Chapter Five Productivity and Wellbeing

Hewlett Packard 2932 Dot Matrix Printer

The Developmentally Disabled Assistance and Bill of Rights Act (Act) passed Congress with bipartisan support and was signed into law by President Gerald Ford on October 4, 1975, a month after I began my student teaching practicum at the University of Idaho's preschool classroom. That our teaching practices incorporated the Act's standards at the same time it was signed into law is a measure of the lightning pace of the liberation movement for people with developmental disabilities.

Behind this productivity growth was the philosophical shift the Model Preschool Center researchers described - an insight that is still profound today: “In other words, finding what a problem is did not tell us what to do. From the beginning, we saw children who were in need of some individualized treatment. What were we to do about it?” (Rieke, 1977). These brilliant researchers shifted theory-based focus from “What do we do about the feebleminded problem?” to “How do what we do to conserve and expand the wellbeing of people with developmental disabilities?” The UAF researchers from the Experimental Education Unit approached individual and group change as a biological-developmental process, not as a problem to be solved but as a scientific discovery process to be understood and constantly improved upon. They abandoned the eugenics theory of intelligence in favor of the work of Jean Piaget’s and his studies of learning through theory (assimilation) and learning from discovery (accommodation).

Why was our liberation movement happening so quickly? Without the demands of theory a teacher of the preschool class, practiced discovery research by creating a baseline measure used to understand how a child went about their daily living using data collection tools like the Preschool Profile. They brought their understanding of the child to the child’s family for their approval and then wrote a person-centered plan with measurable goals and objectives. Every day data was collected on the child’s response to the teachers plans and used to improve both the teaching strategies and the child’s wellbeing. While the process might seem to be excruciating in terms of the small incremental gains, as a continuous learning cycle, the wellbeing of the child, their family and the teaching staff quickly grew. By comparison the acceleration in group productivity was magnified by the lack of productivity of eugenics

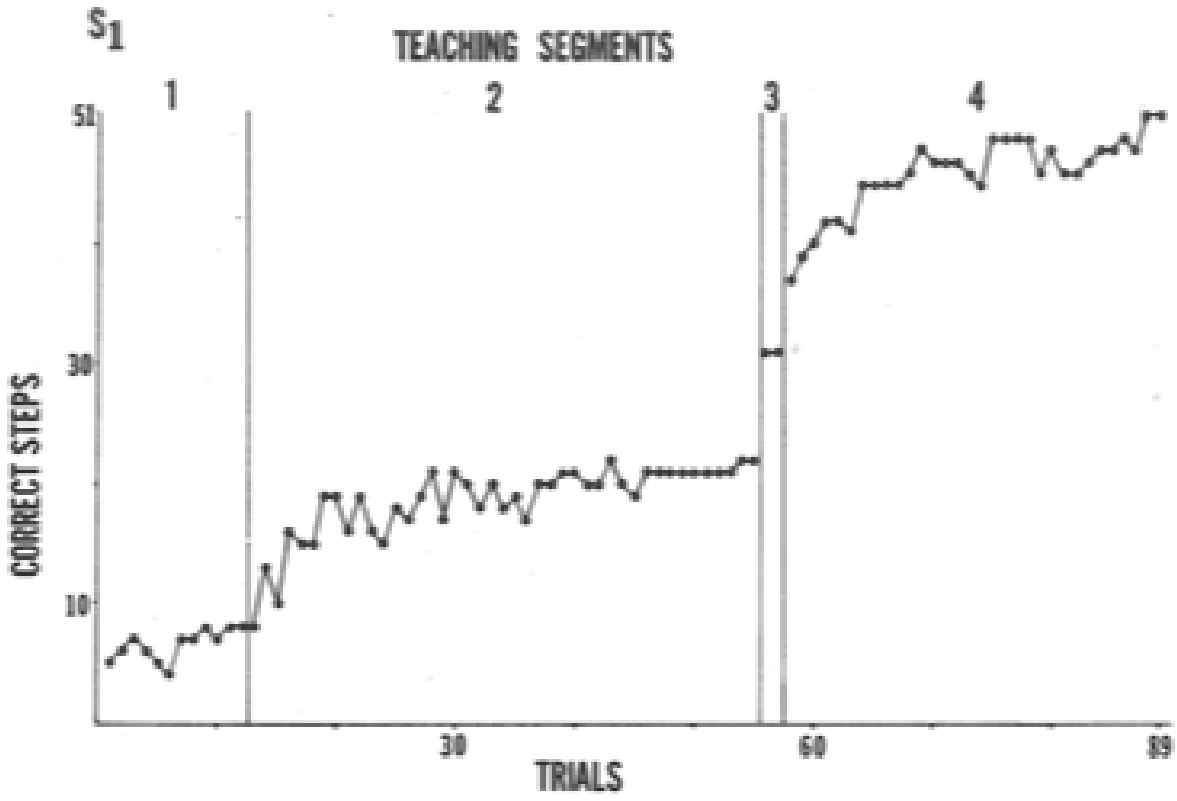
pathogenic process that diagnosed a problem, hypothesized a solution and without the use of data, created a logical explanation.

Coming home and going to work

As invigorating and rewarding as teaching had become, there was no progress being made toward the Act's standards for those still being held in places like Oregon's Eastern Oregon State Hospital and Fairview Training Center. The only adequate solution for adults with developmental disabilities held in institutions was employment, since having a job and earning wages are fundamental for adults to maintain their freedom. I discovered another outstanding UAF in Oregon. The Specialized Training Program (STP), located at the University of Oregon, was doing research on training nontrivial job tasks to the most vulnerable people in state institutions (G. Bellamy, Inman, & Horner, 1978; T. Bellamy, 1976) and I loved it! Brilliant lectures brought the students to the cutting edge of service delivery for people with the most severe developmental disabilities as the workshop ended with students training electronic subassembly tasks to people recently released from the Fairview Training Center. Through the lectures the STP researchers presented the discovery science and by ending with the students practice training people from Fairview Training Center – brought about the scientist-practitioner role. This is what I had wanted to do since I first walked into the locked ward at Eastern Washington State Hospital at Lakeland Village – to participate in the innovation and development of new scientific practices that could bring people home institutions.

