



Speaker Profiles and Abstracts

Abstracts are listed in chronological order.

Frize, Matt (Community Justice Program, NSW Dept of Family & Community Services, matt.frize@facs.nsw.gov.au)

Supporting Offenders with an Intellectual Disability in the Community: NSWs Community Justice Program 5 Years On

This symposium covers the characteristics of offenders with an intellectual disability in NSW, as supported by the Community Justice Program. It also examines developments in assessment and treatment over the last five years.

Easy English Abstract:

This symposium looks at which people with an intellectual disability get in trouble with the law in NSW. It also looks at how to help this group of people through new treatments and assessments

Legal issues and developments in forensics, Research / academic, Symposium

Friday 9 November, 10:40am - 12:20pm, Main Auditorium

Symposium Papers

Mamone, Natalie (Community Justice Program, NSW Dept of Family & Community Services, natalie.mamone2@facs.nsw.gov.au)

The effectiveness of behavioural and accommodation supports for offenders with an intellectual disability in the community

The Community Justice Program (CJP) is a program within Ageing, Disability & Home Care, and part of the NSW Department of Family & Community Services. It was established in 2006 to provide accommodation, clinical and casework support to offenders with an Intellectual Disability who are leaving custody in NSW. By 2011, CJP had 200 places available across the state ranging from drop in support to intensive residential models of service that were primarily offence specific. In 2011, CJP was provided with additional funding to support 400 clients by 2016. This presentation provides a description of the demographics of this population and a summary of outcomes on the effectiveness of CJP to reduce offending behaviour and improve quality of life for its clients.

Easy English Abstract:

The Community Justice program was set up in NSW to help people who get in trouble with the law who have an intellectual disability. This presentation looks at who these people are and how good the Community Justice program have been in helping this group

Frize, Matt (Community Justice Program, NSW Dept of Family & Community Services, matt.frize@facs.nsw.gov.au)

The validity and utility of the ARMIDILO-G in managing the risk and needs of offenders with an Intellectual Disability in the community

The ARMIDILO-g is a fourth generation risk and needs assessment tool that has been designed to inform risk management in community settings for people with an ID. The present study explores the extent to which the ARMIDILO-g predicts short term risk of recidivism amongst offenders with an intellectual disability (ID) relative to other measures of risk of recidivism, including the LSI-R and HCR-20. The study examined the tools predictive accuracy over 6 months using a sample of 60 people with an ID who had recently exited custody and were being supported by NSW's Community Justice Program for people with an ID. Predictive accuracy will be discussed along with general issues related to the management of risk of recidivism amongst offenders with an ID in the community.

Easy English Abstract:

A tool has been developed to help decide how to manage risk and support people with an intellectual disability who get in trouble with the law. This presentations looks at how well it did compared to other tools for 60 people.

Frize, Matt (Community Justice Program, NSW Dept of Family & Community Services, matt.frize@fac.s.nsw.gov.au)

Non-presenting author: Christian Cabrera, Senior Clinical Consultant

An evaluation of a systemic approach to dialectical behaviour therapy for staff supporting those with borderline personality disorder and intellectual disability

Individuals with co morbid Intellectual Disability (ID) and Borderline Personality Disorder (BPD) pose some of the most difficult challenges to the service system. Dialectical Behaviour Therapy (DBT) has been identified as an effective treatment for BPD. Programs adapted for those with an ID show some efficacy. Systemic therapy practice provides promising evidence in the context of ID and has been applied in working with BPD. A Systemic DBT skills program has been adapted specifically for disability support staff to teach the skills and principles of DBT. This study evaluated the effect of the Systemic DBT program on 47 front line disability staff that support clients with an ID and BPD. Self report measures of mindfulness, emotional regulation, anxiety, depression, stress and job satisfaction were given to staff to at pre, post and follow up periods to determine the program's ability to help improve the mental health of staff supporting this group. Results were suggestive but not conclusive on the programs ability to improve emotional regulation and mindfulness. The program did not show evidence of improved job satisfaction or reduced anxiety, stress or depression. Further research is required to determine whether these benefits filter through to the client and result in reduced BPD symptomology.

Easy English Abstract:

Borderline Personality Disorder (BPD) is a mental disorder that creates a lot of problems. This presentation looks at how well a treatment, dialectical behaviour therapy, works when the skills are given to people who support clients who have BPD.

Bigby, Christine (LaTrobe University, Living with Disability Research Group, c.bigby@latrobe.edu.au)
Non-presenting authors: Dr Marie Knox, Queensland University of Technology, Brisbane, Australia; Dr Julie Beadle-Brown, Tizard Centre, University of Kent at Canterbury, UK; Dr Tim Clement, Department of Social Work and Social Policy LaTrobe University, Melbourne Australia; Professor Jim Mansell, Department of Social Work and Social Policy LaTrobe University, Melbourne Australia

Uncovering dimensions of culture in under-performing group homes for people with severe intellectual disabilities

Culture recurs as an important but under- investigated variable associated with resident outcomes in supported accommodation for people with intellectual disability. This study aimed to conceptualise the potential dimensions of culture in all group homes and describe the culture in underperforming group homes. A secondary analysis, using an inductive interpretative approach, was undertaken of a large qualitative data set from a study that had used ethnographic and action research methods to explore the quality of life outcomes for residents in five small group homes. Findings; Five categories were developed: 'misalignment of power holder values with organisations espoused values', 'otherness', 'doing for not with', 'staff centred' and 'resistance'. Differences from institutional culture are discussed and the potential of the findings as a starting point to consider culture in high performing group homes and develop a quantitative measure of culture.

Values into practice, Research / academic, Paper

Friday 9 November, 10:40am - 11:10am, Civic 1



Hardy, Robert (Family Planning NSW, robh@fpnsw.org.au), **Isbister, Saul** (President, Touching Base Inc)

Supporting People with Intellectual Disability to Access Sex Services: Policy implications and guidelines for disability service providers

There has been a growing trend towards seeing people with intellectual disability (PWID) as sexual beings with human rights to safely experience and enjoy their sexuality. However, societal myths and barriers continue to restrict opportunities for PWID to express their sexuality in positive and diverse ways. They often rely on others to advocate and support them in this area to ensure their rights are upheld. Furthermore, PWID are often limited in their choices including the option to access sex services. PWID have the right to access the sex industry on an equal basis to people without disability. Disability service providers face many challenges when supporting PWID in their sexual lives. Attitudes of carers, legal considerations and policy implications may present significant barriers in supporting people to access the sex industry.

Touching Base is a Sydney based not-for-profit organisation which brings together sex workers, people with disability and their support organisations. Through a broad consultation process with primary stakeholders, Touching Base has developed a Policy and Procedural Guide for disability service providers supporting clients to access sex services. The guide provides a best practice approach by addressing the perceived and real barriers identified by disability service providers.

Key learning outcomes:

By the end of the workshop participants will be able to-

- 1) Identify the myths and barriers impacting on access to sex services for PWID.
- 2) Describe the facts about the sex industry.
- 3) Outline best practice guidelines for supporting PWID to access sex services.

Easy English Abstract:

People with disability should have the same choices as other people. This includes having sexual relationships. People can enjoy their sexuality in lots of ways. Some people choose to pay another person to have sex with them. This is called seeing a sex worker. Some people with disability need help to see a sex worker. They may ask their disability worker for help. The disability worker might not know what to do.

Touching Base is the name of a group that helps people with disability. Touching Base spoke to lots of people to see what people with disability need. They wrote a book to help disability workers. The book tells them how to help people with disability to see a sex worker. The presenters will talk about the book. The book will help people with disability to have more choices.

