FUTURE THINK

Build on the past, consider the present, plan for the future!

**PART I**  – Think about the future!

**PART II**  – Make suggestions for change!
PART I: Think about the future!
STAKEHOLDERS

People with disabilities and their families have an important role in *future think*. 
**FUTURE THINK INVOLES . . .**

- Thinking about what *has* happened
- Thinking about what *might* happen next
- Using those ideas to *prepare* for the future

*Leaders* participate in future think!
People with disabilities, and their families, while diverse, have unique histories and perspectives on change and a vital interest in the future.
CAN YOU IMAGINE

What lies beyond the next bump in the road?

Are you prepared?
In our lifetime, we will all be effected by events that change how we live, work, think, and learn.
Macro Changes – are *big* changes, often controlled by events that happen *to* us!

Micro Changes – are *gradual* changes, often controlled by events that happen *because* of us!

The choices we make and our reactions to world events and people around us make a difference!

*Events and choices interact!*
EXAMPLES: EVENTS AND ACTION:

World Events
- Attack on 911
- WW II
- Great Depression
- Polio vaccine
- Invention of the computer
- SARS epidemic

Individual Choices
- Applying for a job
- Choosing a mate
- Serving on a board
- Moving to a new town
- Selecting a cell-phone or apartment
- Buying a computer
WHAT ARE THE FUTURE TRENDS OR MACRO-CHANGES THAT WILL IMPACT PEOPLE WITH DISABILITIES AND THEIR FAMILIES?
PLANET-WIDE CHANGE

- World knowledge is growing very rapidly
- Our collective wisdom may not keep pace
- Global communications link people rapidly with remote events
- Disease, natural disasters, and acts of war or terrorism impact us all

Think about your world!
SOCIAL CHANGES

- The average age in America is going up
- Birth rates for Caucasians are declining
- Birth rates for Hispanics and American Indians are rising
- Society is more diverse

Think about the people you know!
Doctors save medically fragile babies

People with disabilities live longer

The causes for some disabilities are now treatable

Doctors perform surgeries while babies are still in the womb

Think about your family and friends!
HOW WILL GLOBAL CHANGES IMPACT OUR FUTURE?

How should we respond? What choices will YOU make?
World events can suddenly and dramatically change the *big picture.*

Future world events will influence the choices you have and decisions or discoveries you make.
OR DO YOU PREFER
THE INDIVIDUAL
VIEW?

You decide what is important and what services and supports you want! Our collective choices may even change the big picture.

Knowing which changes will come and what we want to happen can lead us to future think.
A RECENT EXAMPLE

People with disabilities envisioned a world in which they had access to communities. They took action and passed the Americans with Disabilities Act.

Today many buildings are equipped with ramps and automatic door openers. Although more needs to be done, individual view changed the world view about what people with disabilities can do.
Why not take a few minutes to:

- Remember the past
- Consider the present and
- Plan for the future

You can participate in future think!

*Let’s look at a few important choices!*
PART II

Think about changing what is important to you!
FUTURE - THINK CHOICES

Choose a topic important to YOU! Consider:

1) What has happened in the past
2) What may happen in the future
3) What YOU want to happen
4) What we should do to prepare for the future

Housing  Employment  Tools
Health Care  Education  Transportation
Lifestyles  Family Support  Retirement
Roles  Voice  Leadership

Wrap-Up – Final Thoughts!
In the past, people with disabilities...

- Lived in institutions, schools or hospitals
- Remained at home with parents as adults
- Could not access typical homes or apartments
- Were expected to live atypical lives in group settings based on disability instead of choice
HOUSING

Today, people with disabilities . . .

- Choose to own their own home or apartment
- May choose group living arrangements to get the support they need
- Seek housing that meets individual needs
- Seek affordable mortgages or loans to pay for renovations
How will housing change in the future... Think about changes in housing! Discuss...

- Accessibility
- Availability
- Neighborhoods
- Technology
- Support
- Growing Old
- Independence

Where are we going and what do you want?
PREPARE FOR CHANGES IN HOUSING

What should we do to prepare for change in housing?

**Teaching**
- Who needs to learn about accessible housing?
- What do they need to know?

**Research**
- What changes in housing are most likely?
- How can housing support lifestyles?

**Service**
- Who needs help with housing?
- What services will be most helpful?
RECOMMENDATIONS

What should we do to prepare for future changes in housing? What changes should we make in teaching, research or service?

1. 