Teaching Strategies for Language Development written in 1977 by Rieke, Lynch and Soltman documented the University Affiliated Facility (UAF) value in creating community services for children with significant educational needs. In 1976, the University of Oregon's UAF published Habilitation of Severely and Profoundly Retarded Adults (T. Bellamy, 1976). Just one year after the Act passed Congress, the Oregon researchers had developed research that helped community service organizations to productively employ the most vulnerable adults with developmental disabilities being held in institution in another example of how the UAF's accelerated community services and the liberation movement.

The STP researchers used task analysis to measure how many steps in a task were performed independently. Data was collected during training session as a measure of task acquisition. A cam switch actuator for a Tektronix oscilloscope consisted of 4 training segments that broke the task down into 51 steps. One young man with Down's syndrome at STP was 26 years old at the time and had spent 13 years in a Oregon institution. The IQ test developed during the eugenics era measured his IQ at 10 and his training data showed he had learned to independently assembled the cam switch.

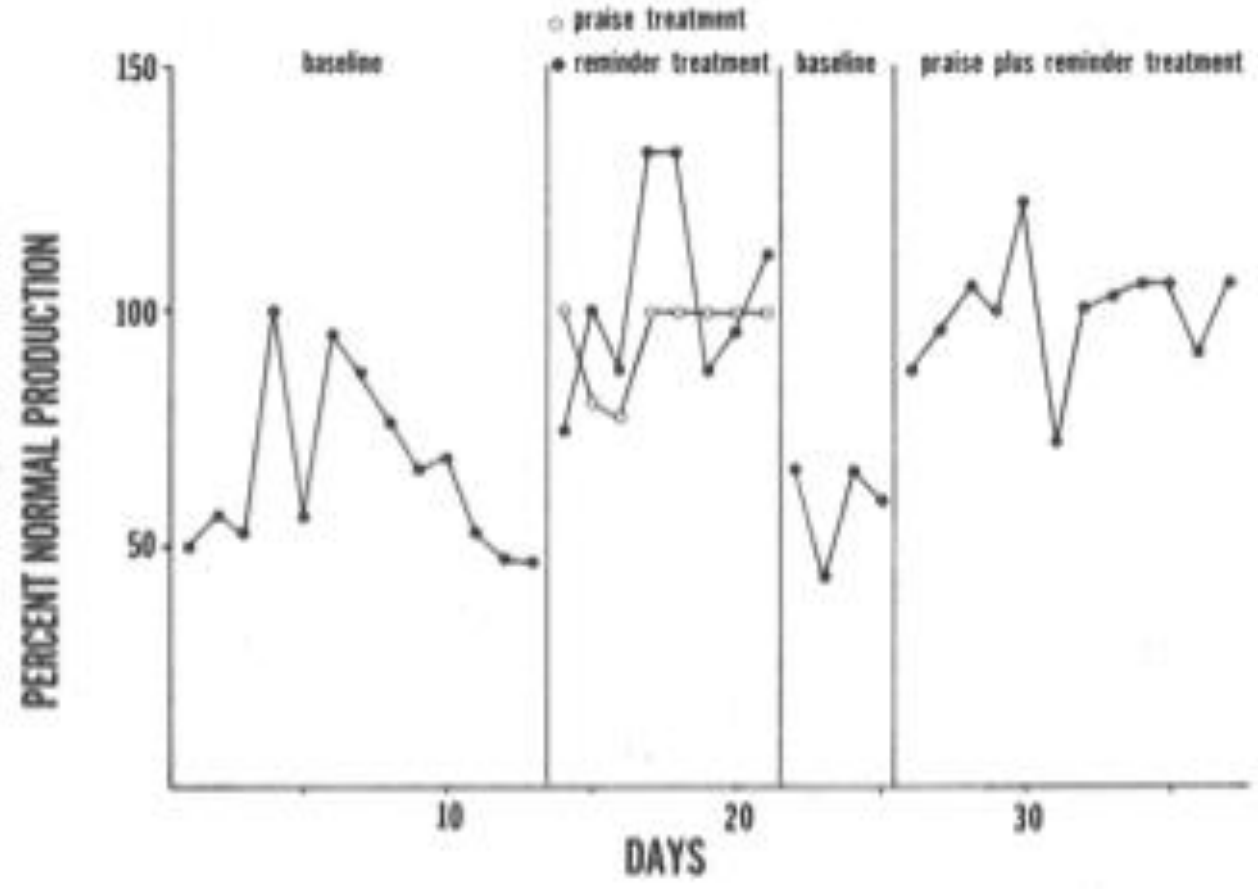


The task acquisition of electronic sub-assemblies was critical evidence proving that those diagnosed as “untrainable” could perform work tasks. But that was not enough. The STP researchers expanded their studies to include productivity.

> Obviously, however, the acquisition of such vocational skills has considerably more practical importance if subsequent production is sufficient for remunerable employment (T. Bellamy, 1976).

The productivity research done by STP showed a link between productivity, positive praise and reminders to stay on task. This data is from a study of a 21-year-old man whose IQ was less than 19 and who had been held at Fairview Training Center for 5 years prior to joining STP.

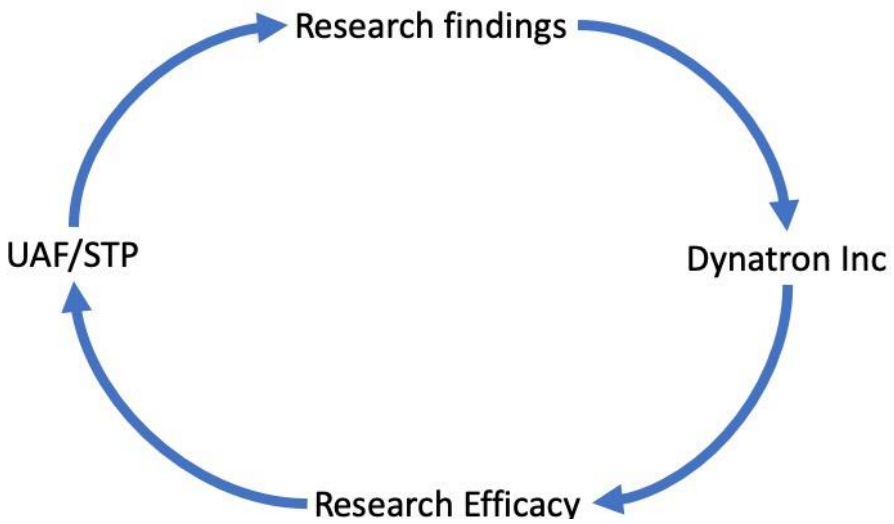
One researcher at STP, Rob Horner described single-subject research as an experimental method that can determine the effectiveness of an intervention and can be used to provide evidence of person-centered positive behavior change (R. H. Horner et al., 2005). The person is their own control group. The first step is to measure a baseline behavior to which the effectiveness of one or more interventions can be compared.



