." To read in full, please go to <a href="http://www.ndrn.org/images/Documents/Resources/Publications/Reports/Segregated-and-Exploited.pdf">http://www.ndrn.org/images/Documents/Resources/Publications/Reports/Segregated-and-Exploited.pdf</a></p>
2/7/11	Gladnet news	<p>The Global Disability Rights Library project is currently accepting applications from organizations, universities, government agencies, and individual advocates to receive a free digital Global Disability Rights Library (GDRL). Read more about the GDRL project at: <a href="http://www.usicd.org/index.cfm/global-disability-rights-library">http://www.usicd.org/index.cfm/global-disability-rights-library</a> our mission--and passion!--is to consolidate and disseminate digital information that people in developing countries with limited web access can use to advance disability rights. Interested organizations are encouraged to review the on-line application and full eligibility criteria posted on WiderNet's website at: <a href="http://www.widernet.org/digitalibrary/GDRLSiteSelection">http://www.widernet.org/digitalibrary/GDRLSiteSelection</a></p> <p>Finding the Gaps A Comparative Analysis of Disability Laws in the United States to the United Nations Convention on the Rights of Persons with Disabilities (CRPD). Hosted by the Harvard Project on Disability. <a href="http://www.hpod.org/pdf/finding-the-gaps.pdf">http://www.hpod.org/pdf/finding-the-gaps.pdf</a> <a href="http://www.hpod.org/">http://www.hpod.org/</a></p> <p>Being An Unperson <a href="http://ballastexistenz.autistics.org/?p=223">http://ballastexistenz.autistics.org/?p=223</a> A video by blogger Amanda Baggs describing the dehumanization of people with disabilities. Hosted by Ballastexistenz</p>
2/9/11	Disabled Peoples International's (DPI's) E-news	<p>Universal Periodic Review (UPR) of Australia The Universal Periodic Review is a process undertaken by the United Nations Human Rights Council to review the human rights records of all 192 Member States of the United Nations once every four years. The review of Australia took place late January to early February 2011.</p>

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		<p>People with Disability, Australia (PWD), was a member of the Non-Government Organizations' working group that prepared the NGO report to the UN for its review of Australia. It is observing closely to make sure human rights issues that affect people with disabilities remain a focus. In late January, a number of countries requested further information about the ongoing forced sterilization of women with disabilities in Australia. To read Australia's Report to the UN Human Rights Council, follow links at <a href="http://www.ag.gov.au/humanrights#latest">http://www.ag.gov.au/humanrights#latest</a></p> <p>PWD offices were severely damaged during the recent floods in Queensland. They are in the process of rebuilding. To read more about PWD, go to <a href="http://www.pwd.org.au/">http://www.pwd.org.au/</a></p> <p>Human Rights Facts Sheets on the Convention These facts sheets, which are both theoretical and practical, are a dynamic resource to help teachers foster an awareness of human rights among their students.</p> <p>The "theory" section describes, in simplified terms, the Convention on the Rights of Persons with Disabilities and the way the European Court of Human Rights operates. Nine activity sheets, each one focusing on a particular article of the Convention, are designed to get students to think about the rights that must be guaranteed in a democratic society.</p> <p>The "practical" section suggests various human-rights-related analysis, research and discussion exercises and activities. To access the facts sheets, please follow the links at <a href="http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&amp;lang=EN&amp;produit_aliasid=2578">http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&amp;lang=EN&amp;produit_aliasid=2578</a></p> <p>Release of Handicap International's First of Six Videos Handicap International (HI) has just released the first part of a new series of short videos titled "Six questions on inclusive education." The films present the opinions of Handicap International staff and local partners working on the inclusion of children with disabilities in education in Burkina Faso, Madagascar, Niger, Senegal and Togo. To view first film, go to <a href="http://www.handicap-international.org.uk/what_we_do/inclusion/inclusive_education/six_questions/">http://www.handicap-international.org.uk/what_we_do/inclusion/inclusive_education/six_questions/</a></p>
2/16/11	Gladnet news	<p>We are pleased to share with you the attached Action Declaration made by the participants in the DRPI Africa Regional Training Workshop on Monitoring the Rights of Persons with Disabilities. The Workshop took place from January 24 to February 2, 2011 in Kigali, Rwanda. It was hosted by the DRPI Africa Regional Centre which is based in the offices of the Fédération Nationale des Personnes en situation de Handicap (FENAPH) of Rwanda. Representatives of organizations of persons with disabilities from</p>

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		<p>five countries in the African region (Kenya, Rwanda, South Africa, Tanzania and Uganda), as well as representatives from five regional organizations of persons with disabilities, national human rights institutions, university research institutes, the Secretariat of the African Decade of Persons with Disabilities (SADPD), the International Disability Alliance (IDA), and the UN Office of the High Commissioner for Human Rights (OHCHR) participated in the workshop to develop capacity in monitoring the human rights situation of persons with disabilities and use the information collected to achieve change. Later this year, similar workshops will be held in the DRPI Regional Centres in Eastern Europe (Serbia), Asia-Pacific (Thailand) and Latin America (Argentina).</p> <p>--</p> <p>Disability Rights Promotion International (DRPI) York University, 5021 TEL 4700 Keele Street, Toronto Ontario, Canada, M3J 1P3 tel: 416-736-2100 ext. 20718 fax: 416-736-5986 e-mail: <a href="mailto:drpi@yorku.ca">drpi@yorku.ca</a> web site: <a href="http://www.yorku.ca/drpi">www.yorku.ca/drpi</a></p>
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