Values into practice, Practice, Workshop

Friday 9 November, 10:40am - 12:20pm, Civic 2

Snedden, Alex (People First, bridget.snedden@gmail.com)

Non-presenting author: Bridget Snedden

Organising my own life

Since leaving school in 2007, at the age of 18, Alex has developed an employment portfolio, strong friendships, a home of his own, a place in community, and independence from his family.

In 2011 he spent a month in Europe with a group of likeminded committed young Catholics on a Pilgrimage through France, Italy and then Spain where he had his second World Youth Day experience. Alex has grown beyond the expectations of his family and is determined to live life on his terms.

Alex will present what it means to him to be independent, his recent 'OE' and finding great flatmates on Trade Me. The dreams and aspirations he holds for his future and how these dreams will continue

to become a reality for him. He will talk about how two intentional networks have been instrumental in him living an ordinary but good life in his own community.

This presentation will show what is possible for young New Zealanders who have an intellectual disability, and his vision for his own life today and into the future.

Values into practice, Lived experience (self advocate, family), Paper

Friday 9 November, 10:40am - 11:10am, Civic 3

Ruane, Nick (Victoria University of Wellington, nick.ruane@vuw.ac.nz)

The role of disability groups in the passage of human rights laws in New Zealand

The International Year of Disabled Persons (IYDP) 1981 signalled to the World that all disabled people are members of the community and that the rights of all disabled people cannot be ignored.

This research begins by outlining the creation of the Disabled Persons Assembly (NZ), formed after IYDP in 1983. The research charts the rise of disability activism in New Zealand as a result of both disabled people becoming more aware of their own rights as a result of IYDP and as a result of a shift in Government policy resulting in services being delivered to the community especially in the area of intellectual disability and residential care.

The research focuses upon DPA's effort to secure legislative protection against disability discrimination firstly through the New Zealand Bill of Rights Act 1990 and then the Human Rights Act 1993, of particular interest are the coalitions and partnerships used in the legislative process.

The research is important and significant as it outlines the growth in the disability community, across the whole sector and outlines how protections for the entire disability community were won by DPA despite internal concerns.

Easy English Abstract:

This research tells the story of the International Year of Disabled People (1981) and the effect that it has had upon the New Zealand disability movement.

The story moves on to chart the creation of Disabled Peoples Assembly (NZ) in 1983 and the growth of New Zealand disability activism from the period 1984 till 1990.

The story shows the changes of Government policy and within the disabled peoples movement from early days viewing the disability movement and disabled people as charity objects to a human rights based policy and movement.

The research finally looks at how DPA lobbied to have disability discrimination protections in the Bill of Rights 1990, unsuccessfully and then successfully in the Human Rights Act 1993.

Cultural and social contexts, Research / academic, Paper

Friday 9 November, 10:40am - 11:10am, Square Affair

Webber, Lynne (Department of Human Services, Victoria, Australia, Lynne.webber@dhs.vic.gov.au)

Non-presenting authors: Ben Richardson, Deakin University, Melbourne, Victoria; Frank Lambrick, Office of the Senior Practitioner, Department of Human Services, Melbourne, Victoria

Quality of behaviour support plans reduces the use of restraint and seclusion in disability services

Background: Behaviour support plan (BSP) quality is known to be an important aspect of the support provided to people with disability who show challenging behaviours and has been found to lead to reductions in challenging behaviour. We examined whether BSP quality impacts on PRN (as required) use of chemical restraint, mechanical restraint and seclusion and which components of quality make a difference.



Method: Quality of a convenience sample of 198 behaviour support plans were assessed using the Behaviour Support Plan—Quality Evaluation II Guide (Browning Wright, Saren & Mayer, 2003). Episodes of restrictive interventions before and during implementation of plans were examined by comparing restrictive intervention use between individuals with high quality versus low quality plans.

Results: Compared to individuals with low quality plans, individuals with high quality plans were found to be subjected to less restrictive interventions over time, while those with low quality plans were subjected to increases in restrictive interventions. With the exception of one quality component, all quality components in high quality plans were found to lead to decreases in restrictive intervention use.

Conclusions: The results support earlier preliminary findings that quality of behaviour support plans does lead to reductions in restrictive intervention use. The findings are also important because they suggest that increasing quality of behaviour support plans can lead to decreases in restrictive interventions over time, thus providing a conduit to increasing the quality of life in the people these plans are written for.

Health and well-being across the lifespan, Research / academic, Paper

Friday 9 November, 10:40am - 11:10am, Lion Harbourview

Arnold, Samuel (Centre for Disability Studies, University of Sydney, sam.arnold@sydney.edu.au)

Non-presenting authors: Dr. Vivienne Riches, Centre for Disability Studies, University of Sydney; Prof. Roger Stancliffe, Faculty of Health Sciences, University of Sydney

Allocating resources, planning supports, and the development of I-CAN v5

This presentation introduces the latest development of an innovative web-based support needs assessment, resource allocation and planning system, the Instrument for the Classification and Assessment of Support Needs (I-CAN) (Riches et al., 2009; Arnold et al., 2009) version 5. The I-CAN measures support needed by people with disabilities to be included and engaged in everyday and community life. It is conceptually based on the International Classification of Functioning, Disability and Health (ICF), Person-Centred Active Support and the American Association on Intellectual and Developmental Disability (AAIDD) supports concept (WHO, 2001; Mansell, Beadle-Brown, Ashman & Ockenden, 2004; Luckasson et al., 1992, 2002). The I-CAN aids service delivery by clearly identifying and costing the supports needed by individuals or small groups, making it a useful tool for direct support and management for professionals and organizations. Summaries of recent and on-going studies using the I-CAN that demonstrate it has high criterion validity, good reliability as well as good practical utility will be discussed. The use of the I-CAN in assessment and allocation within government funded programs will be discussed.

Easy English Abstract:

This presentation talks about an assessment tool. This assessment tool is called I-CAN v5. This assessment asks questions about how much support people need. Questions like, do you need support to go to the shops? Do you need support to get dressed? The presenter will talk about work done in developing the I-CAN. The I-CAN has been tested. The tests of the I-CAN say that it is reliable. The tests also say that the I-CAN accurately measures support needs. The presenter will talk about how organisations and the government use the I-CAN.

Values into practice, Research / academic, Paper

Friday 9 November, 10:40am - 11:10am, Renouf 1

Bigby, Christine (LaTrobe University, Living with Disability Research Group, c.bigby@latrobe.edu.au)
Non-presenting authors: Tim Clement, La Trobe University; Dr. Marie Knox - Queensland University of Technology; Dr. Julie Beadle Brown, University of Kent

Structures and processes that embed positive regard for residents as a dimension of group home culture

Aims: A dimension of the culture in group homes is staff regard for residents. In underperforming group homes staff regard residents as being not 'like us' (Bigby et al., in press). We hypothesized the opposite pole of this dimension, to be found in high performing group homes, would be staff regarding residents positively. **Methods:** The findings reported are part of a larger study examining culture in group home. A series of in-depth case studies were conducted in high performing group homes using participant observation, interviews and document review to collect data, which were analyzed using qualitative methods. **Findings:** A consistent pattern of staff practices and talk was found that demonstrated a positive regard for residents, seeing them as being 'like us'. This regard was established, operationalised and embedded in cultural norms through structures such as a formal policy about language and processes such as peer monitoring and practice leadership. **Conclusions:** We contrast these findings with the processes and structures found in underperforming group homes. These findings provide insights into the explicit and continuing attention required to sustain positive regard for residents in everyday staff practices and to turn abstract values into concrete realities.