The productivity improvement of the young man held at Fairview is presented as a multiple baseline graph and showing that his productivity improved beyond normal productivity when he was given praise and reminded to stay on task. His first baseline data shows him reaching 100% productivity within 5 days and then deteriorating to 50% productivity. Around day 14, the researchers introduce their treatment interventions including praise and the

reminder to stay on task, both of which improve his productivity when compared to the first baseline. The researchers then suspended their intervention during a second baseline measure showing a return to the previous baseline productivity. Finally, the researchers combined praise with the reminder to stay on task as a treatment intervention and his productivity returns to around 100%. Combined the two research studies proved that those measured with IQ's less that 20 could learn work tasks, perform them independently, and productively perform the task.

STP shared their research findings with us and trained our professional staff in new practices. Dynatron implemented the research and sent data back to STP measuring the efficacy of the new research findings.



Our discovery research established new criteria of validation.

The criteria of validation

The contributions Murray Sidman made from his curiosity concerning the learning capacity of young men in New York state institutions had a strong influence on the work of the

UAF's that were funded by the Act. Sidman's scientific work was inductive much like the work I've shown from STP. He thought the criteria for scientific method was should not be reliability but validity. This connected the scientific community to their community of daily living – the observer was no longer separated from those they observe. This expands the system of operant behavioral psychology from a uni-directional relation observer -> observed to a reciprocal and collaborative observer⇔observer.

This new way of thinking about the criteria of validation and the observer⇔observer system changed the process of peer review. Yes, the UAF'S were publishing their prolific research in peer review journals but on the practitioner side the peer review was embedded in the person-centered approach where the peers became those whose wellbeing improved as a result of inductive process of studying and discovering how the peers do what they do when they are living well together. The criteria of validation arise in understanding. If Maria is listening to Yan, understanding is not an explanation made by Maria, but a feeling Yan has about Maria's listening. This is the process of validation developing through the UAF's at the University of Washington, University of Idaho and University of Oregon and the alternative to a pathogenic process of diagnosis and categorization.

The criteria for positive behavior change

STP researcher Rob Horner drafted the criteria for positive behavior change consisting of six criteria.

1. The practice is operationally defined.

2. The settings in which the practice is expected to be effective are defined.
3. The target population for whom the practice is effective is defined.
4. The qualifications of people who may use the practice with success are defined.
5. The outcomes that may be expected from using the approach are defined.
6. The conceptual theory and basic mechanisms framing the approach are defined.(R. Horner, Sugai, & Anderson, 2010)

The criteria of do no harm

The scientist-practitioner system had intrinsic economic impacts, that from the very beginning was the result of least restrictive practices, whereby the practice setting was constantly changing while conserving and expanding the wellbeing of those being served. UAF researchers identified six positive impacts of the system of care designed to liberate.

1. Maximize outcomes
2. Minimize harm.
3. Increase accountability.
4. Increase efficiency.
5. Improve decision making.
6. Improve resource use.

Dynatron Incorporated

Dynatron produced assemblies for the HP 2932 dot matrix printers, local area network products, computer keyboards and circuit boards. Caring for adults subjected to unimaginable atrocities and abuse was much more challenging than teaching preschool children. Many had been taught to abuse themselves and others. Others were never taught basic hygiene skills or how to dress. The most vulnerable were isolated in locked wards, beaten, sexually molested, chemically abused and sometimes killed. Most of them had no verbal skills; so, it was difficult to communicate with them. There were many times each week when their years of trauma from abuse and neglect exploded into intense behaviors of biting, hitting, and screaming. The challenge felt overwhelming sometimes. How could we heal the trauma and PTSD for people who could not verbally communicate with us? Like preschool teachers, we "habilitators" became the scientist-practitioners of de-institutionalization. We started with a blank slate, following the data and soon discovered that for most folks coming home from institutions healing came from love, a reinforcing space where everyone was recognized for their accomplishments and living well together constantly improving for each one of us.

Dynatron

While in Idaho, I stayed in touch with the researchers at STP and told them that I was interested in replicating their research in a community-based program. Rob Horner wrote me and told me of a job opening for a new program in Bend, Oregon. He encouraged me to apply for the executive director position, and I traveled to Bend for the job interview. This was another example of the interwoven relationships between UAFs and the communities they served. Back in Idaho, I received a call from Rob—the board wanted to offer me the position

and in October 1979, I opened my first business in Bend, Oregon. The board of directors had named it Creative Opportunities, but I soon changed the name to Dynatron which I thought to be a more appropriate name for an electronics business.

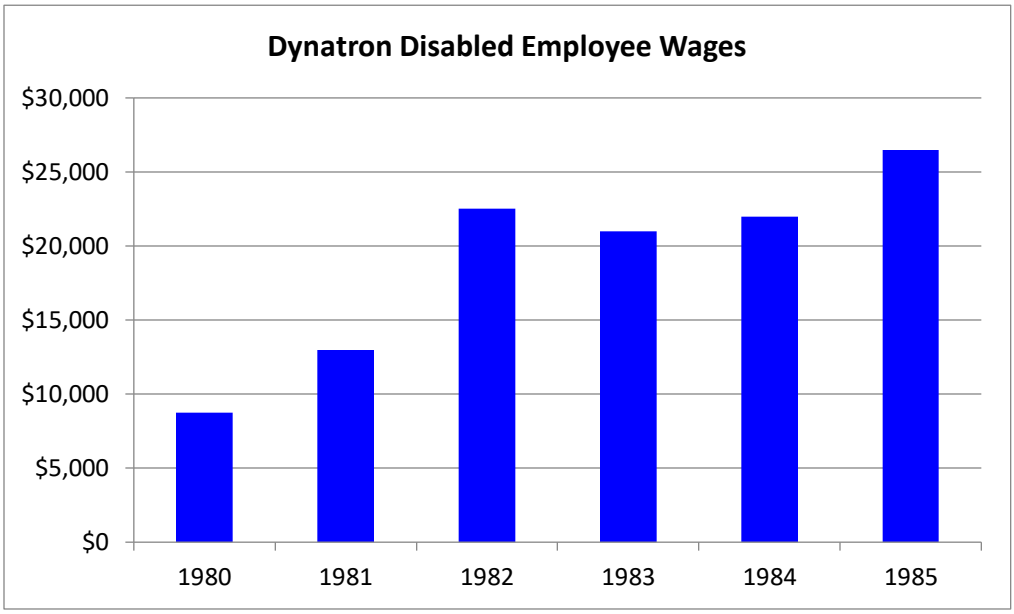
The organization was in start-up mode after having received funding from the state of Oregon. Other than that, there was nothing. No office, no staff, no clients—nothing. I used the start-up funding from the state to rent a home close to downtown Bend and to purchase workbenches, stools, and basic assembly tools. While recruiting prospective employees I discovered that the people I was trained to serve were not living in Bend because they were still being held in state institutions, so I established new employment criteria - prospective employees had to be in danger of losing their lives in institutions due to physical or chemical abuse, or neglect.

