

The first rule is to keep an untroubled spirit. The second is to look things in the face and know them for what they are,”

*“Meditations” by Marcus Aurelius*

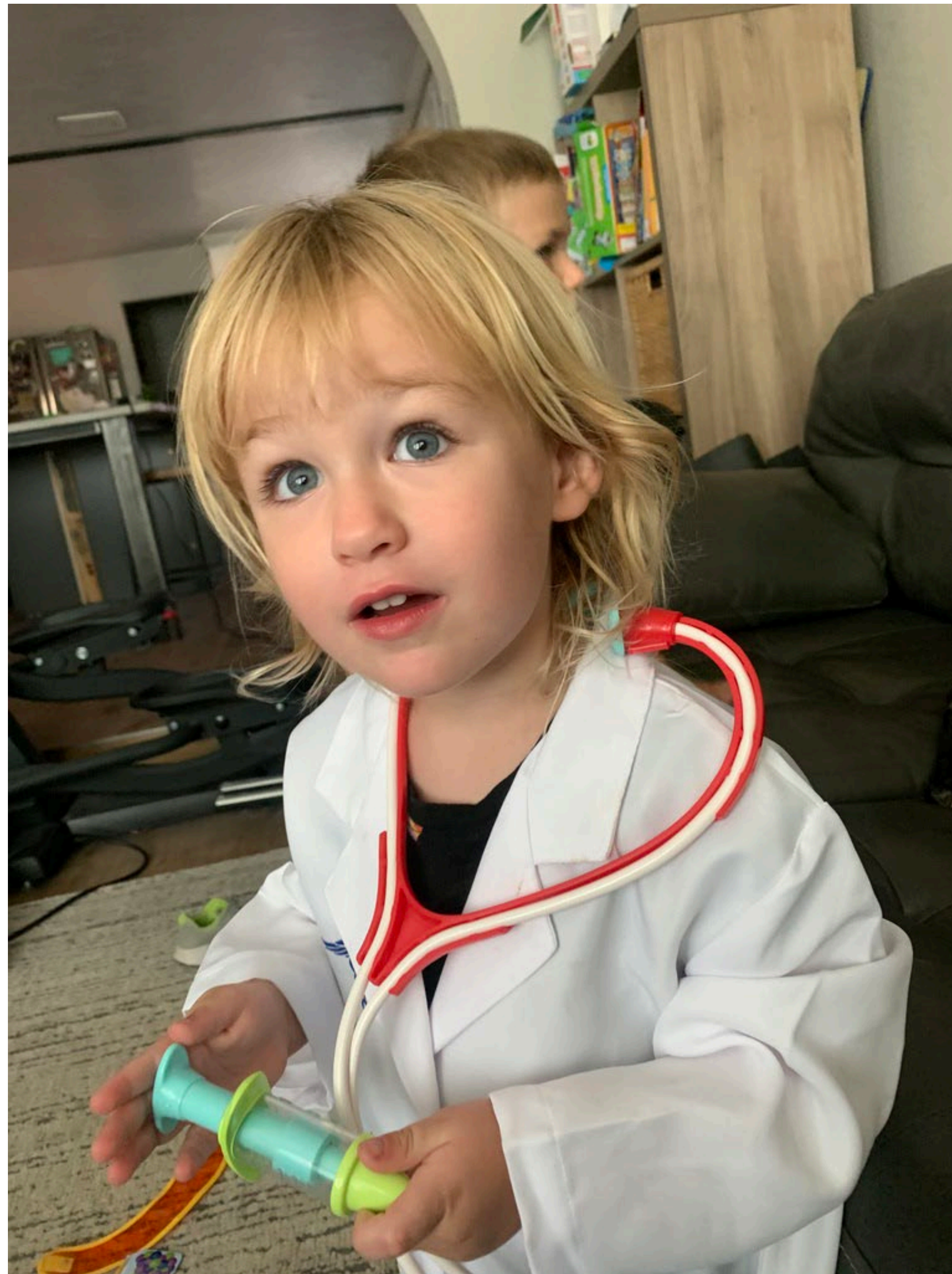








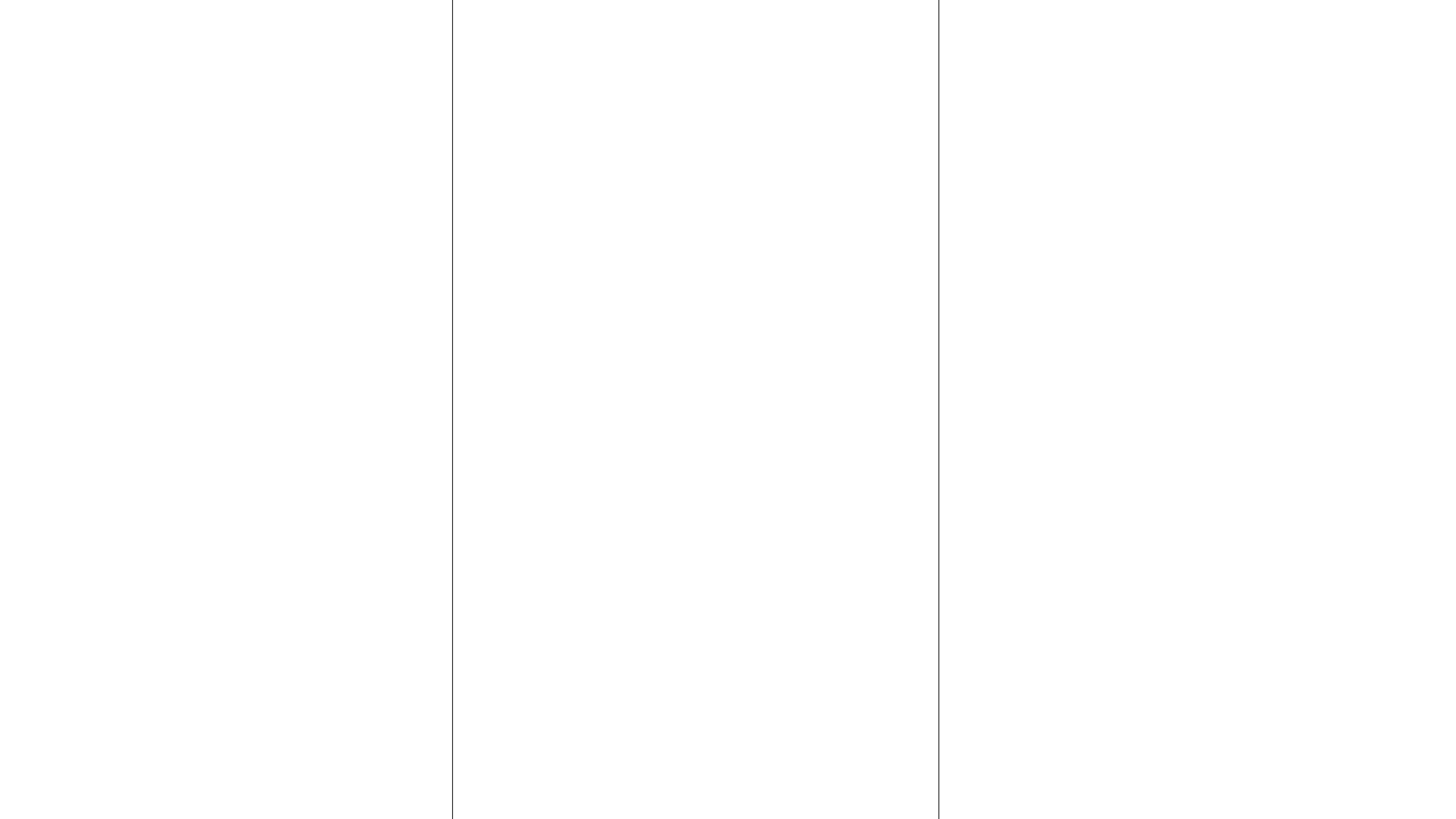














**If you are going to work with me,  
you have to listen to me.  
And you can't just listen with your ears,  
because it will go to your head too fast.  
You have to listen  
with your whole body.  
If you listen slow,  
with your whole self,  
some of what I say  
will enter your heart.**



