CHATS WITH
PEOPLE WHO USE SRV

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AUSTRALIAN SOCIAL ROLE VALORISATION ASSOCIATION

GLENYS MANN

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Glenys is the parent of a son with disability and is a Senior Lecturer in Inclusive Education at QUT in Brisbane

GREG: Thanks for this Glenys. Let's start with how you first became interested in SRV–maybe it was through work, personal experience, or family connections?

GLENYS: I first met Anne Cross when my son, who has a disability, was very young. Through Anne, I was introduced to the Community Resource Unit (CRU) in Brisbane. I also met Anne Leahy and Pam Termont-Schenk from Queensland Parents for People with Disabilities (QPPD). Both organisations talked a lot about SRV, and I was curious to learn more.

I ended up going to lots of workshops and several PASSING events—including two PASSING Masterclasses. My interest started as a parent, but it quickly grew into my professional life as a teacher. I found SRV so meaningful that I even used it as the theoretical foundation for my PhD research.

GREG: What is it that you really like about SRV?

GLENYS: I love the way SRV helps to *name* and *untangle* what's going on—especially around how my son and other people with disability are seen and treated, especially in schools. It helps me make sense of the *patterns* and *mindsets* that influence people's lives, including my son's and those of students I've taught.

Trying to build a good life for someone who's been devalued can be complex, and SRV gives such clarity about what can make that good life more likely. Even when decisions are tough, SRV helps me think through what really matters.

GREG: What's the most challenging part of using SRV for you?

GLENYS: Years ago, at a CRU conference, the day started with a choice between a red or blue pill—just like in the movie, *The Matrix*! I've always remembered that, because it's such a good analogy. Once you see what SRV reveals about devaluation, you can't unsee it—and that can feel hard at times.

Using SRV in everyday life can be complicated. Creating valued roles isn't always simple, and avoiding devalued ones can be just as tricky. It's painful to witness devaluation—especially of someone you love—and to feel you're never doing quite enough about it.

GREG: Does SRV influence your everyday life Glenys?

GLENYS: Definitely. SRV shapes almost everything I do with my son. I'm always thinking about how to enhance and protect his image and competencies—whether it's a

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family event or a casual get-together with friends. I don't always get it right, but it's always on my mind.

GREG: When you look back at how you've used SRV, is there anything you'd like to do differently or learn more about?

GLENYS: I work in inclusive education, and I'd love to show how powerful SRV can be in helping people understand what inclusion really means. Teachers are often navigating very complex situations, and I think SRV could be a huge help in guiding their thinking and practice.

GREG: Finally, what advice would you give to someone who's new to SRV–for example, someone who's just done a theory workshop and wants to start applying it?

GLENYS: When I first started trying to put SRV into practice, I found it so helpful to talk things through with someone who knew a bit more than me—and I still do! Sometimes the next step isn't obvious, and just having a conversation can help you see things more clearly.

I can't overstate how much those chats have meant to me—especially my many conversations with Jane Sherwin. Thank you, Jane!

GREG: Thank you again Glenys; it's been a very helpful chat!