Organizations should be transparent and open about what they do, how they do what they do, and the outcomes they generate, especially if they are publicly funded. This is how we conserve freedom and flexibility in pursuing discovery science. I also believe in public accountability and publicly posted evidence-based data that showed our program's progress. Bill Custer was a retired executive and volunteer board member who countersigned every check I wrote and reviewed every financial transaction Dynatron ever made. While this resulted in some heated debates, it also did what it intended to do—it gave the public control over the public funds we used. Our funding came from taxpayers, so I gave control of our investment of public monies to taxpayers by measuring wages, income, and productivity. Our performance data was always current and always publicly posted. Every two years I aggregated our daily performance data and produced a report for the public and the Oregon legislature that

documented the evidence of the liberation movement. Oregon's Representative Tom Throop used the report to write the Director of Health and Human Services and Governor Atiyeh. The same data we used to make program decisions was used by Throop to coordinate new policies hardly a year after Dynatron opened.

> [STP and Dynatron] deinstitutionalize, prevent institutionalization, and reduce the need for public assistance for their clients by teaching sophisticated technical assemblies and allowing workers to earn a nontrivial income. (Throop, 1980)

The first chart of my report showed progress toward our purpose: to offer long-term employment to people with severe developmental disabilities.



My sweetheart Anastasia and others in the community, with help from The Arc of Central Oregon and the University of Oregon, founded the Residential Assistance Program

(RAP)RAP, an innovation in residential services. Residential programs for people with developmental disabilities were funded using Title 19 Medicaid funds. As we know, Medicaid is used to fund community medical assistance for the poor. The funds were also used to institutionalize people with developmental disabilities and to fund nursing homes, mini-hospitals with twenty or thirty beds and no bedrooms. For people with developmental disabilities, the minimum group home size was sixteen to twenty beds.

Anastasia worked with the Oregon Mental Health Division, parents of adults with developmental disabilities, and the RAP board of directors to change the traditional Medicaid system of residential services. Our friends at STP shared a new approach that provided residential services in typical homes that served no more than four adults. RAP replicated this approach and those from the worst wards in Oregon's institutions moved into two fine homes in Bend. One was home to four women and the other to four men.

Diana Buell, the Director of RAP, and I travelled to the Fairview Training Center and the Eastern Oregon State Hospital to meet prospective employees and residents. Both institutions were established during the eugenics era, Fairview in 1907 and Eastern Oregon State Hospital in 1913. With help from institutional staff, we were introduced to men and women being subjected to inhumane atrocities. Nothing had changed in the five years since I had visited Eastern Washington State Hospital at Medical Lake. The moans and cries of the residents coupled with the smell of feces, urine, and chlorine were as vivid as ever.

We met Donna, a middle-aged women who would frequently scream and tear at her hair. The top of her head was bald from her hair pulling. Then there was Ed, a tall, lanky fellow who stood rocking on his feet and flicking his fingers close to his right eye. Later we learned

that Ed loved to fight. When we met Kay, she had her head down on a tabletop in a pool of her own nasal mucus. When an orderly demanded that she look at us, she lifted her head and began weeping. Dan, who grew up in the institution, had a habit of diving to the floor and eating tiny objects whether or not they were edible.

The First Business to do Business with Dynatron

I had a sales call for Dynatron services at Hewlett Packard's Vancouver Division, a manufacturer of dot-matrix printers. Robert Corbin, a production engineer, met me in the lobby and placed a large circuit board on the table.

"What do you think?" he asked.

"I'm sorry," I confessed, "I have no idea what this is or how to go about building it. I apologize for wasting your time." It was time to leave and avoid any more embarrassment.

"No, wait a minute," Robert said. "I'll be right back."

He returned with a cable about thirty-inches long with two sensors on each side and a socket in the middle.

"Now what do you think?" Robert asked.

"I like it," I said. "We can build this."