**–Christine Mayer**



ways / activities  
4/25/09

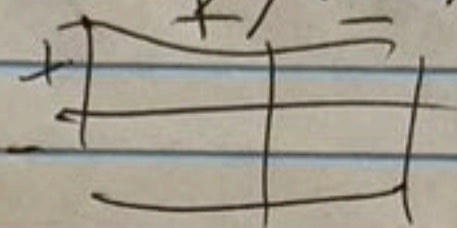
Christine

1. Open Space: collecting our experience

2. Affinity exercise: data reduction & organization  
- naming groups

3. Probability/Impact: assign priorities  
further data ↓

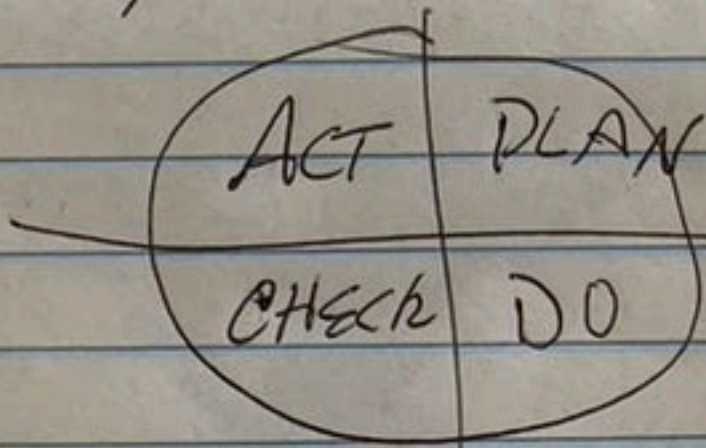
~~4~~



4. Drawing conclusions: data analysis  
next, more, less, new

5. Assign tasks: Take Action

6. Establish time line, process for verification  
& future replication



7. Dive in, make a mess of things



1-10-28

Quest/NS

Settings & Considerations

Relate	Environment	Adier <sup>Safe</sup> / <sup>Fun</sup> / <sup>Good</sup>
Manner	Safety/E	Meaning
- touch	Space	Variety
- proximity	Sound	Purpose
- variety	Density	Expectations
Peers	Modem	Goal dich
Family	Stimulate	Challenge - Mastery
Providers	Reason	Guidance
Friends	Chosen	Learning style
		relationships/partners

Attributes

- Communication
- Social competence
- Problem-solving
- Cognition
- Affect range
- Self-reg & neuro org
- Medical-metabolic, psych-clinical, neurodevel
- Cultural issue
- Spiritual life
- Hy → Trauma - life line



1-10-28

Quest / NS

① 4C's

② To/for

③ 4?'s  
Deny?  
Happy? — Not?  
Next - new  
- less  
- more

social - communication

Skills

behavioral ecology

integrated analysis

competency

JOMACS

NOT TOGETHER



"TALK, TALK, TALK

I WANT

ACTION

ACTION

ACTION"

- CHRISTINE

MAVED



## Here is our action story board

- ☑ **Open Space**
- ☑ **Affinity groupings**
- ☑ **Impact/probability analysis**
- ☑ **Settings consideration**
- ☑ **System Change**
- ☑ **Learning Process**



# Setting Considerations

	<b>Relationships</b>	<b>Environments</b>	<b>Activities</b>	<b>Attributes (History/Bio)</b>
<b>Most of the time-teaching, supporting, creating opportunities</b>	Manner of relating Providers <ul style="list-style-type: none"> <li>•Competence</li> <li>•Caring</li> <li>•Coherence</li> </ul> Peers Family Friends	Safety Space Stimulation Participation Pleasure Choices	Meaning Variety Purpose Expectations <ul style="list-style-type: none"> <li>•Goal direction</li> <li>•Challenge</li> <li>•Guidance</li> <li>•Learning style</li> <li>•Routines</li> </ul>	Communication Social competence Problem-solving Cognition Emotional status Self regulation Medical Cultural Issues Spiritual Beliefs History-Trauma
<b>Sometimes-when our best efforts fall short</b>				
<b>Once in awhile-so no one gets hurt</b>				



