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May 2023

My involvement with the TI began at its first big event: a PASS workshop where Wolf was my Team Leader (only the second such large event, the first having been at NIMR). I met Wolf about a week before the workshop at his inaugural lecture at SU, which I attended at the urging of Burt Blatt, then Dean of the School of Education. I stopped to raise a question with him as he was packing up his overheads (the lecture was my first exposure to the two projector dance). Our conversation ended with his admonition: "I MUST attend the PASS Workshop." Things moved fast from there. By the second TI PASS workshop, with offprints of PASS 3, I had been drafted as a team leader and wrote my first two reports.

This began a decade in which I learned through many roles in Wolf's world, some directly involving the TI (where for many years I had a mailbox to visit when matters brought me to Syracuse). In addition to a variety of roles in TI events and activities, I collaborated with Wolf in writing CAPE, played a part in the design of PASSING, and was an early reader of many of his writings and lecture notes. For a sense of my appreciation of Wolf's place in our field see

<https://wolfwolfensberger.com/images/WolfWolfensberger/website/obrien2011celebratingthegeniusofww.pdf>

Connie began her involvement in 1974 (or maybe early 1975) when I moved to the be the Deputy Superintendent of the Georgia Mental Health Institute. I arranged for the Atlanta ARC to sponsor four participants, including Connie in a PASS workshop held at OD Heck. She and one of her colleagues returned, organized a PASS based self-assessment of the institutional developmental disabilities service, made and implemented a plan to close it. Things were moving quickly, opening many roles and Connie moved into presenting Normalization Workshops, PASS team leadership and, soon, senior trainer roles, designing and leading consultation assessments as well as finding funds and coordinating PASS and other TI inspired workshops in Georgia. She led the first PASS workshop in the UK, an event arranged by the TI.

Our involvement ended about ten years after it began when it became clear that differences with Wolf in our understanding the means to develop leadership for social change had grown too wide to bridge. Publication of Guidelines for Evaluators and a number of statements on the appropriate "training culture" to convey SRV and related ideas set conditions that Connie and I decided we could not meet. After meeting the

commitments we had arranged, we stopped leading PASS workshops and doing Normalization Training, although as we will discuss below we have continued our work as we understand it. (Connie retired in 2019; I'm still at it thanks to Zoom).

As I experienced it, the TI was one node in a network of initiatives focused on developing and disseminating ideas and strategies formed by Wolf's genius. This network, which preceded the TI in his time as Visiting Scholar at NIMR and in a variety of dissemination efforts emanating from ENCOR and the wider Nebraska experience, came to include a number of training and assessment efforts most of which were linked informally to but not formally affiliated with the TI. In addition to active exchange with the NIMR team charged with PASS training and implementing ComServ (a design for community services informed by Wolf's thinking), some of these initiatives were part of formal structures: the Pennsylvania training sponsored by Mel Knowlton, DDTI in North Carolina, the Western Massachusetts project that employed Michael Kendrick (the name of this project, funded by Mike Hogan when he was Regional Director of DMR, escapes me), the Georgia Advocacy Office-GMHI initiative that employed Jack Yates for a time, and others. Many were more opportunistic efforts by people like you and your colleagues in Indiana, Betty Ferris and then Lynn Breedlove in Wisconsin, Jack Pealer and co-conspirators in Ohio, Sue Gant in Louisiana, Alan Tyne and Paul Williams in the UK, Kristiana Kristiansen in Norway, Dave Wetherow in Manitoba, Bill Bronston in California, Steve Schain and Lynda Rolf in Washington State, and numerous others. It grew as local leaders developed local events and consultation assessments. This network came to include many people at depths of engagement ranging from serving as a team leader in a local PASS workshop to joining the traveling circus of the deeply hooked who lead workshops and developed more local leadership or taking responsibility for scaring up the funds and doing the leg work to sponsor a TI Residential Services or Planning workshop. The TI sponsored workshops of its own, but far more activity was generated by the network.

Connie and I held multiple roles and affiliations across the network and others outside it. I was an Associate at NIMR (later called the G. Allan Roeher Institute (GARI)) from 1973 to 1990 and an adviser and consultant to multiple organizations represented in the network.) Affiliation with the TI surely played a part in creating these connections, but the TI played no formal role in them. In addition to local work in Georgia, Connie and I were involved in a number of events: (presenting more than 150) PASS workshops, supervising or leading 30 consultation assessments, including "systems assessments" in Manitoba (2), Wisconsin, the Northwest of England. and Pennsylvania (only the PEP assessment was a TI sponsored activity, the rest were arranged with local network

leadership or through NIMR/GARI). We both played leadership roles in Advanced PASS and most other TI workshops including nearly all the Planning Workshops, and supported Wolf in early efforts to explore what became moral coherency. The first of my involvements in this was a one day pre-conference at the 100th annual conference of what was then called AAMD, memorable as Wolf's first major public statement on death making, presented under Burt Blatt's Presidential sponsorship as the Centennial Lecture.

For us this network was an exciting and fruitful generator of learning. We (that is, groups presenting PASS and other workshops together) tried out ways to teach Model Coherency that introduced "Foundation Discussions". We drew out, formulated and reformulated, "Themes" from the texts. We identified and incorporated "Wounds" into presentations (I think you may have been at the Yakima Washington workshop where Breedlove has the first try at this,) We produced countless examples and slides to supplement the TI's collections of appalling and uplifting images and practices. Our reflections on assessments produced new understanding of service design and the seeds of new options for organizing supports. "Individual Service Design" and "Personal Futures Planning" migrated practices we developed for gathering evidence for PASS ratings into the context of individualizing supports. Some of these ideas influenced TI practice. Others, particularly practices for facilitating learning became reasons for the parting of ways as Wolf apparently decided that "squishiness" in teaching practice and failure to teach PASS as the scientific operationalization of an empirical theory undermined his legacy.

My decade of close connection to the TI and the web of initiatives that includes it remains crucial to my thinking and my work. I hope that Connie and I have clearly acknowledged this and the importance of what we learned from Wolf. In collaboration with a network that includes people from those days we continue to offer what we can, continuing to support inquiry in the directions Wolf pointed, though increasingly drawing on sources with which he disagreed and even deplored.