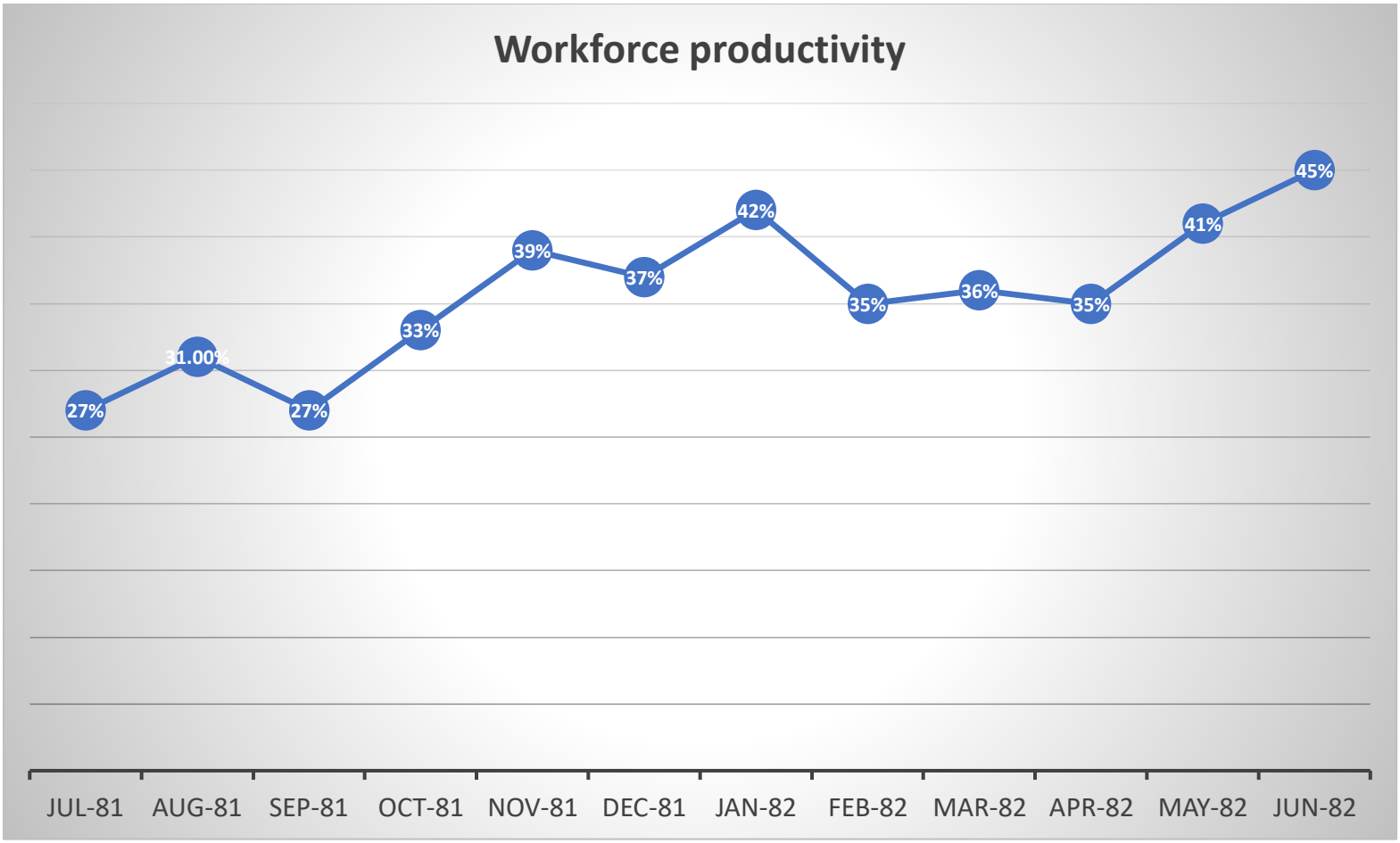
"Good," he replied. "Stay here, and I'll get parts enough for twenty-five and a blueprint. Build me ten perfect cables, and if they pass our quality inspections, I'll come out to your shop in Bend and certify you as a HP vendor."

I was ecstatic on the drive home with my precious cargo of cable assembly parts. The business was in business. Yahoo!

Over the years, we built wire and cable harness assemblies, circuit boards, keyboard assemblies, local-area network cables, and subcomponents for printers, computers, and kidney dialysis machines. The business took off.