2. 

3. 

Back to Choices
EMPLOYMENT

*In the past people with disabilities...*

- Worked in sheltered settings
- Entertained others for no/low pay
- Sometimes went on the lecture circuit
- Were largely unemployed
- Were considered “handicapped” with little to offer an employer
EMPLOYMENT

*Today, people with disabilities*. . . .

- Are still often underemployed or unemployed
- Increasingly seek higher education
- Hold down diverse jobs in the workforce
- Use technology to accomplish goals
- Advocate for a level playing field in the workplace
Employment

How will employment change in the future?

Think about changes on the job and in the workplace! Discuss . . .

- Attitudes
- Technology
- Robotics
- Diversity
- Skills
- Job trends
- Insurance
- Accommodations

Where are we going and what do you want?
PREPARE FOR CHANGES IN EMPLOYMENT

How should we **prepare** for change in employment?

**Teaching**

- Who will employ people with disabilities (PWD)?
- What will PWD need to succeed on the job?

**Research**

- How will future job trends impact choices?
- How can new technologies impact employment?

**Service**

- What employment resources will be available?
What should we do to prepare for future changes in employment? What changes should we make in teaching, research or service?

1.

2.

3.

Back to Choices
In the past people with disabilities... 

- Wore heavy braces or corsets
- Used manual wheel chairs if available
- Learned Braille or sign language
- Relied on family for needed care or assistance
- Had access to few adapted tools
Today people with disabilities . . .

- Use computers at work and home
- Drive vehicles, or use power chairs as desired
- Rely on lightweight support devices
- May not read Braille
- Use service animals and/or paid assistants
TOOLS

How will tools change in the future?

Think about tools for people with disabilities. Discuss . . .

- **Attitudes**
- **Technology**
- **Power sources**
- **Diversity**
- **Universal design**
- **Micro trends**
- **Creativity**

Where are we going and what do you want?
PREPARE FOR CHANGES IN TOOLS

How should we prepare for future changes in tools?

**Teaching**
- Who will teach PWD to use future tools?
- Who will teach the teachers?

**Research**
- What kinds of tools are the best fit?
- How do we achieve affordability?

**Service**
- Who will repair and service future tools?
- What happens when tools are outgrown or break down?
RECOMMENDATIONS

What should *we* do to prepare for future advances in tools? What changes should we make in teaching, research or service?

1.

2.

3.

[Back to Choices]
HEALTH CARE

In the past people with disabilities...

- Often lived shortened lives
- Experienced inadequate health care or nutrition
- Were sometimes victims of experimentation or torture in the name of science
- Had little right to privacy during exams
- Could not get health care or insurance
- Had limited information about specific disabilities, conditions or treatment options
HEALTH CARE

*Today people with disabilities.*

- Have access to better information about health care and treatment options.
- Seek a medical home with one-stop, family centered care.
- Still struggle to obtain health care and health insurance.
- Struggle to access health care settings.
- Demand cures not just treatment equal to the efforts made to address other diseases or conditions.
HEALTH CARE

How will health care change in the future?

Think about health care for people with disabilities. Discuss . . .

- Access
- Affordability
- Equity
- Availability
- Advances
- Holistic medicine
- Rising costs

Where are we going and what do you want?
How should we prepare for future changes in health care?

Teaching
- Who will provide health care?
- How will providers learn about quality of care?

Research
- What treatments are the best for persons with differing conditions?

Service
- Who will pay for health care in the future?
- How will problems be overcome?
- How will shortages be addressed?
RECOMMENDATIONS

What should we do to prepare for future advances in health care? What changes should we make in teaching, research or service?

1.

2.

3.

Back to Choices
In the past, people with disabilities . . .

- Were denied access to public schools
- Were denied access to a free and appropriate public education
- Encountered low expectations
- Did not participate in after-school activities
- Had no voice in how schools were managed
EDUCATION

Today people with disabilities...

- Routinely access public schools
- Seek a free and appropriate public education
- Have high drop-out rates
- Seek higher education
- Struggle to overcome low expectations
- Are both under and over identified
EDUCATION

How will education change in the future?

Think about education for people with disabilities. Discuss:

- Inclusion
- Standards
- Over identification
- Assessment
- Excellence
- Friendship
- Unified services

Where are we going and what do you want?
PREPARE FOR CHANGES IN EDUCATION

How should we prepare for future changes in education?