Easy English Abstract:

An important part of how group homes work is the way staff view the people they support. In group homes for people with severe intellectual disabilities, which did not seem to be working that well, we found that the staff mainly saw the residents as having little in common with themselves. We thought that in good group homes, the staff would see the people they were supporting as 'people first'; human beings like themselves.

We looked at the way things were working in good group homes by watching what happened as the staff and the people they support went about their daily lives, reading about the service, listening to what staff said, and asking them questions about their work.

We found that in these group homes, staff mainly saw the people they supported as human beings like themselves. For example, people who could think and feel, people to have close relationships with, and people as sources of friendship. This positive view of people with severe intellectual disabilities was mirrored in the organisations' policies and supported by the actions of like-minded staff and managers. We went back to the information we had collected about poor group homes to see how senior managers in the organisation tried to shape relationships between staff and residents. We concluded that such 'people first' views must not be taken-for-granted, but constantly monitored and supported.

Values into practice, Research / academic, Paper
Friday 9 November, 11:15am - 11:45am, Civic 1

Lally, Niamh (National Institute for Intellectual Disabilities (NIID) Trinity College Dublin, lallyn@tcd.ie)
Non-presenting authors: Prof Patricia O'Brien, Centre for Disability Studies, University of Sydney, Australia; Prof Robbie Gilligan, School of Social Work & Social Policy, Trinity College Dublin, Ireland

The dynamics of post third level education transitions for people with intellectual disabilities: An exploration of adulthood

Aim: The study explored the transition trajectories made by a group of students with intellectual disabilities after graduating from the certificate course in Trinity College Dublin to better understand the factors that sustained and acted as barriers to their ongoing development.



Method: A series of case studies were developed to gain an understanding of the experiences of students and their family members as they transition beyond a third level education experience. Multiple sources of qualitative data were gathered via interviews, observations, photo voice and focus groups.

Initial results: In analyzing the stories of transition a major theme of striving for adult status emerged. The graduates spoke of becoming stuck between a world of adolescence and adulthood, battling with the status quo and their strategies of resistance. 'Adulthood' as experienced or aspired to by young people with intellectual disabilities meant finding yourself, taking responsibility, having a job and exerting your independence. For family members, this life stage brought with it the challenge of 'letting go' and a questioning in the dignity of risk taking.

Conclusions: In examining the transition trajectories of a group of graduates this study highlighted some key implications for the promotion and implementation of inclusive education within third level settings and the relevance of current theories of emerging adulthood.

Easy English Abstract:

In this paper the speaker will tell you about how students with intellectual disabilities have moved on after graduating from Trinity College in Ireland. She will tell you how:

- Students said that they were striving to be an adult. This meant finding yourself, taking responsibility for yourself, having a job and being independence.
- Family members were trying to let go and take risks with the graduates.

Values into practice, Research / academic, Paper

Friday 9 November, 11:15am - 11:45am, Civic 3

Conder Jennifer (Donald Beasley Institute, jconder@donaldbeasley.org.nz)

Non-presenting authors: Professor Marie Crowe, University of Otago; Dr Brigit Mirfin-Veitch, Donald Beasley Institute

"Just occasionally I wear make-up": Gender-related concepts and women with intellectual disability

Aim: Using a qualitative approach the research aimed to explore how women with intellectual disability perceive their body.

Methods: Following Multi-region Ethics Committee approval, semi-structured interviews were conducted with twenty-five women aged between 20 and 65 years. Interview questions included how they viewed their body, their choices in clothing, make up and hairstyle as well as whether they had a partner and, if appropriate, sexual activity and contraception. A general inductive approach was used to analyse the interview data.

Results: Thematic analysis found the women held both functional and aesthetic perceptions of their body. Current strengths as well as some weaknesses were identified in the way that women are supported to express their sexuality and femininity. Most felt that they could choose their own clothes and hairstyles. More varied was their understanding and the language that the women used when discussing sexuality and in their adoption of adult gender roles, such as being a partner in an intimate relationship.

Conclusions: This paper focuses on the gender-related concepts of sexuality and femininity. The diverse responses of the women interviewed would caution against any assumptions about individual women and the knowledge that they might have about their gendered body. There would seem to be opportunities to build on the choices that women are making about their dress and hairstyles to include other concepts that are relevant to their sense of femininity and sexuality, including their sexual health knowledge.

Easy English Abstract:

What we did: We did research to find out how women with intellectual disability see their own body.

How we did it: We interviewed 25 women who were between 20 and 65 years old. We asked the women to tell us about how they saw their body. We asked if they chose their clothes and hairstyles and if they wore make-up. We also asked them if they had a partner. Some women were asked about sex and contraception. We took all the things the women told us and looked for similar ideas.

What we found: The women said that their body helped them to do things. Some liked the way their body looked. Most women chose their clothes and hairstyles. Not many women had partners. Sex and contraception were difficult things for the women to tell us about.

What it means: Not all women feel the same about their body. Some women know more than others about how their body works. It is important that people working with women with intellectual disability listen to what each woman thinks. Women are deciding what clothes to wear and how they want their hair to look. They need information to make healthy choices about sex and contraception.

Cultural and social contexts, Research / academic, Paper

Friday 9 November, 11:15am - 11:45am, Square Affair

Drysdale, Heather (Hutt Valley District Health Board, heather.drysdale@huttvalleydhsb.org.nz),
Martin, Sarah (Explore, Sarah.Martin@explore.org.nz)

Intensive Interaction: A research study and case study

Intensive interaction (II) is an intervention used increasingly with learners, both adults and children, with profound and multiple learning disabilities (PMLD). A review of interventions for learners with complex needs in the UK, by Goldbart and Caton (2010), identified II as a promising approach. Socio-communicative engagement for learners with PMLD has been identified as an important area of the curriculum (Arthur-Kelly, Foreman, Bennet, & Pascoe, 2008).

This paper considers the results from a systematic literature review on II (Drysdale, 2011). The results of a multiple baseline across participants study are also discussed. The three participants were secondary school aged students attending a special unit attached to a regular school. Applications for II with learners with PMLD are discussed as well as limitations of the study and future ideas for research.

A case study is also presented by a speech-language therapist working with an adult with PMLD. Considerations for working with support staff, in day base and residential settings, as well as progress for the participant are discussed.

References

Arthur-Kelly, M., Foreman, P., Bennet, D., & Pascoe, S. (2008). Interaction, inclusion and students with profound and multiple disabilities: Towards an agenda for research and practice. *Journal of Child Research in Special Education Needs*, 8(3), 161-166.

Drysdale, H. (2011). Effects of intensive interaction on the social and communication behaviours of three students with multiple/profound disabilities. Victoria University of Wellington, Wellington.

Goldbart, J., & Caton, S. (2010). Communication and people with the most complex needs: What works and why this is essential.

Easy English Abstract:

This paper looks at an intervention. It is called Intensive Interaction or II. It is used with people with no speech. It helps to get them joining in with others.

The paper will look at what is written about Intensive Interaction. It will look at a study with 3 students using Intensive Interaction. It will look at a case study using Intensive Interaction with an adult.

Values into practice, Research / academic, Paper

Friday 9 November, 11:15am - 11:45am, Lion Harbourview



McGhee, Adrienne (Queensland University of Technology, a.mcgee@student.qut.edu.au)

Non-presenting authors: Dr Marie Knox, Queensland University of Technology; Jenni Mays, Queensland University of Technology; Dr Mark Brough, Queensland University of Technology

Where the rubber hits the road: Exploring how compliance regimes influence the support provided to older people with an intellectual disability living in supported accommodation

The literature recognises that knowledgeable and skilled support workers are central to providing high quality support to people with an intellectual disability living in supported accommodation. In an era of quality improvement and legislative compliance, pressure is on disability services to strengthen existing practices and additional resources. The current research explored how disability support workers use the knowledge and a relatively low cost, resources available to them in their day-to-day work: knowledge.