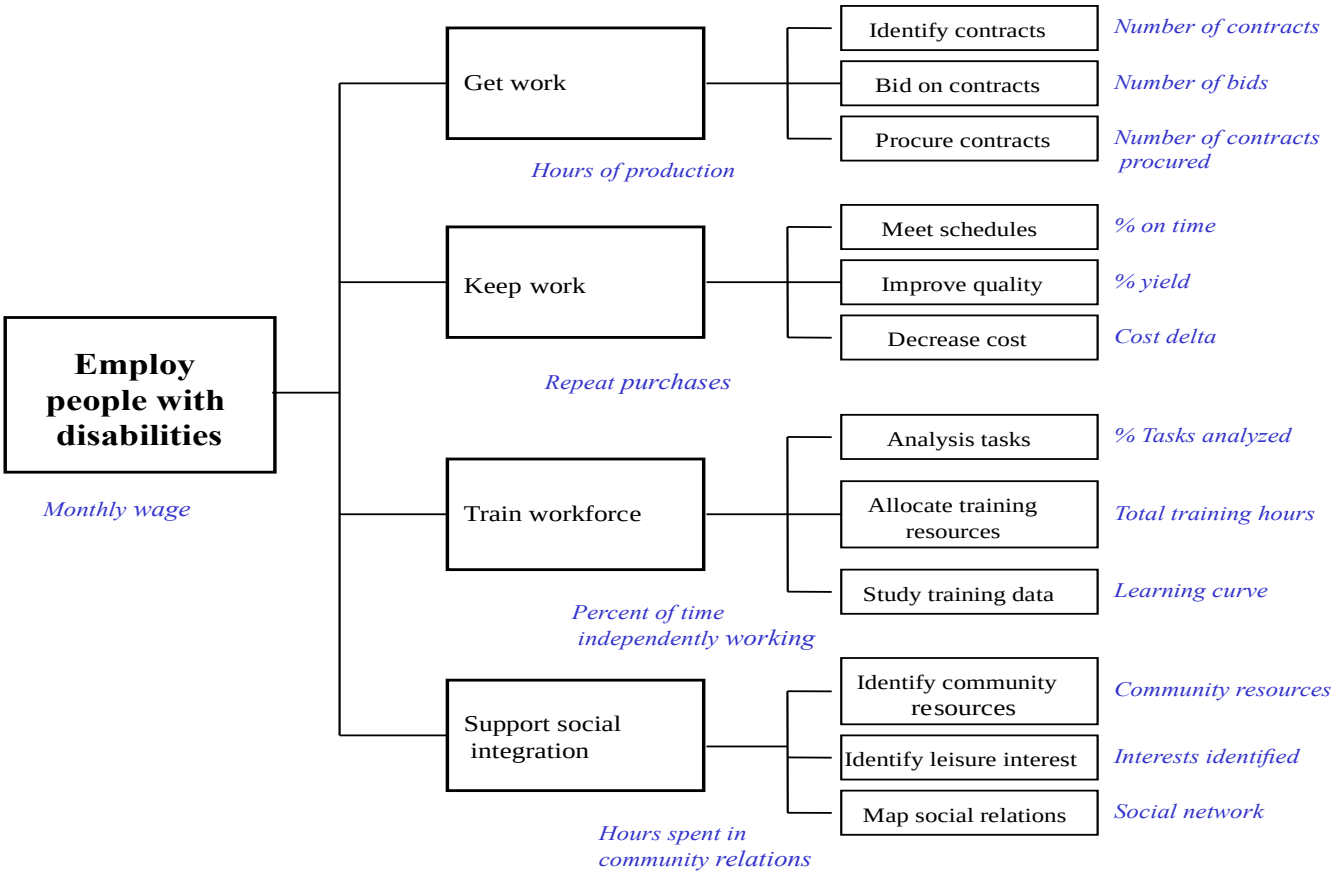
Productivity

The purpose of training was for each employee to work assembling electronic devices independently in our production area. Once in production and for every employee we would entered a task number, the time they started the task, how many units they built, and the time they stopped building into computer program designed by STP to measure individual and group productivity (Boles & Boomer, 1980). This was straight out of Frederick Taylor's motion-time management practice for measuring productivity (Labor Department, 1944). Here I see the distinction between once again between deductive theory and inductive science. The former dean of the Sloan School of Business, Lester Thurow, described human productivity as capital – human capital – that could be augmented through health, education and training. We collected person centered productivity data to discover the relationship between positive behavior change and productivity.



This was our evidence-based approach, and I was discovering how the approach resulted in collaboration. I started Dynatron with three publicly funded positions. I was the General Manager and hired, a Production Manager responsible for productivity, wages earned, product quality and on-time delivery, and a Habilitation Manager responsible for person-centered planning, training, positive behavior change and coordinating with community resources. When we came together to review the data, it didn't matter what our rank, role, or job description was. The only thing that mattered was whether or not we were accomplishing the purpose of our business. Ours was a circular system of improvement, and my job was to conserve it as a daily practice regardless if I was right or wrong in making decisions. All employees, except production employees, met every afternoon to review data and

to plan our tasks for the following day. In this daily meeting circle, we were all equal. Sometimes my ideas were accepted by all, many times it was someone else's idea, and most of the time the ideas were collective, coming from the group's improvisations. I maintained the equity in the decision-making process by rotating the staff chairing the daily meeting to avoid the feeling of the decisions being a top-down process. We began with data. Were the wages we paid sufficient for people to live in the community? If the answer was no, was this because we could not get work, keep work, train our workforce or support their social integration? The answers to these questions were not judgmental but could be found in the data we constantly collected. Following the liberation movements history of simple data tools, I later used the process to invent the Accomplishment Model – a management tool for improving performance, productivity and wellbeing.

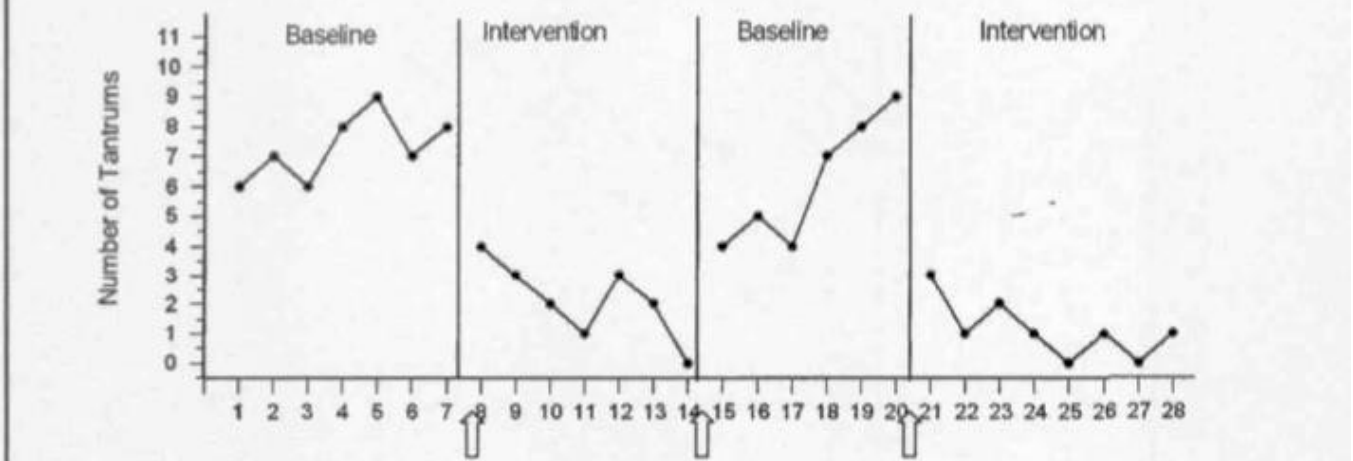


Wellbeing, productivity and healing at work

Our employees had been living in institutions that wouldn't meet the standards of today's animal shelters. Some of them would abuse themselves (a favorite pastime shared by most institutions was to teach people to be self-injurious). Some would strip off their clothes. Others would pee their pants while sitting at their production bench. Tall, lanky Ed was a master. He needed constant supervision. Even then, if he began his self-abuse and a staff member tried to intervene, Ed would punch and bite them. Using a positive approach to behavior change, we identified the behavior to be changed, collected baseline data measuring the frequency or duration of the behavior, brainstorm our intervention, and then collect data on a daily basis as a measure of our effectiveness.

FIGURE 1

Example of a Single-Subject Reversal Design Demonstrating Experimental Control



Note. Arrows indicate the three points in the study where an experimental effect is confirmed.

The scientist-practitioner system worked beautifully as an evidence-based and person-centered approach that maximized performance and productivity. The work was very hard, but our spirits were lifted by the data we collected showing that the liberation was working and people with developmental disabilities, subject to atrocious treatment in institutions, could earn wages and live in communities like Bend for a fraction of the cost of institutional care. Expanding the wellbeing of our employees expanded our own wellbeing and the productivity of the network of networks grew.

Productivity

Our daily study of productivity was guiding our practice and revealing principles of productivity improvement.

1. Productivity is value divided by time. This insight taught us that time itself was not a measure of productivity. We measured how many electronic assemblies were produced over time.

2. Productivity improved when 80% of our conversations were positive, recognizing each person's newly acquired skills and rewarding them for their performance. Still using Piaget's learning through accommodation, we became a learning organization and what we were learning about ourselves and our mission was joyful.

3. Productivity is social health, the configuration of relationships that improved our collective performance. Relations we found improved our productivity were love, mutual support, data-based decision making, recognition and mutual care.

4. Productivity improves in a network of conversations that included those of us at Dynatron, our customers, our suppliers, our Board of Directors and those providing residential services. If this network was healthy socially, we could not be productive.

