

*“WE MUST BE THE CHANGE WE WISH TO SEE IN THE WORLD”
GANDHI*

QUALITY IS DEFINED AS THE DEGREE OF EXCELLENCE OR SOMETHING AS MEASURED AGAINST OTHER SIMILAR THINGS, SUPERIOR IN EXCELLENCE OR VALUE. STANDARDS IS A REFERENCE POINT AGAINST WHICH OTHER THINGS CAN BE EVALUATED.

WHAT DO QUALITY AND STANDARDS HAVE TO DO WITH ED?
HAVING ED AND OTHERS BE ABLE TO RECEIVE SUPPORTS AND SERVICES HAS BEEN A MISSION THAT HAS BEEN ON GOING FOR ME THROUGH THE YEARS. THERE HAVE BEEN TIMES DURING THE JOURNEY WHEN IT LOOKED AS THOUGH IT MAY HAVE ENDED BEING **“MISSION IMPOSSIBLE”**

HOWEVER MY JOURNEY WITH AND FOR ED, STRIVING FOR AND OBTAINING HIGH QUALITY SUPPORTS AND SERVICES FROM THE BUREAUCRACY NOT ONLY HELPED EDDIE BUT MANY OTHER CHILDREN AND ADULTS WITH DEVELOPMENTAL DISABILITIES WHO RESIDE IN R.I. TO OBTAIN HIGH QUALITY SUPPORTS

EDDIE, IS THE OLDEST OF OUR FOUR CHILDREN, BORN MAY 11, 1960. HE IS A WONDERFUL, WARM, HAPPY PERSON WHO HAPPENS TO HAVE A DEVELOPMENTAL DISABILITY. EDDIE LIVED AT HOME WITH HIS FAMILY WHICH INCLUDED HIS 2 YOUNGER

SISTERS AND A BROTHER UNTIL HE WAS 33 YEARS OLD.

WHEN EDDIE WAS 5 YEARS OLD HE WAS STRICKEN WITH VIRAL ENCEPHALITIS AND MENINGITIS, THIS IS WHEN WE WERE INFORMED BY HIS DOCTOR'S THAT AS A RESULT OF THE DAMAGE TO EDDIE'S BRAIN HE WOULD BE MENTALLY RETARDED AND HAVE A SEVERE SEIZURE DISORDER.

THE RECOMMENDATIONS FROM THE "PROFESSIONALS" PRIOR TO HIS DISCHARGE FROM THE HOSPITAL STAY WAS FOR US TO PLACE ED AT THE LADD SCHOOL, WHICH HAD BEEN THE STATE HOSPITAL FOR PEOPLE WITH MENTAL RETARDATION.

WE QUESTIONED THIS DECISION BY THE PROFESSIONALS AND DECIDED THAT THIS WAS NOT GOING TO HAPPEN. ED WOULD COME HOME TO LIVE WITH HIS FAMILY.

LOOKING BACK THROUGH THE YEARS I BELIEVE IT WAS THE TIME IN MY LIFE WHEN I DEVELOPED "ATTITUDE" O.K. THIS IS THE LIFE THAT ED NOW HAS, WHAT ARE WE GOING TO DO ABOUT IT?

MY EXPECTATION, HOPES, DREAMS AND VISION OF THE FUTURE WERE THE SAME FOR ED AS THEY WERE FOR HIS THREE YOUNGER SIBLINGS. I HAD

EXPECTED ED WOULD BE PART OF OUR FAMILY, ATTEND SCHOOL, HAVE FRIENDS,

KNOW AND BE WELCOME IN HIS COMMUNITY. THAT ONE DAY HE WOULD HAVE A JOB, AND BE ABLE TO HAVE A HOME AWAY FROM HIS FAMILY HOME . . .

WHAT A SURPRISE WE WAS IN FOR WHEN WE WERE MET BY THE FIRST MAJOR BARRIER TO INCLUSION: THE PUBLIC EDUCATION SYSTEM.

