

Meissner, Hanns

Learning institute for social innovation. A space to imagine and birth new social support arrangements

Koenig, Oliver [Hrsg.]: *Inklusion und Transformation in Organisationen*. Bad Heilbrunn : Verlag Julius Klinkhardt 2022, S. 317-330



Quellenangabe/ Reference:

Meissner, Hanns: Learning institute for social innovation. A space to imagine and birth new social support arrangements - In: Koenig, Oliver [Hrsg.]: *Inklusion und Transformation in Organisationen*. Bad Heilbrunn : Verlag Julius Klinkhardt 2022, S. 317-330 - URN: urn:nbn:de:0111-pedocs-260725 - DOI: 10.25656/01:26072

<https://nbn-resolving.org/urn:nbn:de:0111-pedocs-260725>

<https://doi.org/10.25656/01:26072>

in Kooperation mit / in cooperation with:



<http://www.klinkhardt.de>

Nutzungsbedingungen

Dieses Dokument steht unter folgender Creative Commons-Lizenz: <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.de> - Sie dürfen das Werk bzw. den Inhalt unter folgenden Bedingungen vervielfältigen, verbreiten und öffentlich zugänglich machen: Sie müssen den Namen des Autors/Rechteinhabers in der von ihm festgelegten Weise nennen. Dieses Werk bzw. dieser Inhalt darf nicht für kommerzielle Zwecke verwendet werden und es darf nicht bearbeitet, abgewandelt oder in anderer Weise verändert werden.

Mit der Verwendung dieses Dokuments erkennen Sie die Nutzungsbedingungen an.

Terms of use

This document is published under following Creative Commons-License: <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.en> - You may copy, distribute and transmit, adapt or exhibit the work in the public as long as you attribute the work in the manner specified by the author or licensor. You are not allowed to make commercial use of the work or its contents. You are not allowed to alter, transform, or change this work in any other way.

By using this particular document, you accept the above-stated conditions of use.



Kontakt / Contact:

peDOCS
DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation
Informationszentrum (IZ) Bildung
E-Mail: pedocs@dipf.de
Internet: www.pedocs.de

Mitglied der


Leibniz-Gemeinschaft

Hanns Meissner

Learning Institute for Social Innovation: A Space to Imagine and Birth New Social Support Arrangements¹

“A community will work better as citizens struggle to develop a sustainable relationship between the earth’s population and our planet and find ways to overcome social exclusion and the common tendency to disregard some people’s dignity on the basis of difference.”

John O’Brien and Beth Mount, 2015.

Abstract

The Learning Institute for Social Innovation (LISI), an emerging change technology, builds on three theoretical and practice orientations: social inclusion of Persons with Developmental Disabilities (IDD), Organization Development (OD), and Social Innovation (SI). These change orientations are woven together in the LISI design. The LISI intention is to facilitate a dialogic space² focused on creating opportunities for inclusion of traditionally marginalized people through right relationships³, and evolving inflexible, one-size fits all program-based services to individualized support. LISI is purposed to nurture an emergence of innovative social arrangements more attuned to promoting relational forms that exist in healthy and diverse communities through a collaborative process.

Das Learning Institute for Social Innovation“ (LISI), ist eine soziale Veränderungs-technologie, die auf drei theoretischen und praktischen Orientierungen aufbaut: der sozialen Inklusion von Menschen mit intellektuellen Behinderungen, der Organisationsentwicklung sowie der sozialen Innovation. Diese drei Orientierungen sind im Design eines LISI miteinander verwoben. Die Absicht von LISI ist es, einen dialogischen Raum zu schaffen, wodurch neue Möglichkeiten der Inklusion von traditionell ausgegrenzten Menschen geschaffen werden. Ebenso sollen uniformistische und programmatische Dienstleistungen zugunsten individueller Unterstützung transformiert werden. Durch einen gemeinschaftlichen Prozess fördern ein LISI das Entstehen innovativer sozialer Arrangements, die besser auf die

- 1 Meissner, H. 2019. *Expanding Blue Space: The Learning Institute for Social Innovation*. Toronto, Canada: Inclusion Press.
- 2 Bushe, G. and Marshak R (2015) a dialogic approach “uses processes of inquiry to socially create reality through human interactions to disrupt status quo and create awareness, knowledge and narratives that have the potential to transform the organization”
- 3 Kendrick, M (2000) “Right relationship” treats the person as an authority in his or her own life. Deferring to professionals would be done voluntarily by the person on its merits rather than by default.

