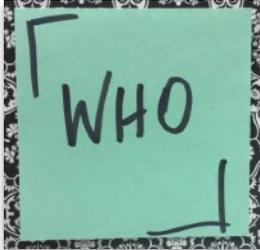


Australian SRV Association

asrva42@gmail.com www.asrva.org.au

Editorial: What will the state of SRV be in Australia in ten years time?

We, collectively, have the future in our hands.



The answer to the question, '**Who will carry SRV forward?**' lies in all of us. 'All of us' includes workers, family members, individuals with the devalued status themselves, those who use SRV, those who are teachers and mentors, and those who have an interest in SRV but not yet a way to demonstrate that interest. Each of us who has found SRV helpful can engage with like-minded others to nurture and progress the learning and application of SRV.

We hope that you can appreciate a sense of urgency. Now is the time for action. Both senior trainers are considering their next life chapters. COVID-19 has highlighted the fragile circumstances in which many people with a devalued status continue to live. For the past couple of decades our human services have become more like businesses and unfortunately those who are supported have become more like commodities. SRV local groups continue to have a fragile membership. YET, the ASRVA research into SRV application showed many pockets of thoughtful, helpful work. AND many people who registered for The Gathering said that they were enthused to re-ignite their engagement with SRV and also wanted to be with others who appreciate the reality of devaluation and who are looking for a way forward. AND many people in the broader SRV network have indicated a tiredness and frustration with the sorts of conversations generated from the NDIS and also from 'consumer directed care' in services for older people.



Where will we find those to carry SRV forward? The conventional wisdom has been that the sustainability of SRV relies on a vibrant teaching culture. In other words, having senior trainers and lots of workshops. Some time ago, Ray Lemay, who at that time was at the Valor Institute in Canada, suggested that a vibrant practice base is at least equally important. He also said that it is from good practitioners that good teachers generally emerge and can then be nurtured.

Age matters too. In ANZSG (the pre-cursor of ASRVA), we instituted an 'under 40s' initiative where new members in their 20s joined the group, brought new thinking, and reduced the average age considerably! People of all ages can bring a clarity and an enthusiasm that is precisely what we need at this time.

What will it take for collective responsibility for the future of SRV?

ASRVA has been aware of the context, the challenges and also aspirations for some time. We have been considering what range of engagements, roles, activities and structure will expand the use of SRV and improve the practice of SRV. We are now at a point of formalising a structure and approaching people for active membership of a community of practice. This work will begin with engaging members of local groups. The (postponed) Gathering was an intentional strategy to bring people together and to focus on SRV application and to start the community of practice. We will continue to look at similar opportunities. More announcements will be made later in 2020.



EXCITING NEWS! ASRVA has decided, depending on COVID-19, to hold the postponed **Gathering** in **late March 2021**. Given that the COVID-19 situation is volatile, ASRVA will revisit this decision in late September and again at the end of November. This provides time for registrations to open in late 2020.



On trial:
a two hour SRV introduction and
the use of online teaching

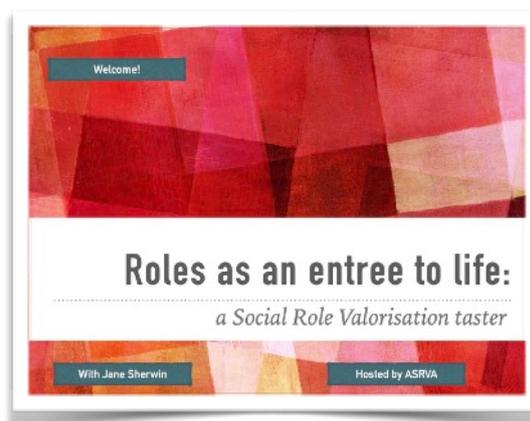
ASRVA hosted a new short workshop with two goals:

- to keep SRV on the radar since no workshops were occurring (due to Covid 19)
- to support the efforts of those who had registered for The Gathering (and so registration was open to those referred by Gathering registrants and was free).

A workshop using the Zoom platform was developed by Jane Sherwin for those new to SRV and also for those who wanted a quick refresher. The material was tested beforehand by members of local SRV groups and improvements were made.

The workshop was held twice with 72 workshop registrants from across Australia. Attendees were sent a follow up email with links to further SRV resources, links to the local groups and encouragement to attend a longer workshop.