A FEW OF YOU MAY RECALL THE 1960'S. IT WAS A TIME WHEN PEOPLE WITH DEVELOPMENTAL DISABILITIES WERE INSTITUTIONALIZED, HIDDEN AWAY BY FAMILIES AND SOCIETY. THE CHILDREN WITH DISABILITIES THAT WERE IN PUBLIC EDUCATION WERE IN ROOMS WITH VERY LITTLE SUPPLIES, CLASSES NEXT TO THE BOILER ROOMS, ROOMS WITH BARS ON THE WINDOWS AND SCORNEED BY EDUCATORS AND OTHERS. ED'S PLACEMENT IN PUBLIC SCHOOL WAS SHORT, AND NOT SO SWEET. ED WAS EXCLUDED, AND TOLD PUBLIC SCHOOL WAS NOT FOR THE LIKES OF HIM . . .

THIS DIDN'T FIT INTO MY MEASURE OF A STANDARD WHICH I THOUGHT WOULD ALLOW ALL CHILDREN TO RECEIVE A FREE PUBLIC EDUCATION. FORGET ABOUT "QUALITY OF SUPPORTS" SUPPORTS WERE NONEXISTENT FOR CHILDREN WITH SEVERE DISABILITIES IN THE 60'S.

ONCE AGAIN MY "ATTITUDE" WAS TO BE TESTED. THE SCHOOL SYSTEM DIDN'T WANT HIM. WHAT TO DO? GO HOME? CLOSE THE DOOR? HIDE HIM AWAY? OR WAS AGIN TIME TO QUESTION AUTHORITY?

AS YOU MAY IMAGINE, BY VIRTUE OF THE FACT THAT I HAVE THE HONOR OF PRESENTING ED'S STORY, I BEGAN THE ROAD TO ADVOCACY, BRINGING WITH ME,

MY BELIEVES AS TO WHAT QUALITIES ED WOULD NEED TO BE HAPPY AND SUCCESSFUL IN HIS LIFE.

THUS THE JOURNEY BEGAN A JOURNEY THAT HAS BEEN FULL OF MANY CHALLENGES AND INTERESTING AND BENEFICIAL OUTCOMES. I SOUGHT OUT AND FOUND OTHER PARENTS WHO WERE IN SIMILAR POSITIONS AND OF SIMILAR MIND. WE FORMED ADVOCACY GROUPS THAT NOT ONLY INCLUDED PARENTS OF CHILDREN WITH DISABILITIES BUT ALSO A CROSS SECTION OF REPRESENTATIVE S FROM THE BROADER COMMUNITY. DURING THIS PERIOD WE DID NOT HAVE THE PROTECTION OF P.L. 94-142, THE EDUCATION OF HANDICAPPED CHILDREN ACT, SO WE NEEDED TO FIND THOSE WHO SHARED OUR VISION FOR OUR CHILDREN'S FUTURE.

NOT LONG AFTER ED WAS EXCLUDED FROM SCHOOL, I CONTACTED OUR LATE, GREAT, SENATOR FROM R.I. JOHN E. FOGARTY REGARDING THE

SYSTEMS FAILURE TO INCLUDE EDDIE IN PUBLIC SCHOOL. THE SENATOR RESPONDED QUICKLY BY SENDING A VERY FIRM LETTER TO THE PROVIDENCE SCHOOL SYSTEM REMINDING THEM THAT ALL CHILDREN, INCLUDING ED, WERE

TO RECEIVE A FREE PUBLIC EDUCATION, REGARDLESS OF THEIR LIMITATIONS.

SEVERAL WEEKS AFTER THE LETTER FROM SENATOR FOGARTY WAS RECEIVED BY

THE PROVIDENCE SCHOOL SYSTEM EDDIE WAS “ALLOWED” IN PUBLIC SCHOOL.

DURING THE 1970'S THE SCHOOL SYSTEM DECIDED ED'S NEEDS WERE ONCE AGAIN

BEYOND THE SCOPE OF WHAT THEY COULD PROVIDE TO HIM IN PUBLIC SCHOOL

THE LABEL “EMOTIONALLY DISTURBED” WAS ADDED TO HIS LIST OF “CREDITS.”

THE PROFESSIONAL RECOMMENDED RESIDENTIAL PLACEMENT.

"**ATTITUDE**" WAS BEING CALLED UPON... WAIT... WHAT COULD RESIDENTIAL PLACEMENTS PROVIDE THAT THE SCHOOL SYSTEM AND MY HOME COULDN'T PROVIDE? .