Wellbeing

Learning through accommodation, as opposed to learning through theory, is a concrete practice. We were free. With theory comes obedience. Without the burden of using theory to guide our collective actions we chose to follow the data and our preferences to live and work well together.

1. We work well together when we our relations were open and honest.
2. We work well together when our data and language become one, our collective coordination of action.
3. We work well together when we love, care for and support each other.
4. We work well together when our networks of conversations are happy, joyful and harmonic.

Healing

Our workforce suffered from decades of abuse and neglect. Work, creating something of mutual value and benefit eased the trauma. Learning how to work well together in such a manner that productivity improved created a new culture of caring. Perhaps most importantly, work heals.

Salubrious

I brought the Model Preschool Center's philosophy to Dynatron. Instead of taking a pathogenic approach and meeting only when there was a problem, I met with HP engineers and buyers every Friday as we asked, "How do we do what we do in generating value for HP and Dynatron's employees?". The preschool researchers shift to understanding how we live well together worked in business where wellbeing was measured in terms of product performance, price, on-time delivery and quality. After a number of Friday meetings, our buyer at HP presented our data to us – a huge source of joy and pride for everyone involved.

> Over the past four months, which I have examined closely, your quality has been excellent, your deliveries almost perfectly on time, and your price maintenance and cost cutting measures have helped to hold the line on inflation.
>
> Specifically, the RS-232 Cable has not evidenced a single reject during this entire period while we have used approximately 860 cables. Of the crashstop cables, out of a usage of 5,900 units, we have only experienced a reject rate of 0.3%. Of this amount it is not clear how much of this is our fault or how much is Dynatron's. (Thompson, 1982)

The preschool practices were so effective the UAF network grew spontaneously to include Moscow, Lewiston, and Grangeville Idaho. The STP UAF network grew as a network of research demonstration sites like Dynatron to include my shop in Bend, Eugene, Seattle, Reno, Tacoma and Western Massachusetts. Now our business network was expanding to include HP sites in Vancouver, Washington, Palo Alto, Santa Rosa and Cupertino. The data eventually led to recognition at HP's corporate offices.

"The Dynatron facility is something to see, these severely handicapped individuals are performing close to 100% in quality and delivery to V.C.D. and CSO." (Luongo, 1984)

Legislating social care and systems change

Dynatron's board was supportive, engaged, and understanding showing a spiritual dimension to our network and I began to see Dynatron as a network of networks coordinating consensual actions in the integrated domains of liberation, spirit, business and love. Now Dynatron was just an organization accomplishing wonderful things. But I was realizing that it was not Dynatron that was inspiring this large-scale change in the network of networks – the inspiration was the same as it was at the very beginning – a liberation movement that could not be completed until institutions were closed.

State representative Tom Throop came by the shop one day and looked over our performance data. He wrote the director of Oregon's Department of Human Resources and copied the governor. Using wage data from Dynatron and STP, he called for deinstitutionalization and the funding of community-based services (Throop, 1980). The response was silence. Six months later, Tom introduced a bill to the Oregon legislature calling for the closure of Eastern Oregon Hospital (Assembly, 1981). The bill was locked in committee as our support began to grow. The Arc Oregon joined us along with other advocacy organizations. The protection and advocacy system created by the Act funded undercover law enforcement officers to Eastern Oregon Hospital and Training Center disguised as staff. Their findings led to the convictions of many aides conducting unimaginable abuses.

State investigators say patients at the Eastern Oregon Hospital and Training Center frequently were called obscene names, choked into unconsciousness and slapped, bit, and kicked for no apparent reason…According to the state complaint against her, Handley kicked a resident in the crotch and head after he took some bread from another patient…A favorite exercise of several aides was to throw a basketball into the face of a patient while the residents were playing in the gym…Aides were said routinely to have choked patients unconscious at the slightest provocation, leaving the victims twitching in convulsions…One aide is accused of using a retractable key chain to pinch the penis of a patient for 10-15 seconds. The attack caused "extreme pain" to the resident "as evidenced by the distressed sounds he made, and [the] flailing [of] his legs and arms," investigators reported…One aide reportedly told another that it didn't hurt the patients because they don't [know] what was happening to them…patients were encouraged by aides to strike one another—which they did. Several aides were accused of forcing patients to use their own hands or fists to strike themselves…After offering a handshake an aide squeezed a patients own hand so hard as to cause great pain. "The resident finally became so upset he started biting himself," one complaint said…A hard plastic bucket was placed over one patient's head and an aide pounded on it, in another reported instance…When a trainee asked a question in a training session, he allegedly was told by a supervisor, "That's the trouble with you new aides; you come up here and see a few things that you think are not right or abusive, then

you go around shooting your mouth off when you don't know what you're talking about." (Bartley, 1980)

In an attempt to bridge the legislative impasse, both sides of the issue decided to tour the institution. We could smell the freshly painted walls, a meager attempt to hide the horrific history. We split up. Anastasia's group encountered a man with developmental disabilities who had broken his arm flailing on a hospital bed. The doctor (one didn't need a license back then to practice medicine in institutions) strapped him down, announcing to the visitors, "Sometimes you have to restrain these folks in order to help them." Someone from the tour group spoke out, "Shouldn't you use anesthesia when setting a broken bone?" Oops.

My group was in the basement of the beast, being led on a tour of the physical plant. As we walked across two small steel rails—like those used for mining carts—someone asked to see where the rails began and ended. Innocently, our tour guide opened two doors. One led to a crematorium and the other to a very large room half filled with ashes. "Whose remains are these?" someone inquired. Silence was the answer. We understood.

An Oregon state senator warned me that my involvement was "not beyond retribution," and I later found a note taped to the front door of the Dynatron shop. It was from the Internal Revenue Service. An anonymous caller had reported that I hadn't paid payroll taxes, and I was going to be audited. For the next three weeks, I could not testify on the bill to close Eastern Oregon Hospital and Training Center because I had to meet with an IRS auditor as he tediously analyzed every one of our tax payments. At the end of the audit, the IRS declared that all taxes had been paid.

In Salem, the negotiations began. If we dropped the bill to close the center, the other side would adopt a bill to begin closure of both institutions by disinvesting in the institutions and investing in community-based services. The negotiation resulted in new state policies signed into law in 1981 just two years after Dynatron opened.