Förderung von Beziehungsformen abgestimmt sind, die in gesunden und vielfältigen Gemeinschaften existieren.

1 Introduction: A Nurturing Space to Socially Innovate

From the historical milestone that marks the period of deinstitutionalization up to today, efforts to reintegrate people with IDD into local communities have fallen short. People continue to live parallel lives in group homes and day programs and experience their neighborhoods as visitors not as citizens. Passionate justice seeking service providers have drifted from their deep purpose of inclusion. They have slowly turned into instruments of the system by maintaining service forms that continue to segregate people. The capacity to be truly person-centered is lost when provider actions became framed by programmatic prescriptions.

Authentic social change work originates from a fire in the belly ignited by a compelling vision of a better world. The mechanistic quality of the service system has dampened the flame, yet a passion for a just community continues to burn, albeit at a low level. The flame is turned up by tapping into one's inner knowing and discovering a higher purpose. Some say this inner knowing comes from our spiritual essence – the source of our creativity (Scharmer 2007). Our highest purpose can be characterized as choosing to be a change agent for a community that works better for everyone. Nurturing conditions are needed to feed the flame that energizes action in-service of this vision. A Learning Institute for Social Innovation (LISI) provides a fertile space for creative energies to burn bright.

This chapter answers the question: what form of change intervention fits the task of engaging the creative energies of stakeholders at the point of service delivery, to work collaboratively to socially include people with IDD? Specifically, what design principles and learning and action elements increase individual practitioner, team and organizational capacities to be change agents for social inclusion, and transform services from expert-based care to co-created individualized supports⁴?

2 LISI Foundations

LISI is built on three theoretical and practice traditions. From the *social inclusion* perspective, the principle of normalization and social role valorization (SRV), as a theory and set of analytical tools that influenced a generation of practitioners, academics and policy makers, offers an understanding of the degree to which Persons

⁴ Co-created individualized supports refers to people with IDD and their allies, mutually working together to design and implement individually tailored supports that facilitate and maintain social inclusion in the form of valued outcomes (employment, home, relationship). For examples of individualized supports see O'Brien, J. and Mount, B. (2015), Meissner, H (2013), Mount, B and Van Eck (2010).

with Developmental Disabilities (IDD) are devalued as people, isolated and often subject to abuse (Wolfensberger 1998). Although large institutions are primarily a thing of the past, people with IDD continue to exist at the margins of society in congregate settings such as group homes and day programs. Extending from SRV, person-centered planning aims to liberate people from exclusion by focusing on five valued outcomes (i. e., belonging, choosing, contributing, being respected, and sharing ordinary places). These outcomes are accomplished as people with IDD and their allies co-create strategies to assist a person to assume valued roles (e. g., employee, partner, friend) (O'Brien & O'Brien 1988).

Organization Development (OD) provides a humanistic change theory and a set of interventions to guide the transformation of hierarchical program designs to collaborative ways of organizing individualized supports. Specifically, OD process-based large group interventions with origins rooted in the Tavistock Tradition (Bion 1961), Gestalt Psychology (Lewin 1943), and Systems Theory (Miller & Rice 1967) with its evolutionary form in the Learning Organization (Senge 1990) deeply informs the design of the Learning Institute.

Social Innovation (SI), as a change orientation and perspective, acknowledges the dynamic complexity that makes including those who have been traditionally marginalized in society difficult. Social exclusion resulting from a complex set of inter-dependencies is further compounded by concerns that the current developmental disability system is unsustainable from a fiscal, workforce, and philosophical perspective (as a model of care that continues to segregate people) (Spreat 2017). It is a wicked problem⁵ which, given its ever-evolving nature, cannot be solved by traditional problem-solving methods (Meissner 2019). A SI approach is suited to work with wicked problems, as it is defined as “the process of inventing, securing support for, and implementing novel solutions to social needs and problems” and by “dissolving boundaries and broking a dialogue between public, private and nonprofit sectors” (Phillis, Deiglmeir & Miller 2008).

3 Learning Institute for Social Innovation – An Emerging Change Technology

The origins of the LISI can be traced back to the first learning institute, which focused on individualized supports innovations (O'Brien 2009). The LISI is part of the Social Lab family⁶, drawing practices from World Café, Future Search,

5 The term ‘wicked problem’ characterizes multi-stakeholder planning issues that are dynamic, highly complex, interactive, and involve stakeholder conflict. Most decision makers are frustrated that there are no definitive and objectively-best answers to wicked problems. (Sydelko, Midgley & Espinosa 2021)

6 Social Labs bring together diverse stakeholders to design prototypes, test them in practice, refine them using feedback and data, and test them again as opposed to developing a linear plan. A system approach is applied to address the complexity of a situation.