While the feedback was positive, ASRVA was keen to hear critical feedback from those who had familiarity with longer format workshops as well as those newer to the material. Seven of the participants responded to a further survey asking what messages they thought participants got from the workshop, the pros and cons of a two hour format and the pros and cons of an online format.



In short, the critical feedback was that:

- i. A two hour taster is one way of introducing social devaluation and ideas from SRV, provided the session is structured, has input as well as engagement activities, and is taught by an experienced SRV teacher. The short time commitment allows access by a broad range of people, including those who require a low-cost alternative to longer workshops, and those who have yet to see the value of attending a longer workshop. Some attendees used the format as a way of introducing colleagues to SRV.
- ii. Participants are more likely to get the most from a short format if there are follow-up conversations with those with more experience of SRV.
- iii. The Zoom format allowed a large group of people from across Australia to access the material. It is particularly more convenient for those in locations where there are not regular face-to-face SRV workshops.

Responsees to the critical survey also raised concerns about whether, if people attended a short version, they might think that they had learnt enough of SRV. This is a concern for ASRVA as well. Wolfensberger used two phrases that are relevant here. On the one hand, he said that the 'easy' (attend a short easy workshop) will drive out the 'hard' (committing to a longer format and more challenging workshop).

Simultaneously, there are times when we shouldn't 'let the pursuit of the ideal drive out the good'. So the challenge is to work out what conditions are likely to lead the attendees to want to learn more. Our sense is that attendees need bridges to additional conversations and links to others who have more experience in applying SRV.

The question is how to create those bridges and links? All thoughts are welcome.

Resources

Hot off the presses!
An excellent example of SRV applied in practical ways.



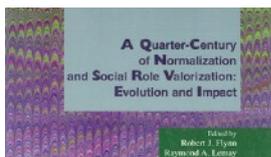
'Building belonging in the school community: finding roles that help students participate and contribute' is a beautifully presented booklet and is an example of SRV in action, developed by Community Resource Unit and Families for Inclusive Education. It is designed for families and teachers of children with a disability from Kindergarten to High School.

That students are in 'valued roles' is presented as a key strategy for belonging, being valued, and being able to fully participate in that school community. The resource provides basic information about the link between valued roles and school belonging, some family examples and written exercises to help the reader find ways to develop roles at school to boost the child's image, self worth, and unlock increased opportunities for friendship and growth. There are links to additional helpful resources at the back.

Free download from <https://cru.org.au/wp-content/uploads/2020/07/Building-Belonging-in-the-School-Community.pdf>

Both senior trainers, Jane Sherwin and John Armstrong, provided submissions to the Royal Commission. Jane's submission used SRV as the major lens in response to the 'Rights and Attitudes' issues paper. It recommends SRV as a helpful framework to understand both vulnerabilities to abuse and also to responding to the lack of valued roles which give access to rights. John's submission draws on Wolfensberger's wider work on human services and other literature that can be reviewed in the reference section of his submission. Both submissions are also good resources for discussion groups. They are available on the ASRVA website [http:// www.asrva.org.au/resources.html](http://www.asrva.org.au/resources.html).

SRV based submissions to the Royal Commission into violence, abuse, neglect and exploitation of people with disability



A quarter-century of Normalization and Social Role Valorization, edited by Robert J. Flynn and Raymond Lemay

During the late 1960s, Normalization and Social Role Valorization (SRV) enabled the widespread emergence of community residential options and then provided the philosophical climate within which educational integration, supported employment, and community participation were able to take firm root. This book is unique in tracing the evolution and impact of Normalisation and SRV in the 25 years to the mid 90s, with many of the chapter authors personally involved in a still-evolving international movement. The book originated from conference papers at the International SRV Conference held in Ottawa, 1994.

Free download from <https://books.openedition.org/uop/2463?lang=en>

'Aging and the Good Things of Life: The Application of Social Role Valorization to Supporting People as They Age', edited by Ronda Held, John Armstrong, Ray Lemay and Susan Thomas.

New book coming soon

Fun facts

'Valorisation' is a real word. It means 'to give or ascribe value or validity to'.

Australia has the largest number of local voluntary unfunded SRV groups in the world.

SRV (in our context) does not stand for 'Stevie Ray Vaughan' or 'Safety Release Valve' or 'Styling Research Vehicle', despite what google says.