ABY BLUES

By Jerry Scott and Rick Kirkman



JEFF SMITH

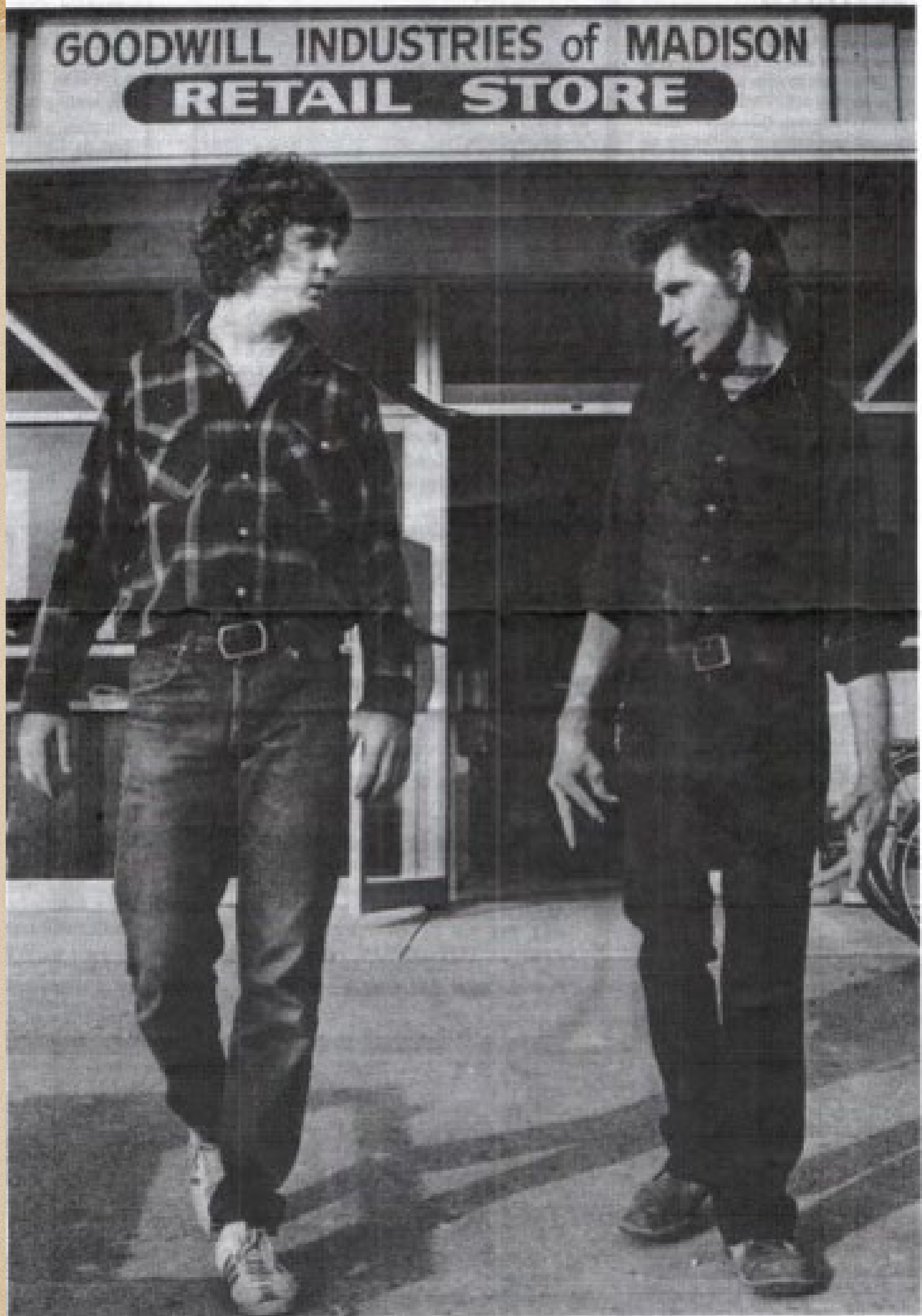


By Fred Lass









GOODWILL INDUSTRIES of MADISON  
**RETAIL STORE**

Advocate Jim Anchar, left, with protégé Jim Chudzicki. The two met at Goodwill Industrial rehabilitation. He says he became an advocate "because I wanted to get involved