The study employed ethnography to investigate how support workers use knowledge in their support to people with an intellectual disability who are considered to be ageing. Data collection was undertaken in south-east Queensland over a 10-month period at two community-based disability service organisations.

This presentation explores a key theme emerging from findings: how the introduction of compliance regimes such as the Queensland Disability Support Quality Improvement and restrictive practices legislation have influenced the knowledge culture present in accommodation and support settings, as well as the support practices of disability workers.

The presentation may be of interest to anyone interested in understanding the impact of regulatory systems on accommodation support for people with an intellectual disability.

Easy English Abstract:

It is important for support workers to have useful skills and knowledge to help support people with an intellectual disability to have a good quality of life. The research explored what disability support workers used the knowledge available to them to support people with an intellectual disability who are growing old.

The research was conducted over 10 months at two disability service organisations in Queensland, Australia. The researcher spent time with people with an intellectual disability who are ageing and their workers as they went about their usual activities. She also interviewed the workers to find out what they know about how to support older people with an intellectual disability.

This presentation will describe how recent disability legislation in Queensland has influenced the support for older people with an intellectual disability. This information may be useful in understanding how law can influence how people with an intellectual disability are supported to live their lives.

Legal issues and developments in forensics, Research / academic, Paper

Friday 9 November, 11:15am - 11:45am, Renouf 1

Knox, Marie (Centre for Disability Studies, University of Sydney, marie.knox@sydney.edu.au),

Patricia O'Brien, Vivienne Riches, Sam Arnold, Centre for Disability Studies, University of Sydney, Sydney, Australia; Paula Maher, Wesley Mission, Sydney, Australia

Non-presenting author: Rachel Dickson, Centre for Disability Studies, University of Sydney

Person centredness and organisational cultural shift: Does staff training have a role?

Person-centred approaches to supporting clients with intellectual disability are increasingly gaining prominence in efforts to enhance quality service provision. However, the introduction and embedding of person-centred approaches can provide a challenge for many stakeholders at varying levels within an organization. With such change, there is often a need for cultural shift to occur throughout an organization.

This paper reports on a segment of a wider study conducted by the Centre for Disability Studies (CDS) with Wesley Disability Services in which 21 direct support staff identified as champions undertook the CDS Professional Development Program for Person Centred Champions staff development program. The program focused on champions partnering a client to assist in their developing an in depth understanding of, and familiarity with, various person-centred planning methods including skills in facilitation, listening, reflection and mentoring. The program also included intensive workshops for champions and management staff to work together to develop a whole of organisation approach to person-centred practices.

A series of both quantitative (questionnaires) and qualitative measures (focus groups) were undertaken with the champions prior to and 3 months following the completion of the program to indicate experiences with person-centred approaches. Feedback was also obtained from management staff participating in the workshops.

Preliminary findings will be presented in terms of the barriers to and facilitators of the introduction and embedding of a person-centred approach within an organisation. Implications for staff development initiatives will be outlined.

Values into practice, Paper

Friday 9 November, 11:50am - 12.20pm, Civic 1

Mascall-Young, Jackie (IDEA Services, jackie.mascall-young@idea.org.nz)

Beyond the personal plan – implementing person centred thinking in a large national organisation

This paper will explore the experiences of implementing personal planning that makes a difference in a large national organisation. The paper will explore the challenges of achieving national consistency across the whole country in 20 diverse areas and communities. Through revised standards, training and 28 Outcomes Facilitators nationwide IDEA Services is committed to working with the individual and their family/whanau and network to develop a plan that leads to the achievement of outcomes for people with an intellectual disability.

This builds upon earlier work in the organisation and aims to develop a culture of person centred thinking to better support individuals in their local community. The paper will explore some of the successes and challenges as well as share some personal experiences of people who use our services and supports.

Easy English Abstract:

The paper will tell you about the experience of Personal Planning in IDEA Services. You will find out how we tried to make sure that you would get a good plan wherever people were supported in New Zealand. You will hear about staff that help people with an intellectual disability develop a plan to get what they want out of their life. You will learn about some of the successes as well as the difficulties. You will also hear about a few personal stories.

Values into practice, Practice, Paper

Friday 9 November, 11:50am - 12.20pm, Civic 3

Lally, Niamh (University of Sydney, lallyn@tcd.ie)

Non-presenting authors: Roy McConkey, University of Ulster; Sandra Dowling, Sports and Exercise Sciences Research Institute, University of Ulster; David Hassan, Sports and Exercise Sciences Research institute, University of Ulster

Creating social inclusion through sport: Insights from Special Olympics Initiatives

Aim: In recent years the Special Olympics movement has developed two initiatives to enhance the social inclusion of athletes with intellectual disabilities with their non-disabled peers. Within Europe, Unified Sports is now well established in nearly 30 countries and Project Unify is soon to be



introduced in four countries. This paper examines the impact these projects have on non-disabled youth and aims to identify the processes that underpin greater inclusion of athletes with their peers. Method: Individual and group interviews were held with Unified Sports participants across five countries and questionnaire data was obtained from school pupils taking part in Project Unify. Results: Four processes were perceived by informants to facilitate social inclusion. These were: 1) the personal development of athletes and partners; 2) the creation of inclusive and equal bonds; 3) the promotion of positive perceptions of athletes and 4) building alliances within local communities. Conclusions: Both projects provide a vehicle for promoting social inclusion that is theoretically credible in terms of social capital scholarship and which contains lessons for advancing social inclusion in other contexts. Nonetheless certain limitations are identified that require attention if the ambitions of the projects are to be fully realised.

Easy English Abstract:

People with developmental disabilities may not have many friends. Playing sports is one way of meeting people. Special Olympics have started Unified Sports in which young people with disabilities play on the same football or basketball team as their non-disabled peers. This is happening in many countries in Europe. We selected five countries to find out from the players, coaches and family members how Unified Sports helped them. Most spoke very positively about the experience. Four things seemed to make this happen. 1. The players had learnt new things. 2. Both sets of players were treated equally. 3. People's talents were encouraged. 4. Links had been made with other people and groups in the community. These are important lessons that can be used to ensure people with disabilities are included in other areas of life as well as sports.

Cultural and social contexts, Research / academic, Paper

Friday 9 November, 11:50am - 12:20pm, Square Affair

McWilliams, Jenna (School of Psychology, Massey University, Wellington, New Zealand, jenna.mcwilliams@hotmail.co.nz)

Non-presenting authors: Ian de Terte, School of Psychology, Massey University, Wellington; Sandra Malcolm, Mental Health Intellectual Disability Team, Capital & Coast District Health Board, Wellington; Jared Watson, Mental Health Intellectual Disability Team, Capital & Coast District Health Board; Janet Leathem, School of Psychology, Massey University, Wellington

An evaluation of an emotion regulation programme for people with an intellectual disability

The Intellectual Disability Service at Capital Coast District Health Board provides an emotional regulation group treatment programme for people with an intellectual disability. This programme addresses emotional identification, emotional regulation, and coping strategies for people with intellectual disabilities. The purpose of this group is to reduce the participant's dysregulated behaviour. This study involves an evaluation of the programme to see if there is a reduction in inappropriate behaviour, and an increase in participant's ability to identify emotions, to regulate emotions, and to use appropriate coping strategies. Preliminary results will be discussed, but also how these constructs will be measured, and how the programme will be evaluated. This study has important clinical and theoretical implications for people working with individuals with an intellectual disability.