Open Space Technology and other large group interventions. The LISI is akin to Theory U (Scharmer 2007) and Social Lab (Hassan 2014) methods in their integral orientation to perspective shifting and SI prototyping. The LISI shares the values, process, and theory of OD's large group interventions, yet is differentiated in design to take individuals, teams, and organizations through a cycle of social innovation over a stretch of time. The LISI journey is a personal experience that unfolds in the context of a diverse team in a human service organization where one can imagine and create new support possibilities. Individual practitioners and their team engage in learning and innovative practice between LISI in-person or virtual sessions that typically include multiple teams from other organizations. LISI design assumes that a positive future can be birthed through the process of expanding individual and organizational awareness and co-creating support arrangements that facilitate social inclusion. For this to occur, the design creates the conditions for "Blue Space"⁷, a social safety zone for individual and organizational risk-taking and inventing out-of-the norm support arrangements.

3.1 Learning Institute Focus

A focus on a social challenge defines a LISI. Over the past 15 years LISI⁸ have wrestled with concerns of people with IDD relating to low employment, segregated housing, transformation of congregated care facilities and applying person-centered approaches in authentic ways. LISI engages people in their local space in finding practical responses to these wicked problems. LISI does not occur in an isolated laboratory or a classroom on a campus. Rather, a LISI is a facilitated learning journey that unfolds in the mix of life. Organizations, support practitioners and policy makers consider a LISI an option when it dawns on them that their efforts have not been effective in changing the circumstances for people who have been marginalized and segregated. Individuals with IDD and some families become motivated to join in a LISI journey with their allies to find ways to gain ground on building inclusive communities.

3.2 Core Assumptions and Deep Structures

On a foundation of a common vision and shared assumptions about organizational change LISI takes different forms to fit different circumstances. These assumptions are:

- the work of social inclusion is complex and emergent⁹ thereby requiring participants to navigate the change journey with attentiveness and responsive-

7 Blue space is a metaphor that describes both inner state of support practitioners and their organization's intention to generate ethical action and the social conditions that nurture the emergence of social inventions.

8 Over 30 LISI have occurred throughout the U.S.

9 Emergent change assumes that change is a continuous, open-ended and unpredictable process of aligning and realigning an organization to a changing environment (Burnes 2009).

ness to what surfaces in the process and a willingness to make many course corrections;

- services exist within a nested system;
- the move away from traditional group-based services to individualized supports is counter-cultural and contradicts deeply embedded program architecture and therefore needs to shift at all system levels (i. e., individual, team, organization); and
- human service organizations are often caught in a thicket of competing commitments (Kegan & Lahey 2009) that keep them firmly anchored to status quo, espousing social inclusion while captured by maintaining the congregate services that keep people separate from community.

Transforming group-based services to individualized supports requires a strong commitment from individuals and organizations to break with tradition to venture into uncharted territory. This commitment emerges as change agents tap into their highest purpose. For example, some have seen employment-for-all as their purpose, others have tagged the goal of closing a group home and supporting individuals in their own place and/or self-directing their resources. When the inclusion of people with IDD is connected to our highest purpose, we are fully attentive and energized by the challenge. The LISI provides guidance and exercises to assist in increasing self-awareness and self-management leading to the growth of each participant as an instrument of change (Chenua-Judge 2001). At the organizational level the purpose may be a strategic move to transform services from a hierarchically administered care model to partnership based individualized supports. (Meissner 2013).

LISI assumes that achieving social inclusion in communities that work for everyone requires a shift to more acceptant, diverse, and power-shared relationships. Since past practice does not offer a reliable way to share power, we must opt for a socially innovative path. The trajectory and deep structure of Theory U outlines the process of the learning and doing path of the LISI.

3.3 Theory U – The Path to Social Innovating

The full arc of the U¹⁰ is patterned in the background of the LISI. The LISI is a structured yet mostly open social learning space for participants to explore new territory, imagine possibilities, and co-create ways to address stuck problems. It is a platform that attends to personal, relational, system development in experimental and creative ways. It brings together diverse people (e. g., individuals, family members, support providers) to work together as a design team in constructing innovative support arrangements. It promotes work and change inside our self – the inner condition of the LISI participants, and on the outside – working in and on a system. (Deming 2000).