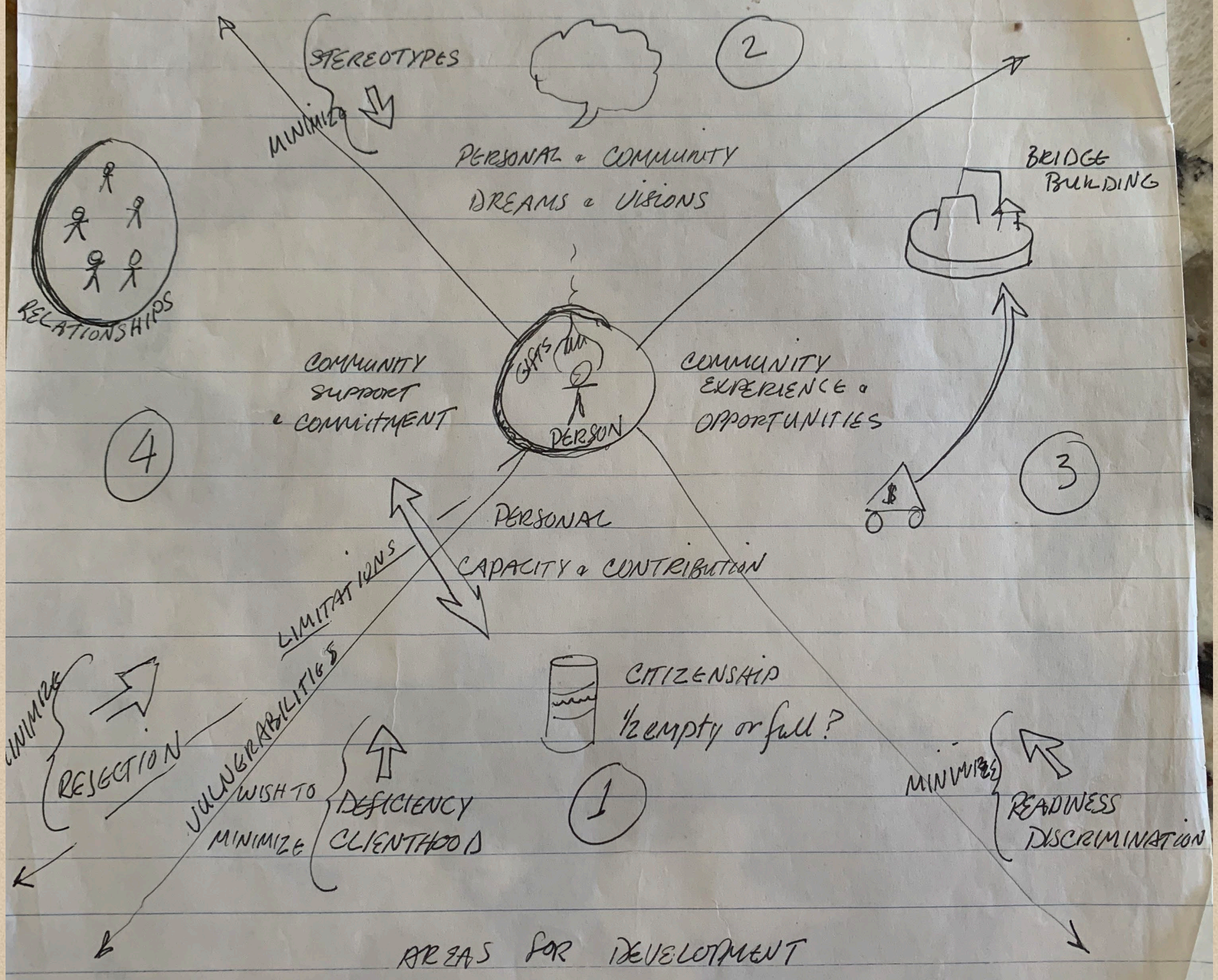


Beth Mount

4/25/89

1

# Person Centered Development A Model for personal & social change



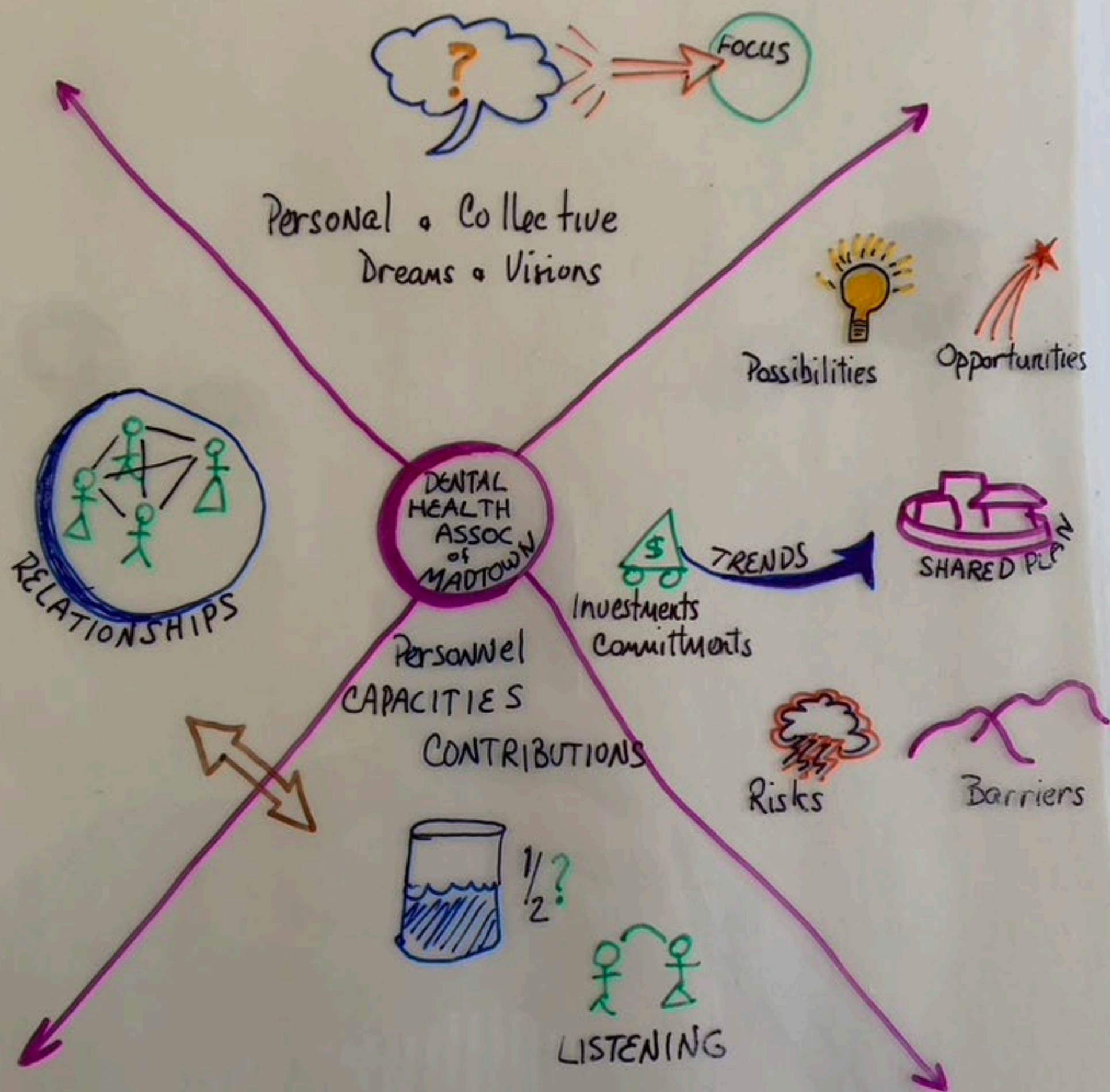
AREAS FOR DEVELOPMENT

FOCUS ON CAPACITY

LIVES OF PROGRAMS V. LIVES RICH WITH EXPERIENCES, FRIENDS  
 BUILD ON STRENGTHS, ACCOMMODATE DIFFERENCES - HAVING A DREAM/VISION  
 OPENING UP OUR COMMUNITIES, FINDING RESOURCES  
 BUILDING COMMUNITY, WHO CAN WE BRING TOGETHER



# MODEL FOR CHANGE





## Assumptions and observations

1. Behavior is goal directed, purposeful adaptive and meaningful.
2. Behavior is best understood in patterns - ecology.
3. Behavior defines how we are known and how we think about ourselves.
4. Sense of self and belonging are basic human drives.
5. Understanding, cooperation and equity are more powerful than force.
6. Feelings follow experience and are contagious.
7. What works is universal.
8. Everyone is a teacher and a learner. Every interaction is a classroom.

1st "behavior" training  
Lakeshore Manor  
Madison, WI  
1976



Any strategic or technical  
consideration to influence behavior  
must be done within the context  
of its impact on lifestyle.



We often confuse what we  
offer for what people need.



1. Increasing access to and tolerance of ordinary places - integration.
2. Growing a variety of relationships.
3. Creating opportunities to develop or enhance gifts and capacities
4. Increasing variety and range of choices with assistance and support
5. Having respect of the individual character support, services, programs.







When you die, if you go to hell,  
you will have puzzles

Bob Egan, Resident  
Mt. Pleasant, MI  
June 2003



SO MUCH OF OUR THOUGHT, TIME AND  
ENERGY ARE DEVOTED TO PEOPLE'S  
EXTRAORDINARY NEEDS (ARISING DUE  
TO IMPAIRMENT AND DISABILITY)  
THAT WE NEGLECT OR OVERLOOK  
PEOPLE'S ORDINARY NEEDS (THOSE  
THINGS WE ALL WANT IN OUR LIVES  
THAT ARE SOMETIMES  
EXTRAORDINARILY HARD TO GET).



# I'm ready to listen when . . .

- History thorough accounting of the W'S (Who, what, where, when, why and how)
- Preferences in people, setting, activities and things-nonnegotiable
- Psychological/psychiatric issues
- Environmental factors-Donnellan
- Medical issues-chronic and acute-Ricky's ankle
- Spiritual beliefs
- Cultjural Issues
- Intellectual Understanding



# Otherwise . . .

I'm not ready to hear about a "plan" to manipulate behavior



How to Build  
**Community**

TURN OFF YOUR TV  
LEAVE YOUR HOUSE

KNOW YOUR NEIGHBORS \*\* GREET PEOPLE

LOOK UP WHEN YOU ARE WALKING

SIT OUT FRONT \*\* PLANT FLOWERS

GO TO A LIBRARY \*\* PLAY TOGETHER

BUY FROM LOCAL MERCHANTS

SHARE WHAT YOU HAVE \*\* JOIN SOMETHING

TAKE CHILDREN TO A PARK \*\* HONOR ELDERS

SUPPORT NEIGHBORHOOD SCHOOLS

FIX IT EVEN IF YOU DIDN'T BREAK IT

HAVE POT LUCKS \*\* GO TO A DANCE

PICK UP LITTER \*\* READ ALOUD

TALK TO THE MAIL CARRIER \*\* SWING

HELP CARRY SOMETHING HEAVY

HAVE A BLOCK PARTY \* BAKE EXTRA AND SHARE

LISTEN TO MUSIC-TURN UP THE VOLUME

(TURN IT DOWN IF SOMEONE ASKS)

LISTEN-LISTEN-LISTEN

WORK



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- Alexandra Cook of the Justice Resource Institute for her work on Complex Post Trauma
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- Mollie Meffert and her work on memory formation
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- Paulo Freire, *Pedagogy of the Oppressed*



Cutting for Stone. Abraham Verghese

The Elegance of the Hedgehog. Muriel Barbery

My Grandmother Asked Me to Tell You She's Sorry. Frederick Backman

Love in the Time of Cholera. Gabriel Garcia Marquez

Less. Andrew Sean Greer

The House of Broken Angels. Luis Alberto Urrea

The Book Thief. Markus Zusak

A Gentleman in Moscow. Amor Towles

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Everything I Never Told You. Celeste Ng

Animal Dreams. Barbara Kingsolver

Interpreter of Maladies. Jhumpa Lahiri

The Overstay, Richard Powers

Bring Me the Rhinoceros: And Other Zen Koans That Will Save Your Life, John

Tarrant

Atomic Habits, James Clear

Ordinary Grace, William Kent Krueger

The Telomerase Revolution, Michael Fossel



There are two worlds: the world that we can measure with line and rule, and the world that we feel with our hearts and imagination.