Easy English Abstract:

The Intellectual Disability Service at Capital Coast District Health Board provides a group treatment programme for people with an intellectual disability. This programme addresses emotional identification, emotional regulation, and coping strategies for people with intellectual disabilities. The purpose of this group is to reduce the participant's inappropriate behaviour. This study involves an evaluation of the programme to see if there is a reduction in inappropriate behaviour,

and an increase in participant's ability to identify emotions, to regulate emotions, and to use appropriate coping strategies. Preliminary results will be discussed, but also how these constructs will be measured, and how the programme will be evaluated. This study has important clinical and theoretical implications for people working with individuals with an intellectual disability.

Values into practice, Research / academic, Paper

Friday 9 November, 11:50am - 12.20pm, Lion Harbourview

Husner, Frauke (Cara, fhusner@cara.org.au)

Learning at Cara Children's Services through play!

Cara's emphasis on Active Support philosophy and practices when supporting people with a disability has identified that adults learn through participation and practise, however children learn mostly through play. Play provides children with a fun means of developing skills, but children need the opportunity to be involved in play which has been designed to meet their developmental levels and needs. Support workers often need to facilitate these opportunities, and therefore require knowledge of appropriate developmental play to best engage the clients in Cara's children's services. Cara saw the need to change a disability focus to a child focus in children's services, and that a highlight of a child's day should be play time. An evaluated pilot project evolved.

Cara partnered with TafeSA to provide accredited training, involving developmental theory followed by interactive training and assessments (including on-the-job assessment). Staff explored the developmental milestones; creative ways to improvise developmental play opportunities using the environment and resources around them; how to identify a child's developmental levels and possible play opportunities which could further support development; and how to interact with a child during play which will best facilitate the learning opportunities. Cara then arranged training and workshops in movement and dance to compliment the learning.

The presenter will share the project in a practical way, whereby participants engage in play and movement, learn how to adapt play, feel comfortable with and learn through involvement. The aim is that the sharing will ensure the real winners are the children we work with!

Values into practice, Practice, Paper

Friday 9 November, 11:50am - 12.20pm, Renouf 1

Wall, Vicki (Weltec, Vicki.Wall@weltec.ac.nz)

How life is

Purpose: I will present case studies from practice that will show how sexual assault has affected three young women. These case studies are not whole stories. The high rate of sexual assault and abuse in women with an intellectual disability may be a consequence of a range of vulnerabilities, social isolation, dependency, feelings of helplessness and powerlessness (Hayes 2004), lack of knowledge around sexuality and violence as well as a susceptibility to coercion and bribery (Holland, Marshall, Oakes 2003).

In New Zealand there is a lot of talk about the perceived effects of sexual assault and violence. Many professionals have an awareness and try to assist, but the pathways for adults with an intellectual disability are very unclear.

I have worked in residential services for over 16 years. During this time I have met and supported a number of women with an intellectual disability who have experienced a sexual assault. Sometimes these women do not have the words and or the space to talk about what has happened. They have not had any support that has assisted them to move on from the experience.

They may have received medication to alleviate symptoms such as changed sleeping patterns, depression, increased aggression and /or anxiety. All these symptoms can be linked to Post Traumatic



Stress Disorder (Mevisen, de Jongh 2010) which may be missed by mental health services. Mental health services commonly take a history around the women's individual lives before the event. They may however lack experience of people with an intellectual disability and not understand or articulate loss of adaptive skills such as self care, communication and the ability to do some tasks, eg accessing public transport independently as relevant. Or understand the significance in an individual's life when they can no longer carry out these tasks.

Sexual violation affects many women in New Zealand. It has devastating effects on an individual's quality of life. A study undertaken in New Zealand using 2007 data, recorded over one thousand offences, but it is estimated that 9 out of 10 offences go unreported.

A comprehensive review carried out by Sequera and Hollins (2003) found that the clinical effects of sexual abuse on women with an intellectual disability are the same as the general population. Symptoms range from behavioural difficulties, PTSD, depression, anxiety disorder, loss of self esteem, self-destructive tendencies, anger, personality disorder, dissociative symptoms, self harm and substance abuse. For some women the symptoms of PTSD may not resolve for a long time (Kessler, Sonnega, Bromer, Hughes and Nelson 1995).

From the case studies it can be seen that all the individuals have taken at least 3 years before a level of stability has returned to their lives. They have slowly developed a sense of trust, reduced anxiety and improved self esteem. This has been achieved with holistic care, in supportive living environments. The individuals have received therapies, such as art therapy and healing touch.

Supportive predictable care environments are essential to aid healing (Pitonyak 2011).

Working in services that actively support people with an intellectual disability, we need to understand the holistic needs of these women who have experienced this type of trauma and develop well thought out care pathways.

Healing is possible and using our knowledge and shared experiences can give people good lives.

Health and well-being across the lifespan, Practice, Poster

Friday 9 November, 12:40pm – 1:10pm, West Court

Brownlow, Charlotte (University of Southern Queensland, charlotte.brownlow@usq.edu.au)

The development of friendships and sociality: Exploring the friendships of people with autism

Friendship is considered to be a key relationship for individuals, and much research has investigated the development and maintenance of friendships in typically developing children. Such research charts the basic elements common in friendships, and also the evolving complexity of relationships as an individual matures, with a typical trend seen in a movement away from shared activities, and towards more abstract values such as intimacy and loyalty. Researchers often draw on the positive elements of forming such social relationships, with expected benefits of early friendships important for long term development into adulthood. In contrast to the abundance of research of 'typical friendships', there is relatively little research done on the friendship of people with autism. In this paper we seek to question what implications these understandings of friendship might have for young people with autism, whose diagnosis draws heavily on concepts of 'social impairment'. We propose that such a group may have alternative understandings of friendship and sociality, and these need to be explored more fully in order to understand alternative socialities and inform academic and professional debate.

Easy English Abstract:

In this poster we want to explore understandings of 'typical friendships' and how these may be different from the friendships of people with autism. Researchers have argued for the importance of friendships for individuals, and the long-term benefits of friendships. However, there has been little research examining the friendships of people with autism, and the different shape that these may

take. In this poster we want to explore what the terms 'friendship' and 'sociality' might mean for a person with autism, and how this may differ from more typical understandings of friendship.

Cultural and social contexts, Research / academic, Poster
Friday 9 November, 12:40pm – 1:10pm, West Court

Johnson, Hilary (La Trobe University/Scope, h.johnson@latrobe.edu.au)
Non-presenting author: Barbara Solarsh, bsolarsh@scopevic.org.au

The Communication Access symbol- Creating communication access for all!

Communication access means that everyone can get their message across. With the launch of the new communication access symbol in 2011, we are able to focus attention on the access requirements for people who have difficulty communicating in their communities. The communication access symbol alerts businesses, organisations or services to the fact that access is not only about the built environment, hearing and vision, but also about interactions between people, attitudes and the way in which the environment supports communication. To become communication accessible, a request is made for a Communication Access Assessment. Communication Access Assessors are people who have a communication disability or who communicate differently, and who have been trained to complete the Communication Access Checklist. Businesses, services and organisations are judged to be 'communication accessible' based on 30 criteria. The communication access symbol is awarded to places that meet 12 key criteria. They will be listed in the Scope website of Communication Accessible places. People with any kind of communication disability can expect to be treated with dignity and respect, wherever they see the symbol. The symbol also means a person will be given time to communicate, and the listener will make an effort to communicate in the way that is best for the person. Communication access is a human right, it is a legal right. This poster presents the Communication Access Checklist, how to become communication accessible, and how Scope's Communication Resource Centre and the Communication Access Network are working to turn communication rights into reality.

Easy English Abstract:

Communication access means that everyone can get their message across. We have a new symbol for communication access. We want to tell businesses and services that access is not only about physical access using ramps, access for visually impaired people, or access for hearing impaired people. It is also about how people interact. It is about having good attitudes to people with disability. It's about having things around to help people who can't talk to get their message across.