10 The “U” shape is a bent line going down (illustrating deeper levels of human experience and consciousness) to expand awareness, seek alternative forms of social response and connect more deeply to others and self, then turning up upwards in an expression of creative action that serves individuals and community in more sustainable ways.

Theory U, through Awareness Based Collective Action¹¹, forges a path that leads an individual or diverse group of people to a state of presence – a place where we locate our higher purpose in service to something greater than ourselves, and where we imagine a more positive future for ourselves and others. The “U” graphic depicts the deep dive to the creative act that brings forth opportunities in a divided world bound by closed minds and mindless action. The dive is deep because it travels from the surface of our experience to levels of personal and collective consciousness typically not accessed. We can only travel this far if we open our minds, hearts, and wills to the journey. There are many barriers to overcome on this road, and the most challenging are our own voices of judgement, cynicism, and fear. If these voices achieve ascendancy in our inner world, we become closed to creative action. The following graph illustrates the journey LISI participants take individually and collectively with their team.

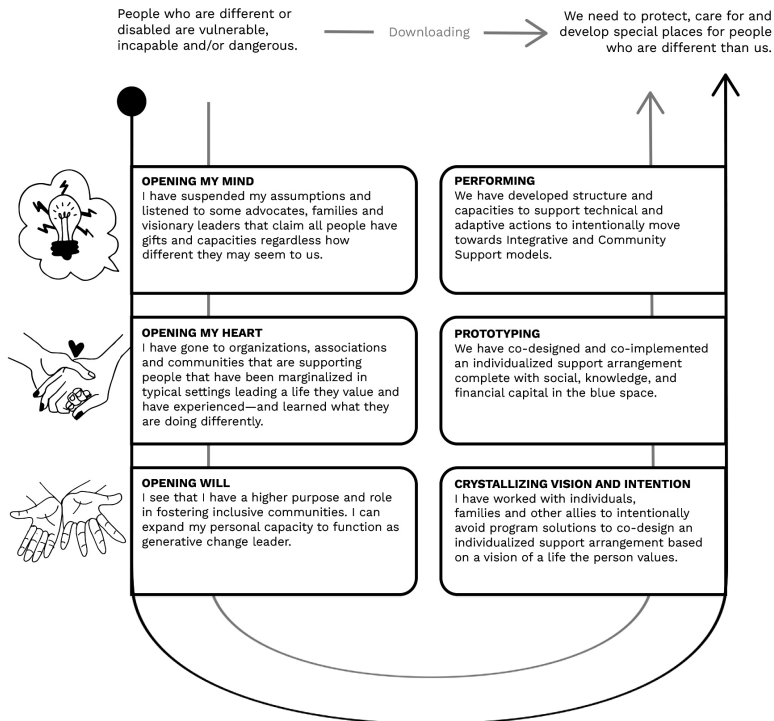


Fig. 1: The LISI U-Journey (adapted from Meissner 2019, 27)

11 Awareness-based collective action is the seed for a new, awareness-based form of coordination and governance that is already taking root in many places. <https://medium.com/presencing-institute-blog/a-new-superpower-in-the-making-awareness-based-collective-action-83861bcb9859>

4 Experiencing the Learning Institute for Social Innovation

A key question is how to engage the heads, hearts, and hands of the participants in the enterprise of innovating. Trainings delivered through lecture and technology (e.g., webinars and podcast), while efficient and effective in informing people about pre-set solutions and best practice, hold little value in developing the capacity of people and organizations to work within complex social situations. In contrast, a multi-modal approach engages the whole person in the imaginative act of creating new approaches. The LISI engages participants in an array of learning modalities. A core learning component invites participants to visit “places of potential”, to see and experience innovative support arrangements that may inform how they can prototype new approaches to support people (Scharmer 2007). To expand awareness and the ability to imagine future possibilities, the more concrete, action-oriented methods are experienced alongside contemplative exercises and creative practices (e.g., the use of meditation, theater, drawing, poetry).