*- James Henry Leigh Hunt*



# 62 WAYS TO MAKE DIFFERENCE



*A Low Cost Guide to Good Living*



**Make Love**



**Make Someone  
Smile**



**Make Someone  
Laugh**



**Make up Your  
Mind**



**Make Music**



**Make a Gift**



**Make a Dream**



**Make a Dream  
Come True**



**Make Sure to Wake  
Up**



**Make a Cake**



**Make Time to Read**



**Make It or Break It**



**Make Every Second  
Count**



**Make a Decision**



**Make a Memory**



# **Make a Lasting Memory**



**Make Small Talk**



**Make a Date**



**Make Something  
Happen**



# Make a Scrapbook



# Make a Commitment



**Make Out**



**Make Someone's Day**



**Make a Plan**



**Make a New Plan,  
Stan**



**Make Time for Your  
Family**



# **Make Time for Your Partner**



**Make Time for  
Yourself**



**Make a Real Meal**



**Make Time to  
Enjoy It**



**Make the First Step**



**Make the First Move**



**Make a Promise**



**Make Sure to Keep  
Your Promises**



**Make Someone Feel  
Beautiful**



**Make Someone Feel  
Safe**



**Make Someone Feel  
Loved**



**Make a Mess**



**Make Your Bed**



**Make Someone  
Proud**



**Make Someone  
Proud of You**



**Make Your Work Life  
Your Life's Work**



**Make a Joyful Noise**



**Make a New Friend**



# **Make Time for an Old Friend**



**Make Believe**



**Make Time to Ride a  
Bike**



# **Make Time for Nature**



# **Make Room for Sadness**



# **Make Room for Forgiveness**



**Make Amends**



# Make Time to Write a Letter



# Make Time for Exercise



# **Make Time to Meditate**



**Make Time to Pray**



# Make Time To Daydream



**Make a List**



**Make a Stranger Feel  
Welcomed**



**Make Yourself  
Courageous**



**Make Yourself  
Humble**



**Make Someone  
Succeed**



**Make “Meaningful  
Lives” your mission**



**Some stories enhance life; others degrade it. So**

**Burton Blatt  
Madison, Wi  
1987**



“People spend their lives being told by the rest of us to behave, to be good. Few have any idea what we mean. Most get that it’s about conforming to our idea of what’s good and bad behavior, which we sometimes change at will. We need to ask them what they think we mean.”