Businesses and services in Victoria Australia that want to be communication accessible can contact the Communication Resource Centre. They will send a Communication Access Assessor to fill in a checklist. Communication Access Assessors are people who have a communication disability or who communicate differently, and who have been trained to complete the Communication Access Checklist.

All the places that get a communication access symbol will be put onto the Scope website so everyone can find places that are communication accessible.

When people see the symbol, they can expect that they will be treated with dignity and will be respected like every other person. They should get time to communicate, and the listener should make an effort to communicate in the way that is best for the person.

We want to spread the message that communication is a human right.

Our poster will tell you about what the Communication Resource Centre, Scope is doing to make communities communication accessible.

Cultural and social contexts, Practice, Poster
Friday 9 November, 12:40pm – 1:10pm, West Court



Attwell, Ally (Voice Thru Your Hands Charitable Trust, ally@voicethruyourhands.org.nz), **Rickard, Debbie** (Voice Thru Your Hands Charitable Trust; Education Advisor, Debbie.rickard03@gmail.com)

Communication is a right not a privilege!

Voice Thru Your Hands (VTYH) is a non-profit organisation promoting the importance of Visual Communication and New Zealand Sign Language (NZSL) for children that are hearing but have difficulty with speech. NZSL became an official language of New Zealand on 6th April 2006 and is the language of the Deaf community. VTYH advocates it benefits children with communication difficulties as well - like Angelman syndrome, Down syndrome, Autism and many more.

This poster is designed to provide practical tools to be able to communicate with individuals that have communication difficulties through the use of the vocabulary of NZSL. It will be interactive, colourful and you even receive hand-outs to take away with you.

Easy English Abstract:

Voice Thru Your Hands (VTYH) is a non-profit organisation promoting the importance of Visual Communication and New Zealand Sign Language (NZSL) for children that are hearing but have difficulty with speech. NZSL became an official language of New Zealand on 6th April 2006 and is the language of the Deaf community. VTYH advocates it benefits children with communication difficulties as well - like Angelman syndrome, Down syndrome, Autism and many more.

This poster is designed to provide practical tools to be able to communicate with individuals that have communication difficulties through the use of the vocabulary of NZSL. It will be interactive, colourful and you even receive hand-outs to take away with you.

Values into practice, Practice, Poster

Friday 9 November, 12:40pm – 1:10pm, West Court

Trip, Henrietta (Centre for Postgraduate Nursing Studies, University of Otago, Christchurch, henrietta.trip@otago.ac.nz)

Diabetes, self-management & people with intellectual disability

Background: Whilst encouraged, the self-management of chronic conditions such as diabetes provides challenges for the general population. This paper reports on the findings of a study which sought to explore the knowledge and self-management abilities of adults with intellectual disability and diabetes and identify ways in which this could be improved.

Methods: Through purposive sampling and self-selection, fourteen people with intellectual disability (eight males and six females; age range 23–69 years) with type 1 diabetes ($n = 6$) and type 2 diabetes ($n = 8$) and their nominated informants were recruited and interviewed. Blood sugar levels gained from using hemoglobin A1c (HbA1c) tests were obtained on all participants. The interviews were audio-recorded, transcribed, reviewed by participants and analysed using the General Inductive Approach.

Results: All adult participants were involved in the self-management of their diabetes and understood that exercise, diet and blood sugar levels played a role. Participants fell into three categories; those with a good understanding, knowledge with a limited understanding and those with a basic knowledge. Support from others was important for self-management to occur across each category.

Conclusion: Diabetes significantly impacted the adults' lives, and for some, prevented them from living independently. Emerging self-management strategies from participants included the use of a "buddy" system for exercise, regular updates about diabetes for themselves and those who support them. Authors concluded that adults with ID can be engaged in self-management of their diabetes. Peer-led education and accessible resources are recommended to achieve lifelong education and support.

Easy English Abstract:

It can be hard living with diabetes no matter who you are. This talk is about what having diabetes is like for 14 people with intellectual disability, what they know and some ideas that may help them and others.

Eight males and six females each had a meeting and chose someone else for the researcher to talk to. The record of their blood sugar tests over the previous year were also checked.

Everyone knew that food and exercise was important. Some came up with ideas such as walking with a 'buddy' and talking to other people who had diabetes may be helpful. Others thought that they (and those who support them) should have some more information about diabetes.

Health and well-being across the lifespan, Research / academic, Paper

Friday 9 November, 2:25pm - 2:55pm, Main Auditorium

O'Brien, Patricia (Centre for Disability Studies, patricia.obrien@sydney.edu.au)

Non-presenting authors: Dr. Eburne Garcia, Trinity College Dublin; Professor Roy McConkey, University of Ulster

Co-researching with people who have intellectual disabilities: Insights from a national survey

Background: Inclusive research with people with intellectual disabilities is a growing concern internationally but as yet few studies have examined its feasibility across all aspects of the research process from identifying the research questions to reporting on findings.

Methods: In undertaking a national study exploring what life is like in Ireland for people with intellectual disabilities, a community of practice approach was adopted involving a core group of five people with intellectual disabilities, four university researchers and three service support staff. An additional cadre of 18 co-researchers was recruited who undertook data gathering and analysis with 23 focus groups involving 168 participants. The research experience was documented through oral feedback, reports, minutes of meetings and an end of project review.

Results: The key learning is reported for seven steps in the research process: the functioning of the Advisory Committee; identifying the research questions; recruiting co-researchers; training co-researchers, gathering data through focus groups, the analysis of the data and presentation of the findings.

Conclusions: This study demonstrated the feasibility of recruiting a community of co-researchers with intellectual disabilities and identified the added value that accrued from their participation. Topics for further research are identified.

Easy English Abstract:

In this article the writers tell a story about how they worked as co-researchers with a group of people with intellectual disabilities who wanted to find out what life was like for people with similar disabilities in Ireland.

Together they agreed to ask questions that would tell them what life was like for people, starting with where people lived, worked, and what they did in their free time, as well as their relationships.

After that they looked at what people had said and found out through using focus groups that people wanted to be a good money manager, a home owner/ a flatmate, a respected citizen, an advocate, a partner in a relationship, a good communicator, a paid employee and a person that enjoys leisure time.

Throughout the article the writers shared what they learned about coming together to do this research with people with intellectual disabilities. The project was called All We Want To Say. They tell us that they developed close relationships with their co-researchers who were intellectually disabled. They worked together in what they called a community of practice where they listened to



one another and where they saw how other people with intellectual disabilities reacted to having researchers who were also disabled. People with intellectual disabilities were more open when someone who had a similar disability asked the focus group questions.

Values into practice, Research / academic, Paper

Friday 9 November, 2:25pm - 2:55pm, Civic 1

Hutchinson-West, Aby (Northcott Disability Services, aby.hutchinson-west@northcott.com.au)

How to integrate iPads into everyday practise

This symposium will showcase iPad and app innovations across three different service platforms in the disability support sphere. Outcomes from this symposium include:

How to determine what is a useful Application (app)?

Is there one tool we can invest in that people with an intellectual disability and staff will want to use?

This presentation will provide some answers around about how to determine which apps are useful and how to select apps for specific purposes. You will also learn how to support staff in finding and using apps. Apps will be demonstrated throughout the session.

Using iPads as a resource management tool – improving efficiency and immediacy.

You will hear how Northcott's Adult Outreach Team has embraced the use of iPads as a workload management tool. Learn how it has improved their ability to work with people and improve their own efficiency. This presentation will outline how you can apply working with iPads and apps into your own work environment.