MANY MEETINGS WITH INDIVIDUALS WITHIN THE SCHOOL SYSTEM AND

WITH OTHER PARENTS OF LIKE MINDS WERE HELD. ONCE AGAIN WE SOUGHT OUT AND FOUND EDUCATORS WHO WOULD LISTEN AND TRUST THAT THE KNOWLEDGE WE HAD OF MY CHILDREN'S NEEDS COULD RESULT IN CHANGING A SYSTEM THAT WOULD BE ABLE TO EDUCATE CHILDREN WITH SEVERE DISABILITIES WITHIN THE PUBLIC SCHOOLS?

A PROGRAM WAS DEVELOPED FOR ED, AND OTHER CHILDREN WHO HAD BEEN RECOMMENDED FOR RESIDENTIAL PLACEMENT. THE PROGRAM WHICH WAS A COLLABORATIVE EFFORT BETWEEN PARENTS, EDUCATORS, HOME, AND

SCHOOL, INCLUDED HIGH QUALITY SUPPORTS AND STANDARDS AND A BECAME A MODEL FOR SUPPORTING CHILDREN WHO HAD MULTIPLE NEEDS INCLUDING THOSE WITH SEVERE BEHAVIORAL ISSUES. ED FLOURISHED, AS DID OUR FAMILY BY THE SUPPORTS WE RECEIVED FROM THE SCHOOL SYSTEM. WE HAD FOUND A WAY TO EDUCATE CHILDREN WITH THE SEVEREST NEEDS WITHIN THE PUBLIC SCHOOL SYSTEM, AND TO REMAIN AT HOME WITH THEIR FAMILIES.

BY FORMING COALITIONS WHICH DREW UPON THE KNOWLEDGE FROM ALL ASPECTS OF THE COMMUNITY WE WERE ABLE TO WORK TOGETHER TO IDENTIFY AND DEVELOP PROGRAMS AND SUPPORTS THAT PROVIDE FOR HIGH QUALITY SERVICES TO CHILDREN WITH DEVELOPMENTAL DISABILITIES.

I REMAINED SUPPORTIVE AND ACTIVE THROUGHOUT ED'S SCHOOL YEARS AND IT WAS A VERY PROUD DAY WHEN HE GRADUATED IN JUNE OF 1981 AT THE AGE OF 21.

SCHOOL ENDED AND THE ADULT D.D. SYSTEM, FOR WHICH WE WERE TOTALLY UNPREPARED FOR, WAS OUR NEXT MISSION.

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THE TRANSITION TO THE ADULT D.D. SYSTEM HAPPENED. ONE DOOR CLOSED AND THE NEXT DOOR WAS TO OPEN. I EXPECTED SUPPORTS SIMILAR TO THOSE HE HAD THROUGH THE SCHOOL SYSTEM WOULD BE AVAILABLE TO MEET HIS NEEDS.

ED BEGAN ATTENDING A LOCAL ARC THAT AT THE TIME PROVIDED ONLY A SHELTERED WORKSHOP. CARING PEOPLE ATTEMPTED TO MEET HIS NEEDS FOR A MEANINGFUL DAY PROGRAM. SOON AFTER ED BEGAN THE DAY PROGRAM HE BECAME INCREASINGLY UNHAPPY. WHAT HAPPENED TO HIS ENERGY, LAUGHTER, AND THE CONTINUATION OF LEARNING GO? THE DAY PROGRAM RAN SHORT OF MY EXPECTATIONS FOR PROVIDING QUALITY SUPPORTS TO ENABLE ED TO LIVE A FULL LIFE.

"**ATTITUDE**" WHERE ARE YOU? ACCEPT THAT HE WOULD BECOME MORE DISABLED, MORE UNHAPPY? LITTLE INFORMATION OR OPPORTUNITY WAS AVAILABLE TO INDIVIDUALS OR PARENTS REGARDING OPTIONS FOR WORK OR LIVING DURING THE EARLY 1980'S.

AS WITH THE SPECIAL EDUCATION MODEL OF EFFECTUATING CHANGE IT WAS TIME TO LOOK FOR OTHER PARENTS OF WHO WERE WILLING TO QUESTION AUTHORITY.

SEVERAL OF US BEGAN MEETING WITH EACH OTHER AND THEN WE REACHED OUT TO OTHER FAMILIES WHO HAD SIMILAR NEEDS. WE BEGAN MEETING WITH STATE OFFICIALS AND OTHERS TO DISCUSS OUR NEEDS FOR MEANINGFUL DAY SUPPORTS AND WAYS TO OBTAIN THEM FOR OUR FAMILY MEMBERS.