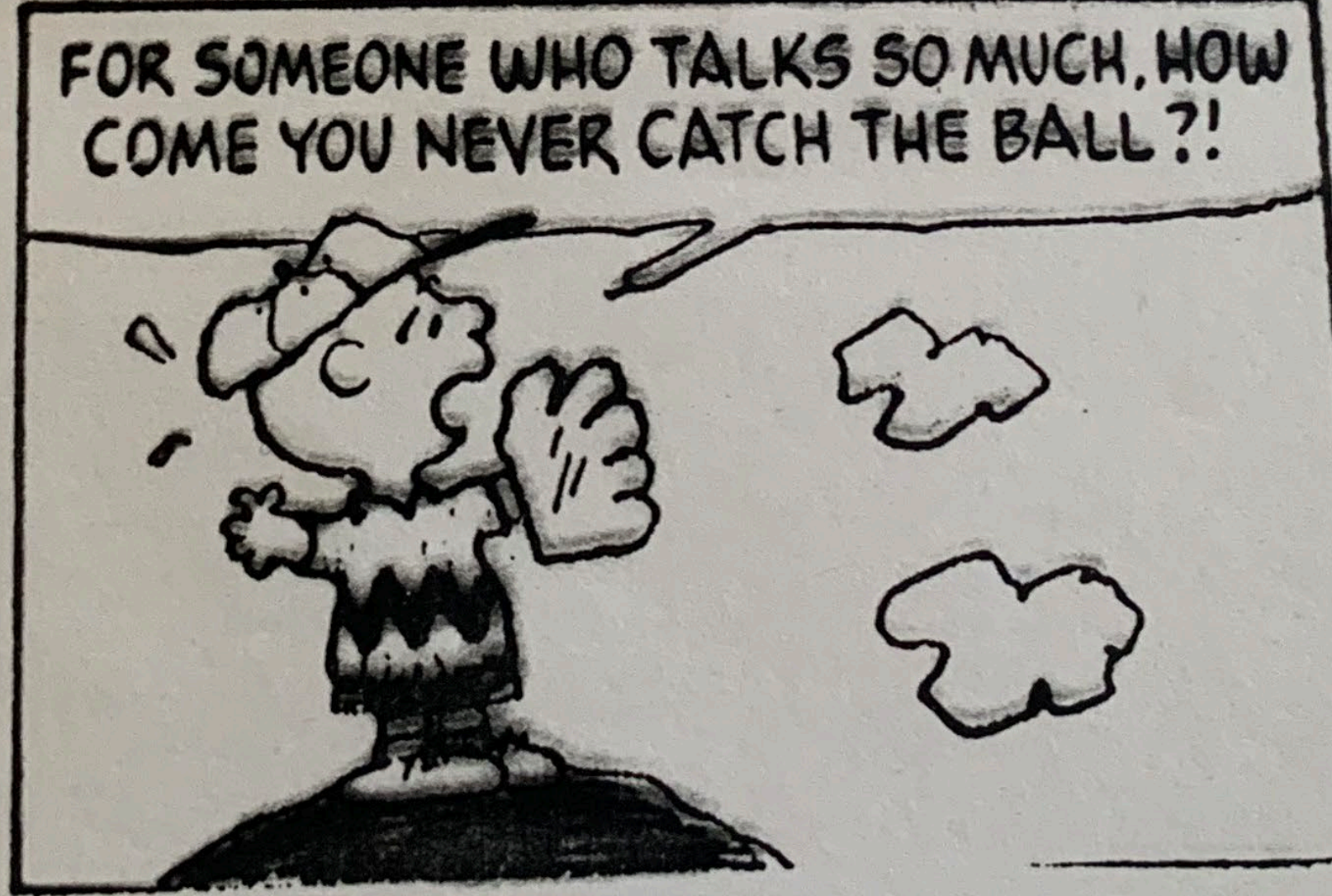
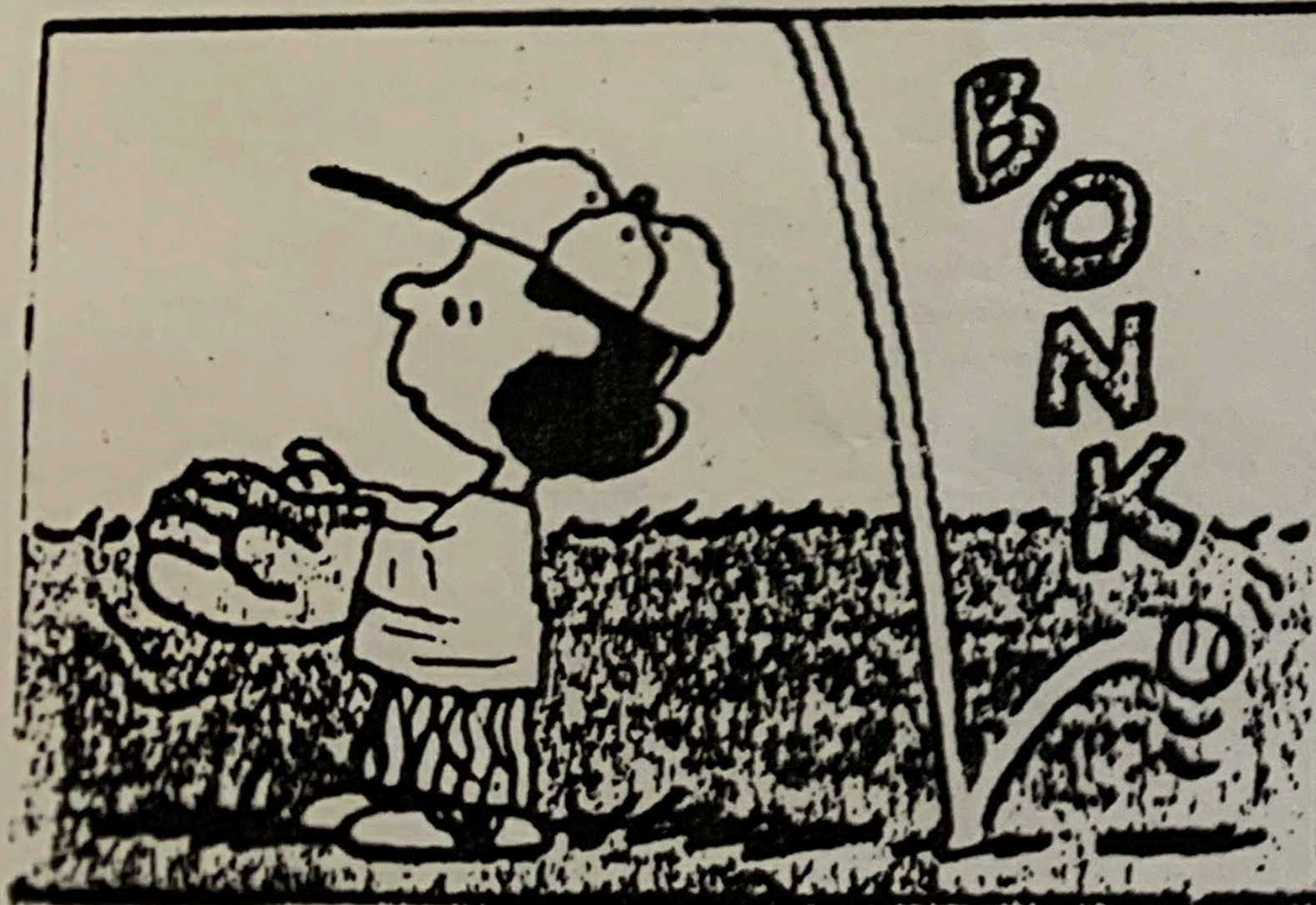
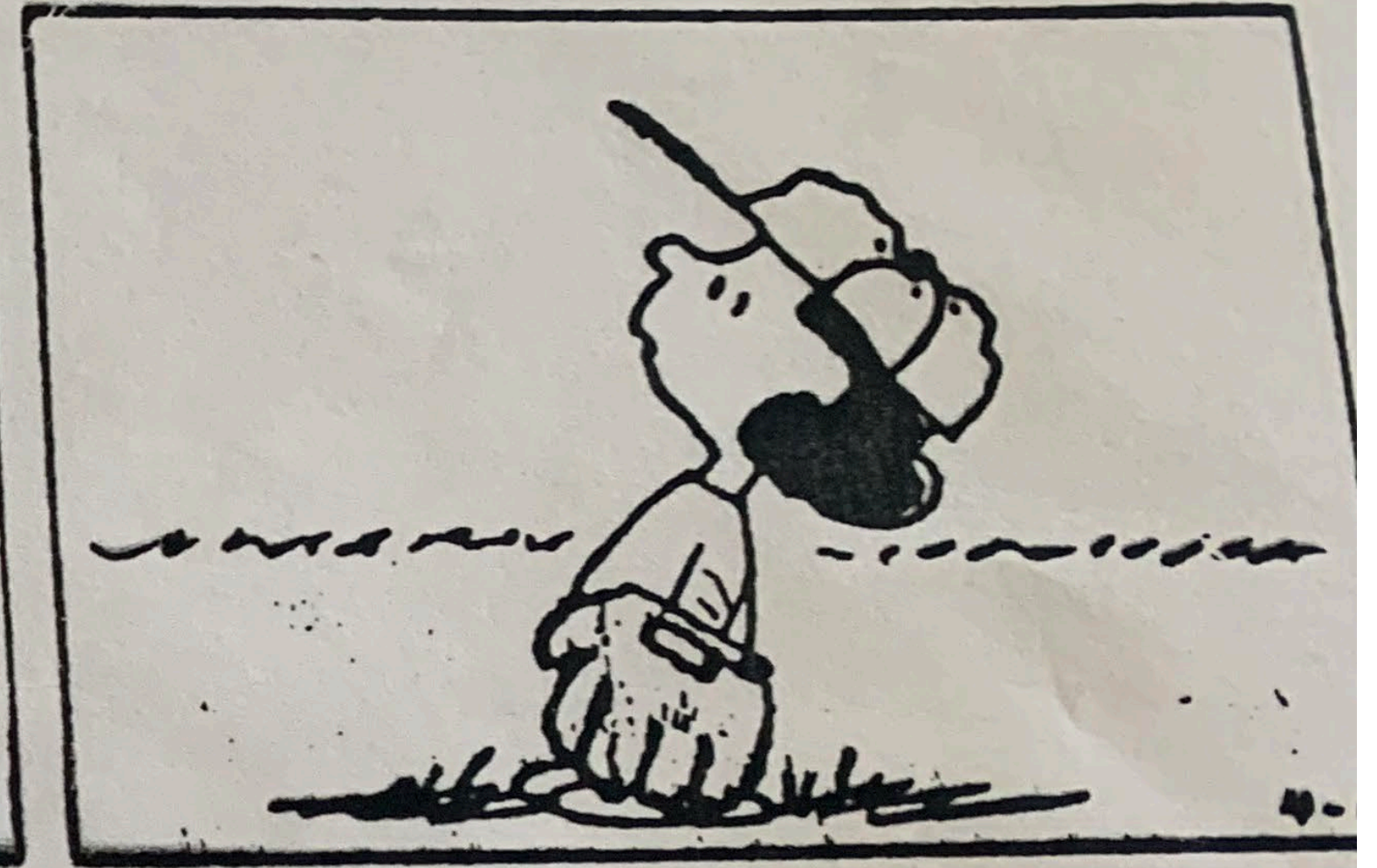