4.1 Creating Blue Space to Socially Innovate

This task of implementing social change can feel like swimming upstream in turbulent waters. Organization, service system, and community cultures resist even the changes most necessary to live into their vision. As the immune system attacks and seeks to destroy foreign organisms, cultures work to eradicate innovations. Safe spaces are needed to be vulnerable with others, test our most cherished assumptions about our practice, roles, and relationships, and reflect on mistakes without the risk of humiliation or retaliation. Edgar Schein (2016) speaks about “culture-free islands”, meaning the learning places where coercive organizational norms are suspended to allow learners to try something new. Meg Wheatley (2017) coins the term “islands of sanity” to metaphorically describe a psycho-social geography where leaders encourage healthy relationships amidst a chaotic and destructive world. I refer to this condition as Blue Space. Blue space is an interior and exterior condition that is the source of moral and ethical perspective and action. A LISI creates Blue Space by using a dialogic approach that guides individual and team participants through a process of suspending assumptions, practicing inquiry and advocacy in a descriptive not judgmental way, encouraging mutual and collaborative inter-changes, trust building and growing capacity to be self-aware of the voices of judgement, cynicism and fear.

The LISI social change journey is inherently personal. Each individual must be willing to examine their own assumptions about difference, disability, and community – as their inner condition guides their actions (Scharmer 2007). An unexamined inner condition produces “more of the same” with little imagination for new thoughts or opportunities. Becoming more aware of one’s inner self provides

perspective on where our actions align with our social change agenda and where we miss the mark. We are not solo players but participants in a social field¹². As the individual examines their beliefs, assumptions, roles and actions, continual learning must also occur at the team, organization, service system, and community levels to create the relational shifts (from power-over and expert dominated to power-shared and co-creative) necessary for inclusion to occur in a meaningful way.

LISI designers and facilitators have seen how individuals and teams get stuck in status quo when transformation is not fully embraced by their organization and the service system. They must be aware that operating within a social field means struggling in a hot-bed of competing commitments (Kegan & Lahey 2009). LISI participants often speak about their experience of being pulled to the higher purpose of assisting people to live a valued life while simultaneously being pushed by the regulations and prescriptions of the system. The push-pull that exists within a dynamic and emergent world can double-bind the best of us, and no technical solution seems to help in getting providers unstuck. Liberation from stuckness happens through a process of broadening awareness of context and competing commitments that play within it, often operating unseen at the subterranean level. Seeing the lay of land positions us to scope out the options and potential places ripe for adaptive moves¹³. Expanding Blue Space provides the safety for traditional service providers to try a creative support arrangement with one person at a time, observe whether a valued outcome is achieved, and then make the next move towards supporting more people in inclusive ways.

4.2 Learning Institute -Core Elements

The LISI stretches over time (ideally 18 months) to allow comprehensive learning, and to develop and implement meaningful supports prototypes. The time commitment honors what it takes to bring to life an appreciative learning space for individuals, a shift of perspective and relationship, the safety to let go of what needs to die, and undertake experiments that will let the new emerge (Scharmer 2007). Although there have been Learning Institutes of a shorter duration that have some value, brief experiences often leave participants somewhere short of deep personal learning necessary to generate and implement creative and collaborative support arrangements. Allowing for some variation in design, we assume that the following components are consistently experienced:

- *Orienting Participants to the Learning Institute and the Flow of Social Innovation:* Engaging in self-development assessments and reflections, and organizational

12 Scharmer (2007) defines social fields as: “the quality of relationships that give way to patterns of thinking, conversing, and organizing, which in turn, produce practical results”.

13 Schein (2016) refers to adaptive moves as “small efforts to improve the situation...not huge interventions”.

surveys, initiating a community of practice, learning from readings and other references on social innovation.

- *Holding Intermittent Large Group Gatherings*: Convening large group gatherings to explore new concepts, hear from thought leaders, share experiences, and maintain a community of practice.
- *Engaging in Personal Learning Work*: Tracking our personal Hero’s Journey (Campbell 2008) assessing and engaging in leadership development, building social innovation skills and capacities.
- *Organizing Design Teams*: Organizing a multi-stakeholder team at the local level to facilitate organizational change and design supports prototypes.
- *Taking Sensing Journeys to Places of Novel Social Action*: Identifying and traveling to places that create innovative support arrangements.
- *Partnering in Peer Coaching*: Getting together with selected and chosen others in the learning institute to share practices, assess organizations, and coach peers in designing and implementing supports prototypes outside of the large group gatherings.
- *Prototyping for Social Change*: Co-designing and co-implementing support prototypes and learning from results.

The following graphic depicts a prototypical sketch of how these elements can be spread over time.