A MAJOR FORCE IN R.I. WAS ORGANIZED DURING THE 1980'S. WE FORMALIZED OUR GROUP AND CAME TO KNOWN AS PARENTS AND FRIENDS FOR ALTERNATE LIVING (PAL).

WE AGREED THAT OUR ORGANIZATION WOULD FOCUS ON FINDING WAYS TO

PROMOTE AND SUPPORT QUALITY SUPPORTS AND SERVICES FOR PEOPLE WITH DISABILITIES. WE WANTED TO FIND WAYS TO SUPPORT THE QUALITY OF LIFE FOR PEOPLE WITH DISABILITIES AND THEIR FAMILIES, AND TO HELP THEM ACHIEVE THEIR MAXIMUM POTENTIAL BY INCREASING THEIR INDEPENDENCE AND INCLUSION INTO THE COMMUNITY.

WE LEARNED THAT THE BOARD OF DIRECTORS OF THE LOCAL ARC'S. WAS THE DECISION MAKERS. EVENTUALLY I AND OTHER PARENTS OF LIKE MIND WERE ELECTED TO THE BOARD OF DIRECTORS . . . WE DECIDED THAT ANY CHANGE IN OUR SUPPORT SYSTEM WOULD INCORPORATE CHOICE, AND PROVIDE HIGH QUALITY SUPPORTS AND STANDARDS FOR THOSE

INDIVIDUALS WHO RECEIVED SUPPORTS FROM THE ARC.

AS A RESULT OF OUR INVOLVEMENT PART OF THE CHANGE THAT OCCURRED IN DAY SUPPORTS DURING THE LATE 1980'S AND INTO THE 90'S WAS BEING ABLE TO INTEGRATE ED AND OTHERS FROM A SHELTERED ENVIRONMENT AND INTO THE COMMUNITY. PEOPLE WERE ABLE TO HAVE A CHOICE OF STAYING IN THE SHELTERED WORKSHOP OR MOVING INTO THE COMMUNITY FOR THEIR "EMPLOYMENT" OPPORTUNITIES. JOB COACHES, ALONG WITH CHANGING "ATTITUDES" ENABLED ED AND OTHERS TO HAVE MEANINGFUL DUTIES TO FILL IN THEIR DAY TIME HOURS.

AS AN EXAMPLE, ED DECIDED HE WANTED TO HAVE A CAR WASH BUSINESS, BUSINESS CARDS AND ALL. WITH ASSISTANCE FROM HIS JOB COACH HE WAS

AVAILABLE TO EITHER GO TO A PERSONS HOME OR BUSINESS AND CLEAN THEIR CARS. WHAT MOTIVATED ED TO CHOOSE THIS AS A BUSINESS WAS THE IMMEDIATE NEED TO SEE CASH IN HAND AS A RESULT OF THE WORK HE DID. IT MADE IT REAL FOR HIM; WORK, MONEY, YES. HE MAINTAINED THE BUSINESS FOR SEVERAL YEARS, BUT AS WITH MANY OF US HE DECIDED TO DOWN SIZE IT.

ANOTHER EXAMPLE OF A WORK ACTIVITY WHICH HE IS VERY PROUD OF IS "ED'S DELI," WHICH IS LOCATED IN ONE OF THE ARC'S SUB SITES. HE AND OTHERS HELP TO SHOP FOR THE GROCERIES AND SUPPLIES, PREPARE AND SELL THE FOOD ON CERTAIN DAYS OF THE WEEK.

ED WAS SHOWING SIGNS DURING THE 1990'S THAT HE WAS READY TO MOVE FROM OUR HOME INTO THE COMMUNITY. AS PART OF MY EXPECTATIONS I WOULD LOOK FOR HIS NEW HOME TO PROVIDE THE SAME KIND OF ENVIRONMENT THAT ED HAD BEEN ACCUSTOMED TO. WE HAD CERTAIN QUALITIES AND STANDARDS FOR ALL OF OUR FAMILY MEMBERS. WE PROVIDED AN OPPORTUNITY FOR ALL OF OUR CHILDREN TO BE KEPT SAFE, HEALTHY, AND HAPPY. THEY HAD PRIVACY AS NEEDED AND OPPORTUNITIES TO GROW AND BE LOVED.