Use a Positive Behaviour Support App as a planning tool and get better staff engagement!

This presentation will outline how Northcott developed a Positive Behaviour Support planning app to be used with people with an intellectual disability and with staff teams. Participants will learn how the PBS app can lead to dynamic planning sessions, plans that focus positively on the individual, not their behaviour, and increased skills in our staff.

Easy English Abstract:

This workshop will look at how Northcott Disability Services are using iPads. We will be talking about:

1. How to find good Apps to use on an iPad.

Lots of apps are simple and easy to use. Learn how people with an intellectual disability can use an iPad. Learn how staff help a person with a disability to use an iPad. We will show you how to find useful apps that will help you to work, learn and communicate. You will be able to watch apps being used in the session.

2. Using iPads to help you at work.

You will hear how the Adult Outreach team at Northcott uses their iPads. iPads are used to find and keep information organised. They are used to help communicate with people with disabilities. The iPad makes it easier and quicker to do work in the Adult Outreach Team.

3. How Northcott developed a new App that can help staff working with people with disabilities.

Positive Behavioural Support is a way for support workers to work with people who have disabilities in a positive way. This talk will look at why Northcott made a Positive Behavioural Support planning app for the iPad. The app helps support workers to look at the person with a disability first, and not at that person's behaviour. The app creates dynamic plans and it has helped Northcott staff to improve their skills.

Values into practice, Practice, Symposium

Friday 9 November, 2:25pm - 4:30pm, Civic 2

Symposium Papers

Midgley, Nichola (Northcott Disability Services, nichola.midgley@northcott.com.au)

How to determine what is a useful application (app)?

Is there one tool we can invest in that people with an intellectual disability and staff will want to use? Is there a portable tool that can be tailored to each person's needs? These questions led us to explore how iPads and applications (apps) can be used to engage people at all skill levels.

Many people view the iPad as a device for recreation but it has many benefits beyond this. The iPad and apps are great tools for using with people with intellectual disabilities as they are engaging and user-friendly for all skill levels. Apps can be used to replace many traditional paper based tools that are often underutilised, such as social stories, visual schedules and choice boards.

This presentation will focus on:

- How to determine which apps are useful tools versus those that are not good value for money
- How to select apps for specific purposes for example, to write a Social Story™
- Which Apps may be suitable for people with an intellectual disability
- How to use the online tool: 'Bridging Apps'
- How to support staff to find and use appropriate apps

The apps will be used throughout the session to demonstrate the topics outlined above.

Easy English Abstract:

The iPad is a small and thin computer that is very portable. The iPad is easy to learn how to use. You can do lots of fun and useful things on the iPad. The iPad is very useful for lots of different people. The iPad has software programs installed; these are called 'applications' or 'apps'.

You can use the iPad for playing games but it can also be used for learning.

We will be talking about:

- How to decide which apps are useful.
- When to use different types of apps
- Apps that people with an intellectual disability might like to use
- Use the 'Bridging Apps' website to find new apps.

You will be able to see the apps being used in the session.

Longhurst, Andrew (Northcott Disability Services, Andrewl@northcott.com.au)

Non-presenting author: Ms. Ashleigh Haskins, Occupational Therapist, Northcott Disability Services

Using iPads as a resource management tool – improving efficiency and immediacy.

As a frontline team working with people with a variety of disabilities, Northcott's Adult Outreach Team has embraced the use of iPads as a workload and resource management tool. This has resulted in the ability to make individuals and team members significantly more efficient. This presentation will outline our experience and how you can apply it to your work environment, including learning how:

- you and your team can use iPads to access up-to-date information on equipment, services, resources and references which can be stored via Apps or accessed through WiFi or a modem.
- the iPad can be used to complete documentation with clients in real time, such as application forms for services and individual plans. The process of completing documentation is smoother and there is immediacy which was previously absent with paper-based documents. The convenience of remotely accessing your work computer, calendar and email assists the worker out in the field to stay connected with the workplace.
- the iPad can also prove to be a valuable content creation tool as it enables reports, diagrams and correspondence to be completed at any time.



- people engage with iPads in a different way than conventional paper and pen methods, and are often excited to be able to find information immediately when issues and questions arise.
- staff who have been using iPads have found that it has led to a marked improvement in their efficiency.

Easy English Abstract:

The Northcott Adult Outreach team has found that iPads help them in their work. iPads make it easier to find information for people and to do things faster. As a team working with people with lots of different needs, they have found the iPad is a great way to find lots of new information. The iPad can organise information efficiently/well. Hear about their experiences and how you could use the iPad in your workplace.

- Learn how to use an iPad to find and keep information about equipment, services and information.
- Listen to how you can fill out forms quickly on an iPad.
- Sometimes people find using an iPad much more interesting than using paper and a pencil.
- Learn how our workers finish their work quicker.

Hutchinson-West, Aby (Northcott Disability Services, Aby.Hutchinson-West@Northcott.com.au)

Use a Positive Behaviour Support App as a planning tool and get better staff engagement!

To support Northcott staff in their Positive Behaviour Support planning, we developed a tool in the form of an iPad App. Based on the escalation curve the App is a simple tool that facilitates staff discussion to map out the levels of escalation and the wider context for the people that we support, such as choice and communication. We have found a key factor to successful Behaviour Support Plans is how well staff understand and engage with the strategies in the plans.

We will demonstrate how the Positive Behaviour Support App can be used by the people whom we support completing the form by themselves or with the help of the team members who develop the plans for those clients who cannot tell us why the behaviour is happening.

Participants will learn how the Positive Behaviour Support App can lead to:

- Dynamic planning sessions without the trepidation that can come with filling in a blank form
- Plans that focus positively on the individual not their behaviour
- Increased skills in our staff
- Staff who are engaged with the plans, so understand and employ the strategies
- Staff who are an active part of the plan's review

The session will share how the App uses the visual planning format of the escalation curve to create a formal Behaviour Support Plan document that can be printed or shared. We will share feedback from staff and clients on how this tool has improved the planning process.

Easy English Abstract:

We made an iPad app to help Northcott workers in their Positive Behavioural Support planning. Positive Behavioural Support planning is a way for staff at Northcott to help people with disabilities meet their goals and to do more in the community. A good way to tell if a support plan is going to work, is how well support workers understand the plan. Our iPad app makes this easier for workers and people with disabilities to understand.

This talk will show how the Positive Behavioural Support planning app can be used with people. It will show how workers can use the app.

You will learn how the Positive Behavioural Support planning app can:

- Help make planning meetings interesting without the trouble of trying to fill in blank forms.
- Make plans that are person centred.
- Improve the skills of workers
- Help people with disabilities to meet their goals and to do more in the community.

Hughes, Anna (Disability SA, annamhughes@hotmail.com), **Hughes, Rebecca** (Person Living with a Disability)

The Journey to a Real Life in the Real World

Rebecca Hughes is an 18 year old with a zest for life, a wicked sense of humour and a desire to contribute to her community.

For 4 of the last 5 years she has attended a specialist school, travelling over 15 hours per week to and from school.

Rebecca's hopes and dreams have been diminished by those who were directing her life to specialist services. Her strengths and attributes, recognised by her family and support people, were indicative of the possibility of a life enriched by a place in her local community.

In a world where congregate and exclusive settings are still common place for people with disabilities, there were barriers and hurdles to overcome in making a real life in the real world.

Using the principles of a person centred approach, the philosophy of one person at a time and embracing the opportunity to self manage supports, Rebecca has achieved her goal of assuming her right to a Real Life in the Real World.