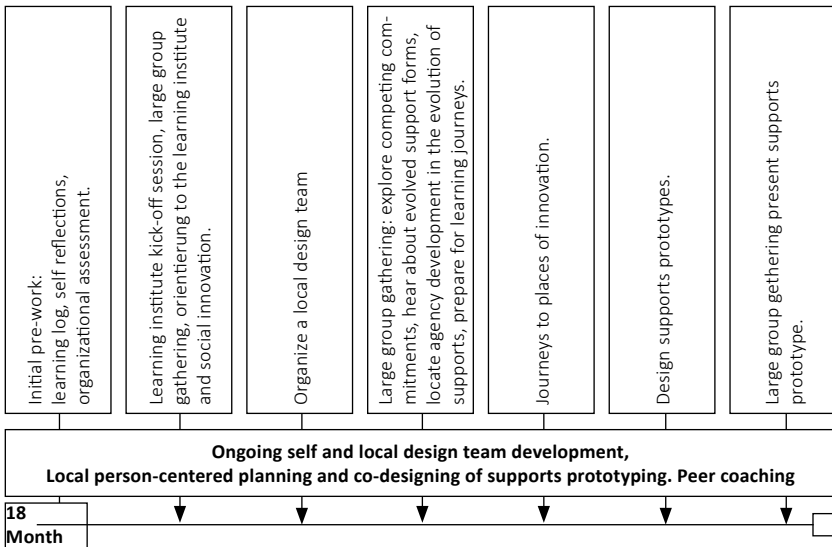


Fig. 2: LISI Time line (adapted from Meissner 2019, 34)

For each LISI, institute designers sketch out elements and process that fit the identified challenge and scope. They attend to development work being done at the individual, team, organizational levels. LISI participants start their learning journey by disrupting their patterned responses to people with disabilities, and opening up to new thoughts, feelings, and experiences about disability, and how to arrange supports for the purpose of inclusion. There are opportunities for self-reflection and relationship building. Ultimately, the LISI converges in designing and implementing supports prototypes. Most LISI exercises¹⁴ are applicable at any system level.

Consideration must be given to the turbulence of the environment i.e., how much Blue Space can be made for imagination and innovations. During times of COVID 19, Learning Institutes have moved to a virtual environment. Although the virtual learning institutes have only recently been implemented, participants state that the experience has reconnected them to purpose, rekindled their passion for inclusion work, refocused their attention on innovating supports, and provided a community of fellow travelers in the quest for social justice. The virtual environment is an adaptation of the more comprehensive shape of the LISI that attempts to work within a constricting environment such as during a pandemic. More challenging times may test the comprehensiveness of an LISI, therefore we may see shorter versions or other variations of the LISI in the near future.

4.3 Planning and Coordinating a Learning Institute

Planning for a LISI takes time and consideration. The initial footwork leading to the LISI kick-off day can take four to six months. The host¹⁵ begins by pulling together a steering committee consisting of the LISI designers and facilitators, and hosting organization. These initial conversations explore the concept of social innovation and the LISI's function in catalyzing novel action. During this, hosts and facilitators clarify that the intention is to create the conditions for learning and change. Should a match be made between the challenge – a wicked problem such as social exclusion – and LISI change process, the committee justifies a move forward.

Naming the challenge helps to locate which part of a system needs to be engaged. If a challenge is specific to an individual agency or region, then the stakeholders of those entities can be represented in a LISI steering committee. For larger scale, more systemwide projects, the scope and scale can make it difficult to have a true representation on the steering committee. At this point, the steering committee may choose to hold regional focus meetings or targeted interviews to solicit input

14 See Meissner (2019) *Expanding Blue Space: Learning Institute for Social Innovation*.

15 In the US, hosts have consisted of provider associations e.g., NYS Alliance for Inclusion and Innovation or umbrella organizations such The Arc.

on how the challenge impacts services and their outcomes for people. Once the challenge is acknowledged (e.g., competitive employment, integrated housing, individualizing supports), the steering committee must answer a series of questions: What resources do we need? Which direction should we take? To whom do we need to address this question?¹⁶

Answers to these three questions create the conditions for learning relationships among the participants to join in a shared and facilitative space. LISI is a social field with boundaries established by the nature of the challenge and the domain, the resources that are available, scope of the LISI project, and the participants who will populate the institute.

- The challenge is the core question or task (e.g., social exclusion of people with complex needs, employment of people with disabilities),
- The domain is the identified marginalized population and the relevant service system (e.g., persons with mental health issues), and
- The scope is the level of the system (i.e., individual organization, field wide providers or total system with government funders and regulators, and insurance companies) and also refers to the geographical area (local, regional, state and country wide).