WHILE ED MAY HAVE BEEN READY TO MOVE INTO THE COMMUNITY, THE COMMUNITY WAS NOT YET READY TO PROVIDE FOR ED. "**ATTITUDE**" ONCE AGAIN BECAME NECESSARY. AFTER SEVERAL YEARS OF SEARCHING AND MANY HURDLES ED MOVED INTO A COMMUNITY HOME THAT PROVIDED ADEQUATE SUPPORTS TO HIM FOR THE NEXT SEVERAL YEARS.

ED'S NEEDS BEGAN TO CHANGE, HIS ROOMMATES NEEDS CHANGED, AND THE RESIDENTIAL AGENCY CHANGED . . . AS ED BECAME MORE FRUSTRATED HE ALSO BECAME MORE VOCAL IN EXPRESSING HIS NEED FOR CHANGE. OH NO, NOT A **"BEHAVIOR" PROBLEM**" WE GOT RID OF THAT LABEL IN 1970'S. COULD IT BE POSSIBLE THAT BY EDDIE GOING OUTSIDE HIS HOUSE AND POUNDING ON THE HOUSE WERE HIS WAY OF SHOUTING OUT TO ALL OF US, TELLING ALL OF US HOW BADLY HE WANTED TO MOVE? MANY, MANY MEETINGS AND MANY ADJUSTMENTS WERE MADE FOR ED

WITHIN HIS HOME, HOWEVER, THE GOAL BECAME ONE OF FINDING ED A NEW PLACE TO LIVE. WE DECIDED THAT A NEW SERVICE PROVIDER SHOULD BE FOUND THAT WOULD BE WILLING AND ABLE TO PROVIDE QUALITY SUPPORTS AND SERVICES TO ED TO SO THAT HE WOULD ONCE AGAIN BE HAPPY IN HIS HOME.

A MEETING WAS ARRANGED FOR EDDIE TO MEET WITH THE DIRECTOR OF THE DIVISION OF D.D. HE ATTENDED THE MEETING WITH HIS SISTER, DOREEN, AND MYSELF . . . ED SEATED HIMSELF AT THE HEAD OF THE TABLE AND PRESENTED HIS STORY TO THE DIRECTOR. HE WAS GRAPHIC IN DESCRIBING TO HER AS TO WHY HE HAD TO MOVE. WHEN THE DISCUSSION WAS FINISHED, A PLAN WAS WRITTEN THAT INCORPORATED SHORT TERM MEASURES TO MAKE ED'S LIFE HAPPIER AT HIS HOME WHILE A NEW SERVICE PROVIDER AND A NEW HOME WERE LOCATED.

I'M THRILLED TO REPORT THAT SEVERAL MONTHS AFTER THE MEETING, IN THE YEAR 2004 ED MOVED INTO A NEW HOME, WITH

NEW ROOMMATES, AND A NEW SERVICE PROVIDER . . . THE HIGH STANDARD AND QUALITY SUPPORT THAT AGENCY PROVIDES ARE THOSE THAT I KNOW WILL CONTINUE TO ENABLE ED TO LIVE A FULLER, HAPPIER LIFE.

THROUGHOUT THE YEARS I HAVE BEEN ACTIVELY INVOLVED WITH ORGANIZATIONS , COALITIONS AND GROUPS AND GROUPS WHOSE FOCUS IT

HAS BEEN TO IMPROVE THE LIVES OF INDIVIDUALS WITH DISABILITIES. RECENTLY I HAVE AGREED TO SERVE ON SEVERAL COMMITTEES WHICH HAVE BEEN ESTABLISHED WITH THE HELP OF MHRH, DIV. OF D.D.

FOR EXAMPLE THE STATE WIDE QUALITY CONSORTIUM, BRINGS TOGETHER PEOPLE OF VARYING BACKGROUNDS TO DISCUSS WAYS TO ENSURE QUALITY IMPROVEMENTS TO THE SUPPORTS AND PROGRAMS FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES. A MAJOR CONTRIBUTION HAS BEEN THE DEVELOPMENT OF A BOOKLET WHICH PARENTS AND OTHERS CAN USE AS THEY ATTEMPT TO MAKE A DECISION AS TO WHAT SERVICES AND SUPPORTS THEY NEED FOR THEIR PERSON WITH A DISABILITY. THE BOOKLET SUGGESTS INDICATORS AND QUESTIONS TO ASK PROVIDERS WHILE SHOPPING FOR AND OBTAINING THE SUPPORTS WHICH WILL PROVIDE HIGH QUALITY TO SUPPORTS TO THEMSELVES OR TO THEIR FAMILY MEMBERS.