> Be it Enacted by the People of the State of Oregon: Section 1. (1) The Legislative Assembly finds and declares, in keeping with proven treatment, services, and individual habilitation needs, that a significant number of mentally retarded and developmentally disabled persons currently reside in state-operated hospitals and training centers simply because appropriate community-based residential facilities, day program, and other support services do not exist. Therefore, the Department of Human Resources, through the Mental Health Division, is directed to facilitate the development of community-based residential facilities, day programs, and necessary support services in an orderly and systematic manner. Further, the Department of Human Resources, through the Mental Health Division is directed to define in administrative rules the role of state-operated hospitals and training centers as specialized back-up facilities to a primary system of community-based services for the mentally retarded and developmentally disabled. ("House Bill 3232," 1981)

The age of deinstitutionalization was dawning. The liberation movement was ending eugenics era policies in Oregon and expanding across the country. Eastern Oregon Hospital and

Training Center was closed in 1983 and Fairview Training Center closed in 2000. They were the last physical remnants of the eugenics era. In 2002, Oregon's Governor Kitzhaber wrote a public apology to 2,600 people involuntarily sterilized at these institutions.

> To those who suffered, I say, the people of Oregon are very sorry. Our hearts are heavy for the pain you endured. And, it is in honor of you that I declare December 10 hereafter to be Human Rights Day in Oregon—a day on which we will affirm our commitment to the value of every human being in Oregon. On this day, we will renew our determination to protect the rights of all people, regardless of their color, their religious or philosophical beliefs, their sexual preference, their economic status, their illnesses or disabilities. We value them all, for they are our brothers and sisters. (Kitzhaber MD, 2002)

The Act created a civil rights network that was in full bloom, weaving a network of business performance, liberation, love and scientific research coupled with data-based decision making and person-centered care. Accommodation was working. The evidence we were discovering was being used to change policies not only in Oregon but across the US. Social care for those living in pain and suffering requires large-scale systems change and this change was happening in an ethical network of policy makers, scientist-practitioners, businesses, citizens and most importantly all those who had been abandoned by society.

An important part of any liberation movement is seeing the future. At Dynatron, the future was our common purpose, the North Star we set our course to. One day, one of our employees, Cecilia, pointed to my north star.

Cecilia was a middle-aged woman. She had no verbal skills. When she was happy she sang out in a beautiful singsong, “la-ti-da.” When she was not happy, she let out a piercing scream that I swear could shatter a wine glass. We tried to keep her happy. Folks living in institutions obviously had no freedom. They were pushed around, beaten if they were slow to respond, and made to do horrible things to themselves. It wasn't like we walked up to them and said, “You’re hired,” and they happily obliged us.

We had to teach that working led to each person’s freedom and wellbeing. So, as employees learned new tasks, we paid them. After they accumulated enough money, we sat down with them in our break room and leaf through a Sears catalog. Inevitably, they pointed, excitedly, to an item they wanted and out we went on a shopping excursion in beautiful downtown Bend.

Cecilia, like many of our employees, communicated nonverbally. Browsing the catalog with me, she stopped on a page featuring women’s brassieres. Pointing to them with great excitement it became very clear that she wanted a new bra, “la-ti-da!” We used a simple rule of positive behavior change. In order for a reward to be effective, it needed to immediately follow the desired behavior. In this case, the desired behavior was Cecilia’s newly learned electronic assembly skills, so we put on our winter coats and off we went to go shopping at a local dress shop. Our business was located in the middle of Bend’s downtown so our walk was short.

Once in the shop, and to my horror, Cecilia began to undress and started grabbing bras. I panicked, then suddenly, a young saleswoman walked up to her and respectfully asked if she would like to try on the many bras she held tightly to. *Very wise,* I thought, knowing that if the saleswoman even tried to pry the bras from Cecilia’s hands, the small shop would be the scene

of an uprising the likes of which it had never known. She asked Cecilia if she could help her and gently ushered her into a dressing room. Soon, Cecilia came out of the dressing room dressed, smiling, and tapping on her blouse as if to proudly show me her new bra. She was so happy as we walked back to work that her vocalizations sounded like a robin's Spring song. Now we were both feeling happy and rewarded—la-ti-da!

Back at work, Cecilia had learned the reinforcement lesson and was becoming an excellent electronics assembler. Her money began to stack up quickly. Soon, we were back in the break room and back to the page on bras in the catalog. I asked our production manager, Diane, if she might want to escort Cecilia (Diane being a woman). "No, I think I'll pass. But you have a good time," she said with the tiniest sinister smile. She knew the story of our first trip.

This time I thought I'd call ahead and ask the saleswoman if she remembered Cecilia and me. Yes, of course she did. In the short time it took us to walk to the dress shop, the saleswoman had laid out a half dozen bras, all in Cecilia's size, on the front counter. When we arrived, Cecilia went straight to the bras and headed back to the dressing room with the support of this loving young woman. I questioned my role in the matter as I sat waiting for them, my reflections taking me deeper than before. Out from the dressing room they came with Cecilia in the lead. Wearing a big grin, she was tapping on the front of her blouse and singing that beautiful singsong vocalization that only she knew the words to. "How wonderful! You have a new bra", I replied as we walked to the cash register so she could pay for her new undergarment.

Something had occurred to me as I waited outside the dressing room that day. It was the realization of a greater whole and what can be accomplished in community networks.

Community is clinic. The young saleswoman was not told to support Cecilia and she was not paid to do so. She hadn't participated in Cecilia's person-centered plan, nor did she collect data. She was simply following her preferences to live with others in such a manner that accepted Cecilia as a legitimate customer. I was beginning to see that these are subtle relations and very sensitive to the control efforts of others. What started in the dress shop that day was a new professional practice for me. It consisted of knowing when to stop acting like a controlling professional and do nothing more than admire the emergence of love and compassion from people who saw through the differences of others. This practice would expand the outcomes and quality of life for people we intended to serve beyond our professional capabilities.

There is so much more to write about concerning Dynatron, but I would like to leave you with what I hope is a pleasant surprise. Remember Jimmy from Chapter One? Well, we hired a man in his sixties who had escaped from Eastern Oregon Hospital and Training Center by stealing a bicycle and riding it to his sister's house. She had heard about Dynatron and encouraged her brother to apply for a job. He became one of our best employees and loved to occasionally drink a beer at a tavern close to the shop. Back at the institution in Pendleton, they called him Jimmy, but at Dynatron we called him Jim.

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