4.4 What Can We Learn from Social Innovation

Since LISI participants travel to destinations that are not fully known, typical grant reporting methods and formats do not work. Typical project management assumes that a LISI is solving a technical problem where predetermined and measurable goals can be reached by defined steps. Evaluation tests goal attainment and reporting assures on-time achievement of milestones. In contrast, LISI inventions support arrangements outside established pathways. Social invention is a matter of continuous play and adaption to meet adaptive challenges. Social innovations require sponsors to tolerate ambiguity and accept the discovery of different and unpredicted destinations. Developmental Evaluation (Patton 2010) is well suited to guide work on the wicked problem of social inclusion.

5 Conclusion: The Value of Social Innovation

In answering the questions posed in this paper, LISI appears to fit the task of engaging stakeholders to work collaboratively to socially include people with IDD. Feedback gleaned from interviews with former participants of LISI and a review of LISI learning histories (O'Brien 2009; 2010; 2011; 2016) reveal that participation in a LISI led to:

¹⁶ Hassan (2014) outlines the pre-conditions for a Social Lab.

- transforming group residential placements to individual housing (Mount & Van Eck 2010),
- circles of supports facilitating community connections and assisting people assume valued roles,
- the closing of a sheltered workshop and expanding supported employment opportunities,
- implementing self-directed arrangements (for more details on outcomes see Meissner 2019).

In most cases, the outcomes did not occur during the LISI, but were implemented at a later stage. The LISI shifted minds, clarified goals and strategies, and seeded the ground for changes. LISI, at times catalytic in sparking change, are more often supportive of other change processes occurring at the individual and organizational levels. Research of LISI variants, adapted in form and length to address capacity restrictions of time, money, and other constricting factors, is needed.

The design principles and learning and action elements align with what social innovators across all sectors report when addressing wicked problems (Caulier-Grice et al. 2012). While further testing of the efficacy of these design principles and elements is useful, they appear effective in the way intended by examining the statements made by former LISI participants in reference to their experience. People said that it:

1. Created a safe place to shift thinking about people with disabilities and how to support them in more inclusive ways.
2. Enabled learning about co-creating supports as opposed to implementing pre-set programs.
3. Re-energized passions for social justice from a place of job burn-out.
4. Provided living, practical examples of individualized supports through learning journeys.
5. Connected people with similar interests in social innovation.
6. Encouraged individuals and organizations to evolve from group-based services to individualized supports.
7. Provided methods and strategies to engage others in learning institute processes.

The evolving forms and processes of LISI offer a real possibility for individuals with IDD, families and allies to gather to co-design and implement individualized support designs in a context of over-structured systems. It is in collaborative, safe spaces that innovative ways to assist people with IDD to take their rightful place in communities can be nurtured and emerge as an alternative to programs that segregate people in special environments.