**Teaching**
- Will we have enough special education teachers?
- What should teachers know?

**Research**
- What information and technology do we need?
- How will we share this information?

**Service**
- Who will pay for education in the future?
- What resources and support will we need?
RECOMMENDATIONS

What should we do to prepare for future changes in education? What changes should we make in teaching, research or service?

1.

2.

3.

Back to Choices
In the past, people with disabilities . . .

- Stayed home
- Relied on families to take them places
- Could not use sidewalks or safely cross streets in many areas
- Passed important legislation to secure accessible transportation
TRANSPORTATION

*Today people with disabilities.*

- Still rely on families and friends
- Get out more than they used to
- Use accessible public transportation when it’s available and affordable
- Often cannot get to work or after hour events especially in remote rural communities
- Must schedule their lives in advance
TRANSPORTATION

How will transportation change in the future?

Think about education for people with disabilities.

Discuss:
- Funding
- Accessibility
- Income
- Coordination
- Safety
- Service

Where are we going and what do you want?
How should we prepare for future changes in transportation?

**Teaching**
- Who will provide transportation services?
- What do they need to know?

**Research**
- What policies will enhance transportation?
- What technologies will support transportation?

**Service**
- What choices will people with disabilities have?
- What resources will be available?
RECOMMENDATIONS

What should we do to prepare for future changes in transportation? What changes should we make in teaching, research or service?

1. 

2. 

3. 

Back to Choices
FAMILY SUPPORT

In the past, people with disabilities . . .

- Spent long periods of time apart from families
- May have missed important socialization skills
- Had care requirements that caused undue stress for families
- Were sometimes treated as perpetual children
- Were not encouraged to grow up
FAMILY SUPPORT

*Today people with disabilities.*

- Usually live *with* families during childhood
- May need community based services to prevent out of home placement
- Get information through better-informed families
- Are encouraged by some families to set goals and become independent
- Struggle to understand and access a fragmented service system
- Prefer generic rather than *disability specific* agencies
FAMILY SUPPORT

How will family support change in the future?

Think about support for families of people with disabilities. Discuss:

- Families
- Availability
- Unified services
- Technology
- Child care
- Information and training
- Choice and control

Where are we going and what do you want?
PREPARE FOR CHANGE IN FAMILY SUPPORT

How should we prepare for changes in family support?

Teaching
- What do families need to know to raise a child with special needs?
- What do we need to know to support families?

Research
- How will changing family dynamics impact support?
- What models for family support are most effective?

Service
- Who will provide community based support services?
- How will services be guaranteed?
RECOMMENDATIONS

What should **we** do to prepare for future changes in family support? What changes should we make in teaching, research or service?

1. 

2. 

3. 

[Back to Choices]
In the past, people with disabilities . . .

- Often focused their lifestyle around care routines
- Had limited opportunities to explore options
- Had difficulty meeting people or making friends
- Were expected to be asexual
- Received negative messages about differences
- Were sometimes penalized for trying
- Relied on families for their major social group
Today, people with disabilities . . .

- Expect more of life than survival
- Usually choose to live ordinary lives
- May enjoy opposite or same sex partnerships
- Still have difficulty joining informal social events
- Still depend on families a great deal
- Sometimes experience intense conflicts over separation from family
- May choose what is safe instead of what is wanted
LI FESTYLES

How will lifestyles change in the future?

Think about lifestyles. Discuss:

- Relationships
- Associations
- Opportunities
- Accessibility
- Self-expression
- Acceptance

Where are we going and what do you want?
PREPARE FOR CHANGES IN LIFESTYLES

How should we prepare for future changes in lifestyle?

**Teaching**
- What information about lifestyles will be available?
- What do teachers and families need to know?

**Research**
- What options contribute to optimal health and wellness?
- What strategies can overcome barriers?

**Service**
- What resources must be available to support increasingly diverse lifestyles?
RECOMMENDATIONS

What should **we** do to prepare for future changes in lifestyle? What changes should we make in teaching, research or service?

1.

2.

3.

Back to Choices
In the past, people with disabilities . . .

- Died early and never got to retirement
- Lived hidden lives with unknown futures
- Had conventional dreams that were seldom realized
RETIREMENT

Today, people with disabilities . . .

- Prefer to live in the same location upon retirement
- May save for retirement through an IRA or other investments
- Rely intensively on family and friends as they age
- May be unable to support aging caregivers
How will retirement change in the future?