THE HEALTH AND SAFETY SUB COMMITTEE OF THE CONSORTIUM HAS PRODUCED A DOCUMENT THAT PROVIDERS CAN USE WHEN ASSESSING THE MOST AT RISK

POPULATION AND TO USE TO DEVELOP STRATEGIES TO PREVENT SERIOUS INCIDENTS TO INDIVIDUALS WITH DISABILITIES.

ANOTHER COMMITTEE WHICH HAS RECENTLY BEEN ORGANIZED BY MHRH HAS THE RESPONSIBILITY OF REVIEWING AND CHANGING THE LICENSING REQUIREMENTS FOR AGENCIES THAT PROVIDE SUPPORTS TO ADULTS WITH DEVELOPMENTAL DISABILITIES. I AM THRILLED TO HAVE THE OPPORTUNITY

TO REVIEW AND COMMENT UPON THE RULES THAT WILL ALLOW OUR PEOPLE TO RECEIVE QUALITY SUPPORT AND SERVICES. I BELIEVE THE INFORMATION THAT WE RECEIVED DURING THE PAST SEVERAL YEARS OF SERVING ON THE QUALITY CONSORTIUM WILL BE OF MAJOR BENEFIT AS WE REVIEW AND MAKE SUGGESTIONS FOR CHANGE OF THE RULES AND REGULATIONS.

SERVING ON COMMITTEES AND NETWORKING WITH OTHER PARENTS, CONSUMERS, AND PEOPLE WITH DISABILITIES, ENABLES US TO INFORM DECISION MAKERS USING OUR PERSONAL KNOWLEDGE OF OUR SONS AND DAUGHTERS NEEDS, WANTS, AND DESIRES . . .ONGOING WORK WITH LEGISLATORS, DEPARTMENT HEADS, AND SENSITIVE ADMINISTRATORS WHO ARE OPEN TO CHANGE IS THE WAY THAT WE CAN ACHIEVE RULES ,REGULATIONS, FUNDING, AND HIGH QUALITY SUPPORTS WHICH REFLECT THE NECESSARY COMPONENTS THAT WILL MAKE SUPPORTS MEANINGFUL FOR OUR LOVED ONES.

WITHOUT FIRST DEVELOPING AN ATTITUDE OF OK, THIS HAS HAPPENED, NOW

WHAT CAN BE DONE ABOUT IT, NONE OF THE ABOVE COULD OR WOULD HAVE HAPPENED KNOWING AND TRUSTING IN YOURSELF, QUESTIONING AUTHORITY, FINDING OTHERS WHO THINK ALIKE, BE WILLING TO DREAM, TO LISTEN, TO LAUGH, TO CHANGE, STAND FIRM, NEGOTIATE, BE WILLING TO TEACH OTHERS, SEEK OUT DECISION MAKERS WHO ARE OPEN TO LISTENING AND CHANGE NETWORK AND ORGANIZE, EXPECTING ONLY THE

HIGHEST QUALITY PERFORMANCE FROM THOSE WHO PROVIDE SUPPORTS TO OUR FAMILY MEMBER, BEING WILLING TO TALK THE TALK AND WALK THE WALK, WHEREVER IT MAY TAKE US ARE NECESSARY QUALITIES THAT WE AS PARENTS , AS INDIVIDUALS WITH DISABILITIES OR OTHERS MUST HAVE SO WE MAY BE ABLE TO ADVOCATE WITH AND FOR OUR FAMILY MEMBER TO OBTAIN AND TO MAINTAIN HIGH QUALITY SUPPORTS FOR OUR LOVED ONES.

I FULLY AGREE WITH DANNY THOMAS WHEN HE SAID, “*ALL OF US ARE BORN FOR A REASON, BUT ALL OF US DON’T DISCOVER WHY.*

SUCCESS IN LIFE HAS NOTHING TO DO WITH WHAT YOU GAIN IN LIFE OR ACCOMPLISH FOR YOURSELF. IT’S WHAT YOU DO FOR OTHERS.”

CONSTANCE GOMES

FEBRUARY 2006