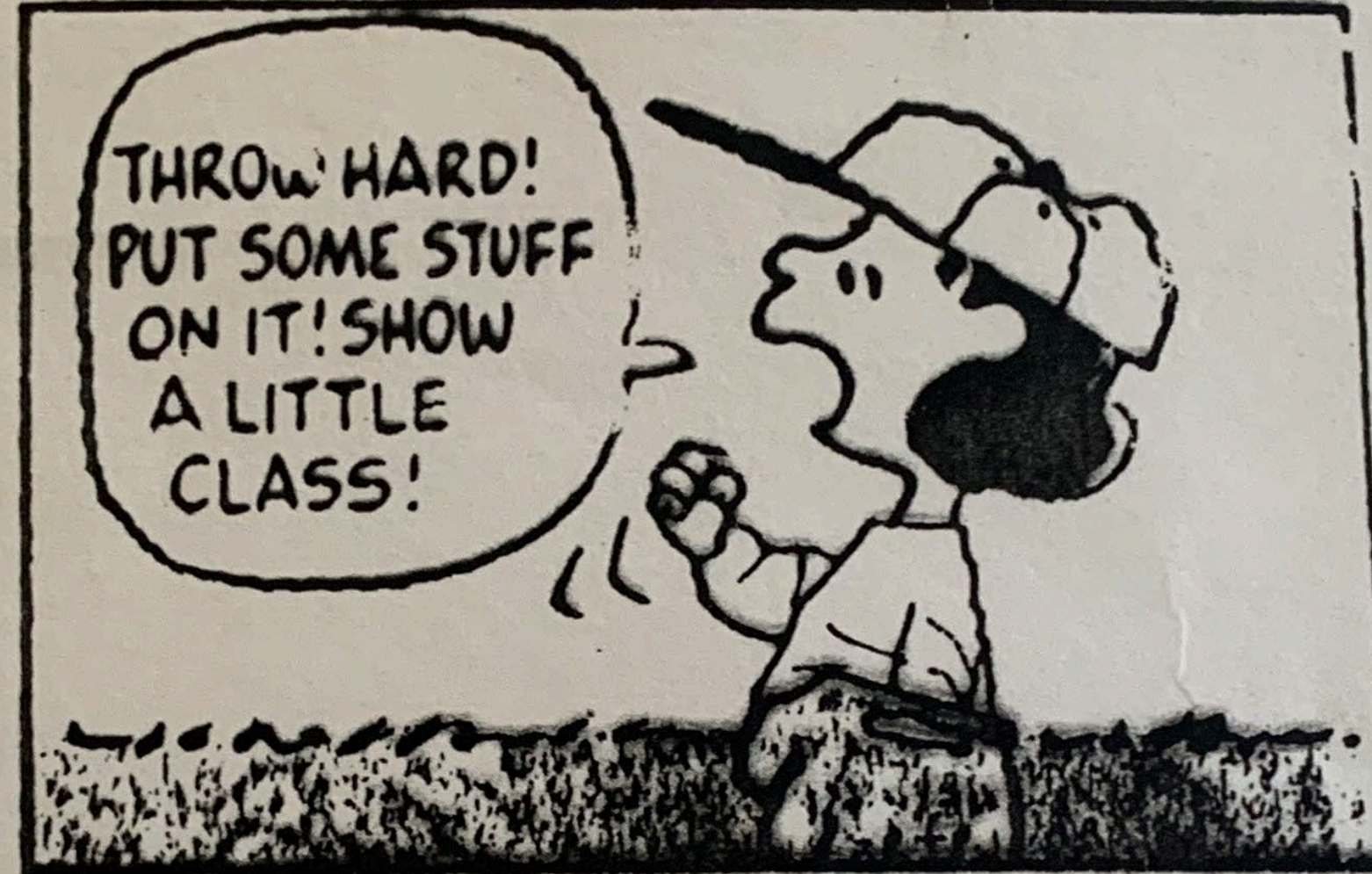
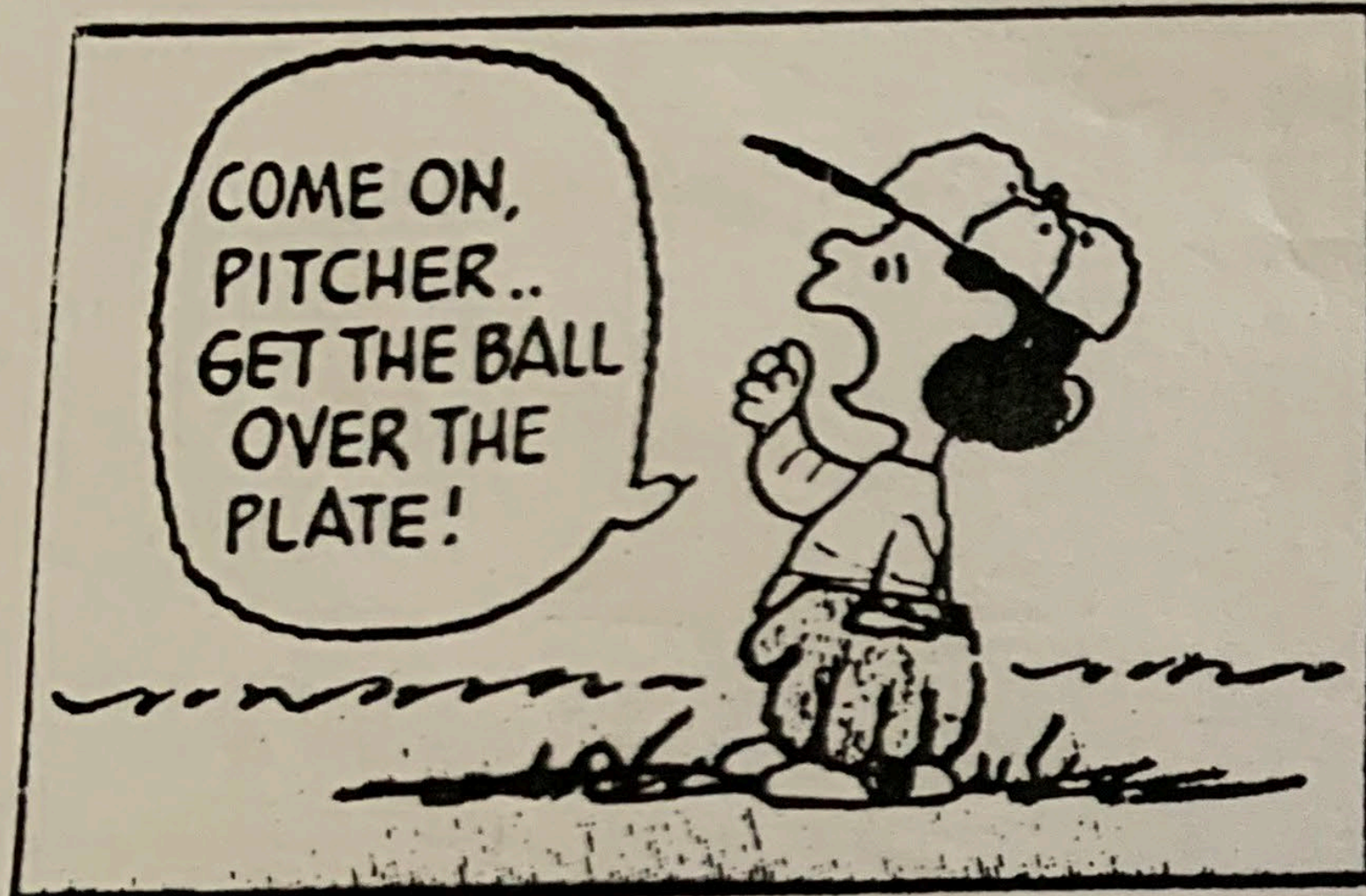
Chris Heimerl, BSSW