Literature

- Bion, W.R. (1961): *Experiences in Groups*. Loudon: Tavistock.
- Brown, J. & Isaacs, D. (2005): *The World Café, Shaping Our Futures Through Conversations that Matter*. San Francisco: Berrett-Koehler.
- Bushe, G.R. & Marshak (2015): *Dialogic Organization Development, The Theory and Practice of Transformational Change*. San Francisco: Berrett-Koehler.
- Campbell, J. (2008): *Hero with a Thousand Faces*. Princeton: New World Library.
- Caulier-Grice, J., Mulgan, G. & Murray, R. (2010): *The Open Book of Social Innovation*. NESTA report.
- Chenua-Judge, M. (2001): *The Self as an Instrument – A Cornerstone for the Future of OD*. In: *OD Practitioner* 38 (3), 11-16.
- Deming, W.E. (2000): *Out of the crisis*. Cambridge: The MIT Press.
- Hussan, Z (2014): *The Social Lab Revolution. A New Approach to Solving Our Most Complex Challenges*. San Francisco: Berrett-Koehler.
- Kegan, R. & Lahey, L.L. (2009): *Immunity to Change, How to Overcome it and Unlock the Potential in Yourself and Your Organization*. Boston: Harvard Business School.
- Kendrick, M. (2000): *Right Relationships*. Queensland Advocacy Incorporated Newsletter.
- Lewin, K. (1935): *A Dynamic Theory of Personality*. New York: McGraw-Hill.
- Meissner, H. (2013): *Creating Blue Space: Fostering Innovative Support Practices for People with IDD*. Toronto: Inclusion Press.
- Meissner, H. (2019): *Expanding Blue Space: Learning Institute for Social Innovation*. Toronto: Inclusion Press.
- Miller, E.J. & Rice, A.K. (1967): *Systems of Organization: The Control of Task and Sentient Boundaries*. London: Tavistock.
- Mount, B. & Van Eck, S. (2010): *Keys to Life: Creating Customized Homes for People with IDD Using Individualized Supports*. The Arc of Rensselaer County and Capacity Works.
- O'Brien, J. (2009). *NYSACRA Learning Institute on Innovation in Individualized Supports: A Learning History*. Online unter: <https://inclusion.com/change-makers-resources-for-inclusion/john-obrien-change-makers-books-videos/john-obrien-books-videos/john-obrien-systems-change-leadership/action-learning-for-quality-improvement-2-11-11-5/>. (Abrufdatum 14.12.2021).
- O'Brien, J. (2010): *NYSACRA Learning Institute on Innovation in Individualized Supports A Learning History Phase II: October 2009 – June 2010 Part II – Turning Points*. Online unter: <https://inclusion.com/change-makers-resources-for-inclusion/john-obrien-change-makers-books-videos/john-obrien-books-videos/john-obrien-systems-change-leadership/action-learning-for-quality-improvement-2-11-11-6/>. (Abrufdatum 14.12.2021).
- O'Brien, J. (2011): *NYSACRA Learning Institute on Innovation in Individualized Supports, Phase 3 Parent Perspectives on Innovation*. Online unter: <https://inclusion.com/change-makers-resources-for-inclusion/john-obrien-change-makers-books-videos/john-obrien-books-videos/john-obrien-family-support/creating-the-conditions-for-a-valued-workforce-2-5-2-11-3-5-12/>. (Abrufdatum 14.12.2021).
- O'Brien, J. (2016): *NYSACRA Learning Institute for Innovation and Individualized Supports for Persons with Complex Needs: A Learning History*. Online unter: <https://inclusion.com/site/wp-content/uploads/2017/12/Individualized-Supports-Learning-History.pdf>. (Abrufdatum 14.12.2021).
- O'Brien, J. & Lyle O'Brien, C. (1988): *A Little Book About Person Centered Planning*. Toronto: Inclusion Press.
- O'Brien, J. & Mount, B. (2015): *Pathfinders, People with IDD and Their Allies Building Communities That Work Better for Everyone*. Toronto: Inclusion Press.
- Owen, H., (2008): *Open Space Technology: A User's Guide*. San Francisco: Berrett-Koehler.

- Patton, Q. M. (2010): *Developmental Evaluation, Applying Complexity Concepts to Enhance Innovation and Use*. New York: The Guilford Press.
- Phillis, P., Deiglmeir, K. & Miller D. (2008): *Rediscovering Social Innovation*. In: *Stanford Social Innovation Review* 6 (4), 34-43
- Scharmer, C. O. (2007): *Theory U: Leading from the Future as it Emerges*. Boston: SOL.
- Schein, E. (2016): *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Schein, E. (2016): *Humble Consulting, How to Provide Real Help Faster*. San Francisco: Jossey-Bass.
- Senge, P. (2010): *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday Publishers.
- Spreat, S. (2017): *Brief History and Futures of Intellectual Disability Services in America*. In: *Social Innovations Journal*. Online unter: <https://socialinnovationsjournal.org/social-issues/100-human-services/2365-brief-history-and-future-of-intellectual-disability-services-in-america>. (Abrufdatum 15.01.2022).
- Sydelko, P., Midgley, G. & Espinosa, A. (2021): *Designing interagency responses to wicked problems: Creating a common, cross-agency understanding*. In: *European Journal of Operational Research* 294 (1), 250-263.
- Weisbord, M. R. & Janoff, S. (1995): *Future Search. An Action Guide to Finding Common Ground in Organizations and Communities*. San Francisco: Berrett-Koehler.
- Wenger, É. (1998): *Communities of Practice: Learning, Meaning and Identity*. Boston: Cambridge University Press.
- Wheatley, M (2017): *Who Do We Choose to Be. Facing Reality, Claiming Leadership, Restoring Sanity*. San Francisco CA: Berrett-Koehler.
- Wolfensberger, W. (1998): *A brief introduction to Social Role Valorization: A high-order concept for addressing the plight of societally devalued people, and for structuring human services*. (4th ed.). Rockland: Presse Valor.
- Woolf, T. & Corrigan, C. (2020). *The Art of Hosting and Harvesting: Conversations That Matter*. In: S. H. Cady, C. K Gorelick & C. T. Forde-Stiegler (Hrsg.): *The Collaborative Change Library: Your Global Guide to Transforming Organization, Revitalizing Communities, and Developing Human Potential*. Perrysburg: NEXUS4change.