Think about retirement and people with disabilities. Discuss:

- Employment
- Aging
- Health care
- Diversity
- Housing
- Death & dying

Where are we going and what do you want?
Prepare for Changes in Retirement

How should we prepare for future changes in retirement?

Teaching
- What information about retirement will be available?
- What do retirement planners need to know?

Research
- How are retirement options changing?
- What strategies can overcome problems associated with aging?

Service
- What support systems will be available for seniors with disabilities?
- What resources must be available to support increasingly diverse retirement options?
RECOMMENDATIONS

What should we do to prepare for future changes in retirement? What changes should we make in teaching, research or service?

1.

2.

3. Back to Choices
ROLES

In the past, people with disabilities . . .

- Were the recipients of service
- Always required lifelong support
- Sometimes entertained others
- Often became objects of scorn or pity
- Were frequently feared and avoided
Today, people with disabilities . . .

- Are recognized as *people first* who
- Have diverse interests and needs
- May be highly educated and productive
- Seek full inclusion in society
- Enjoy healthy relationships of their choice
- Challenge expectations and exercise rights and
- Sometimes experience discrimination
- Prefer to live ordinary lives
How will roles change in the future?

Think about. . .

- Attitudes
- Lifestyle
- Religion
- Diversity
- Education
- Possibilities

Where are we going and what do you want?
PREPARE FOR

CHANGES IN ROLES

Think about how we might change . . .

Teaching

- How will teachers, doctors, employers learn about people with disabilities?

Research

- What approaches work best to prepare young people for changing roles?

Service

- Who will the role models be?
- What opportunities will be available?
RECOMMENDATIONS

What should **we** do to prepare for new and changing roles? What changes should we make in teaching, research or service?

1.

2.

3.

[Back to Choices]
In the past, people with disabilities . . .

- Were isolated
- With limited power or means of communication.
- Were barred or excluded from voting
- Represented by a few tireless advocates
- Were easy to ignore and
- Seldom if ever heard
Today, people with disabilities . . .

- Speak up and speak out
- Sit on boards and committees
- May employ or govern service providers
- Are increasingly able to vote
- Are beginning to get to the table and
- Are a little less easy to ignore
VOICE

How will voice be expressed in the future?

Think about changes in focus and means. Discuss . . .

- **Attitudes**
- **Technology**
- **Power**
- **Diversity**
- **Education**
- **Possibilities**

Where are we going and what do you want?
PREPARE FOR CHANGES IN VOICE

*Think about how we might change.*

**Teaching** – How will we teach young people with disabilities to communicate? What will educators and families need to know?

**Research** – What opportunities to express ideas and choices are critical for participation and voice?

**Service** – What opportunities for participation in community development or the disability community will exist? What barriers must be overcome?
RECOMMENDATIONS

What should **we** do to prepare for future opportunities for voice? What changes should we make in teaching, research or service?

1.

2.

3.
LEADERSHIP

In the past, people with disabilities . . .

- Were encouraged to fix or overcome disabilities rather than to build on strengths
- Had limited leadership roles in schools, government and communities
- Were expected to look up to other persons with disabilities who achieved greatness by performing or overcoming disabilities
- Developed leadership skills through system change activities rather than opportunities in employment or community service.
LEADERSHIP

Today, people with disabilities . . .

- Exercise legal and human rights
- Encounter attitudinal and policy barriers
- Encounter apathy and low expectations
- Resist attempts to weaken disability legislation
- Are sometimes at the table with policymakers
- Reserve the right to live ordinary lives
LEADERSHIP

How will leadership change in the future?

Think about leadership. Discuss . . .

- **Attitudes**
- **Vision**
- **Apathy**
- **Personal development**
- **Technology**
- **Power**

Where are we going and what do you want?
PREPARE FOR CHANGES IN LEADERSHIP

How will leadership change in the future. . .

**Teaching** – Who will the leaders and role models be? Who will teach and inspire new leaders?

**Research** – What kind of challenges and support produce effective leadership? What prevents some people from developing leadership skills?

**Service** – Who will support and nourish leaders? What leadership opportunities are available for people who desire ordinary lives?

Back to Choices
RECOMMENDATIONS

What should **we** do to prepare for future leaders? What changes should we make in teaching, research or service?

1. 

2. 

3. 

Back to Choices
Final Thoughts

You've got to think about big things while you're doing small things, so that all the small things go in the right direction.

Alvin Toffler

Who decides what the right direction will be?

You decide!
Information

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