WCMR Social Work Section

January 23, 1978



# PEANUTS





# **Beyond the ABC's**

## **It's About Relationships**

- Will we listen?
- Can we bear it?

## **It's About Change**

- Why do we do it the way we do?
- How will we know?
- How does it apply to our work?

## **It's About Action**

- What places will we create?  
Institute
- What are we learning?
- Who will take charge?

**Chris Heimerl**  
Positive Approaches

Philadelphia, PA  
May 14, 1986



# Beyond the ABC's

- It's about relationships
  - Will we listen?
  - Can we bear it?
- It's about change
  - How will we know?
  - What will we need?
- It's about action
  - What places will we create?
  - What will we learn?



LIVE THE DREAM  
JUNE 2000

CHRIS HEIMERL  
608-271-6438

970 WADAN HILL  
MADISON, WI 53711



# Beyond the ABC's



## It's About Relationships

- Will we listen?
- Can we bear it?



## It's About Change

- How will we know?
- What do we need?



## It's About Action

- What places will we create?
- What are we learning?
- Who will take charge?



San Angelo State School

August 14, 2008

Chris Heimerl  
11200 Carmel Ave NE  
Albuquerque, NM 87122  
chrisheimerl@msn.com  
505-796-0442





The nice thing about a home office is that it has a bed in it.



**Emphasis and value are attributed to negotiating meaningful and enduring relationships, experiencing the richness and variety of community living, having chores, asserting autonomy, learning how to master the demands of daily living, self control, and enhanced communication.**

Chris Heimerl

TASH Newsletter Fall 1988



Washington D. C.  
December 8, 1988

“I have yet to meet anyone whose needs are so extraordinary, so unlike those of the rest of us, that we need to employ technologies and strategies that exist almost exclusively for our most vulnerable and fragile citizens.”

“I can’t tell you much about what we do, but I can tell you some stories of people I’ve met”

“May I suggest you change the name of this award as it says more about what we don’t do than what we believe and practice. Distinguished contributions to positive behavioral support or better yet, distinguished contributions to positive approaches are more fitting.”

-Chris Heimerl

(Now the Rabbit Award in memory of Herb Lovett)



Saturday, December 10, 1988

# Champions of disabled

## State social worker cited for contributions

By Ina Pasch

For The State Journal

Gail, 42, lived most of her life in a state institution. She was unable to communicate, and she spent much of the day hurting herself.

Considered disruptive, she was given less and less to do, which only prompted bad behavior. Often she would be isolated or restrained when she demonstrated an unsuitable activity such as banging her head.

Five years ago, Gail (not her real name) was released from the institution that had been her home for more than three decades. She was one of the first to leave under a new state plan to integrate people with severe developmental disabilities into the community. She moved into a small group home with a 24-hour staff. Her residential living coordinator and social worker, opposed to aversive or punitive methods, no longer punished her for self-destructive



Chris Heimerl

seeking out interactions and not feeling threatened by the com-  
munity. She even looks

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About 30,  
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**A person's challenging behavior is often his way of coping with a chaotic world. We create life situations that we wouldn't tolerate in our own lives. The we act perplexed when they express displeasure. You can't look at a specific behavior out of context.**

**-Chris Heimerl  
Wisconsin State Journal  
December 10, 1988**



# Community Integration Program Introduction

What We Intend

August 17, 1983

“We will not endorse or promote any discrete package or process of behavioral control, management or change. We intend to listen to and work with the people moving out of the Centers to make a life that brings more pleasure, self-agency and hope, then we’ll see what happens.”

Chris Heimerl, CIP Specialist



Long Term Support Conference-Keynote Address  
Stevens Point, WI  
August 25, 1993

“A couple of the most important things we’ve learned moving people out of the Centers and into arranged alternatives in the community are that walking out the door of institutions for good, stripping away layers of psychotropic drugs, discarding “behavioral” programs, investing in staff and having fun are the most powerful therapies. We learn the most from the individuals themselves and are confronted by how restricted and limited our imaginations and sense of possibility are.”

Chris Heimerl, CIP Specialist



# Functional Approach

1. Our intervention and support are rooted in understanding behavior and its purpose for an individual.
2. It is primarily proactive
3. The desired outcome is increased skills, problem-solving, coping and tolerance. Reduction of behavior is a secondary benefit. Education is the foundation.
4. Support is offered over the life-span of the individual. There are no quick, great or universal cures.



**PORTAGE COUNTY**  
**Promoting Collaboration**  
**November 21-22, 1996**

**GOAL:** To begin a process for enhancing provider capacity to collaborate in designing and implementing person-centered support for individuals with developmental disabilities.

*Whatever you can do, or dream you can, begin it.  
Boldness has genius, power, and magic in it.  
-Goethe*

1. How do you do?
2. What are the core values which define person-centered support?
3. Stories of individuals whose lives enliven those values. What makes that possible?
4. What gets in the way?
5. How can I help to make a difference? Learning about and using a process for setting action priorities.
6. Commitments to action, looking ahead.
7. Celebrate living.

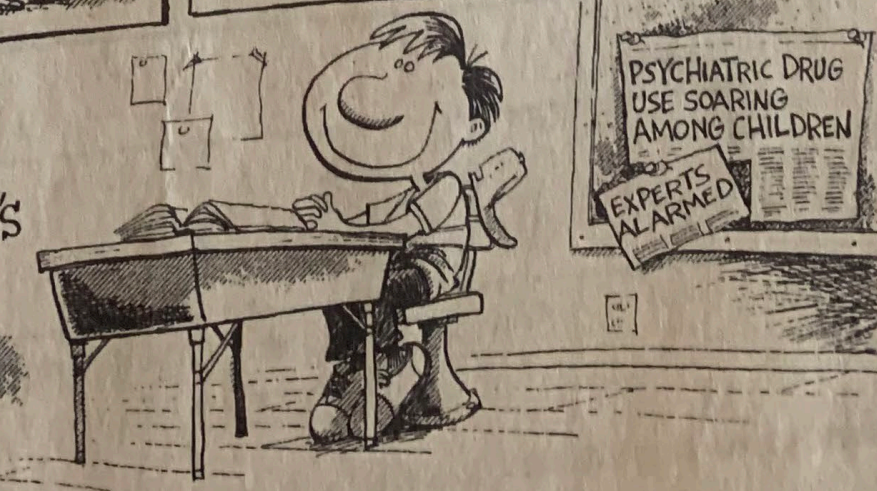


# The drug of choice for children

Pres



Jack got Ritalin, even though he's not sick.



Joe Heller © 2000 JoeHeller.com

SEATTLE — morning service at an Episcopalian Methodist Episcopal church here, the Gospel of Matthew's "Victory Is Mine," which was on its feet, the edifice seemed to vibrate with the rhythm of the music of everyone's clap-

Standing in the line to speak, Bill Clinton was most motionless in private reverie.

That tableau was as revealing as any complex analysis of why the former New Jersey senator's well-conceived and well-financed presidential campaign is coming to a gallant failure.

To the surprise of many, especially after last year's strong showing in the New Hampshire primary, President Al Gore's cause has failed to attract voters any more than the spirit of the South.

"If you had to go back to the time ago that Bradley was a single digit in our

Washington Post column Broder has been writing for more than a decade. The column appears on the Opinion page of the Wisconsin State



# IN YOUR FACE

THE WORLD IS RUN BY TERRIFIED PEOPLE.