Rebecca is building a life in her community and she is able to fully contribute in a valued way, in return she is experiencing opportunities that would otherwise have been denied to her. She is pursuing her hopes and dreams, she is assuming an identity that defines her as an individual able to grow through experience and able to enrich the community to which she belongs through the contribution of her gifts and talents.

She has a future to look forward to, in a community that is being challenged to embrace the value of difference.

Values into practice, Lived experience (self advocate, family), Paper
Friday 9 November, 2:25pm - 2:55pm, Civic 3

Xu Tianxi (Timothy) (University of Newcastle Australia, Tianxi.Xu@uon.edu.au)

Perceptions of hindrance, facilitators, and recommendations in school to work transition for adolescents with intellectual disability in Shenzhen, China

The significance of positive school to work transition outcomes for adolescents with intellectual disability has gained currency in the research and practice literature. Successful transition is of vital importance for adolescents' independent living, properly involved in the community, and satisfactory experiencing of personal and social relationships. However, adolescents with intellectual disability are reported experiencing poor school to work transition outcomes worldwide. The present article reviewed the research in the area and interviewed parents, transition teachers, employers, and government service coordinators in a city of China to examine their perceptions about factors and practices that facilitate or hinder school to work transition outcomes. Thematic analysis was administered to analyze the interview data and recommendations on how to improve the outcomes of school to work transition for adolescents with intellectual disability were reported.

Easy English Abstract:

School to work transition is a very important stage for adolescents with intellectual disability. Effective transition programs can improve adolescents' independent living, community involvement, and interpersonal relationships. However, adolescents with intellectual disability are continuously experiencing poor school to work transition outcomes world widely. The present article reviewed the research in the area and interviewed parents, transition teachers, employers, as well as government service coordinators in a city of China. The author examined interviewees' perceptions about factors and practices that facilitate or hinder school to work transition outcomes. Thematic analysis was administered to analyze the interview data; the author also reported recommendations on how to improve school to work transition outcomes.

Health and well-being across the lifespan, Research / academic, Paper
Friday 9 November, 2:25pm - 2:55pm, Square Affair



Mascall-Young, Jackie (IDEA Services, jackie.mascall-young@idea.org.nz), **Huxtable, David** (Community Services Manager IDEA Services, david.huxtable@idea.org.nz)

How can Dementia Care Mapping be used to support people with an intellectual disability who also have dementia?

The paper will present the findings from using the Dementia Care Mapping (DCM) tool with a small number of people with an intellectual disability who also have dementia living in group homes in the Waikato King Country. DCM is an observational tool that aims to understand how the person with dementia experiences events around them both positively and negatively. The results of the Mapping will be used to develop a One Page Profile to assist staff to better understand and support the person. Through working with the individuals and staff teams supporting them we will examine the outcomes of using DCM along with the challenges of applying a tool traditionally used with Older People.

There are clear links to work already being undertaken by the Ageing in Place project within IDEA Services as well as the demographics of an ageing population. This follows on from work the presenter was involved with in the UK - Using Person Centred-Thinking to implement Dementia Care Mapping

Easy English Abstract:

This paper will tell you about the experience of a small number of people who have an intellectual disability and also have dementia in the Waikato King Country. This paper will discuss the results of observing how people spend their time as well as how staff supports them. This information will be used to develop a simple guide to help the staff team know the best way of supporting the person. The paper will tell you about some of the successes as well as some of the difficulties.

Values into practice, Practice, Paper

Friday 9 November, 2:25pm - 2:55pm, Lion Harbourview

Balandin, Susan (Victoria University of Wellington, sue.balandin@vuw.ac.nz)

Non-presenting author: Professor Ian Dempsey

Editors' Workshop- publishing in the Journal of Intellectual & Developmental Disability

It is vital that professionals and practitioners share their research findings and innovations with the field. However, writing papers that share research findings can be a daunting task for first-time and inexperienced authors. In addition to making time to write a clearly expressed and well structured paper, potential authors need to be prepared for criticism and possible rejection of their work. However, the sharing of this research is vital for the effective support of people with developmental disability.

This workshop will help inexperienced authors' understanding of what is needed to write and to submit a manuscript to a journal in the developmental disability area. The reviewing, feedback and publishing process will also be explained.

Easy English Abstract:

Writing for a journal is not easy. We will talk about what you need to do. We will explain what happens when you send a paper to our journal. We will give you ideas about how to write for a journal.

Values into practice, Practice, Workshop

Friday 9 November, 2:25pm - 4:30pm, Renouf 1

Garriock, Judy (Spectrum Care Trust Board, judy.garriock@spectrumcare.org.nz)

Spectrum Care and Counties Manukau District Health Board pilot study into higher-quality health outcomes for ageing people with an intellectual disability (ID)

People with ID are experiencing longer life spans due to a variety of factors, including advances in technology, and improved community and professional supports.

Although this group present with the same health needs associated with ageing as the general population, people with disabilities generally begin ageing much earlier in life.

Communication shortfalls between the individual, their supports (ie family/whanau and support staff) and health professionals often result in unmet health needs, inappropriate referrals to secondary care and, in some circumstances, premature mortality.

Spectrum Care is an independent charitable trust providing services for children, young people and adults with disabilities and their families. Spectrum Care and Counties Manukau District Health Board's (CMDHB) Adult Rehabilitation and Health of Older People unit undertook a partnership project through which to pilot the provision of specialist geriatric care to improve health outcomes for 400 people with ID, who were over 50 years of age and living in Spectrum Care residential houses within the CMDHB catchment area.

The pilot involved seven individuals living in two Spectrum Care houses, along with two GPs and their practice nurses.

The project has contributed a significant data set and associated evidential learnings in support of a collaborative approach from service providers, district health boards and general practitioners to improve this population's health outcomes.

The outcomes of the pilot study and recommended actions will be presented at the conference, along with specific strategic pathways for other providers seeking to adopt a similar approach.

Easy English Abstract:

This presentation looks at how a disability support provider (in conjunction with a district health board and general practitioners) piloted a specialist geriatric care model with the aim of improving health outcomes for people with intellectual disability who are ageing.

The pilot studied seven people with intellectual disabilities who were over 50 and living in Spectrum Care residential homes in the Counties Manukau District Health Board catchment area.

Initial findings:

1. Support staff needed to know more about ageing processes and conditions
2. It offered new partnership pathways in working with GPs and DHBs
3. Using an evidence-based health assessment tool was essential as a baseline for the person, their support staff and the GPs

Health and well-being across the lifespan, Practice, Paper

Friday 9 November, 3:00pm – 3:30pm, Main Auditorium

Corfield, Debra (Department of Family and Community Services NSW, debra.corfield@facs.nsw.gov.au), **Van Bommel, Jody** (Department of Family and Community Services NSW, Behaviour Support Specialist, Jody.VanBommel@facs.nsw.gov.au)

Moving House or Moving Home? A review of the transition experiences of young people with intellectual disability

People with intellectual disability experience many points of transition over the course of their lifetime. These are important and often exciting milestones. However transitions, such as moving house, can also present challenges for people with intellectual disability, their families and support services. The way an individual experiences transition can have a considerable impact on their quality of life, emotional and behavioural well being.



This paper describes a review of transition practice undertaken in regional New South Wales. Drawing on evidence-based principles of good transition practice, a small case study series was undertaken. This review explored the transition experiences of 5 young people with intellectual disability who had moved into supported accommodation services. Interviews were conducted with multiple stakeholders including the person with intellectual disability, family members and service providers to gather varying perspectives of a common issue. Factors associated with positive or poorer outcomes were identified.

Findings of this review will be shared in terms of common themes. The relationship between transition success and the implementation of good practice principles such as person-centredness and information flow will also be discussed.

This review has implications for the way individuals with intellectual disability are supported through periods of transition in the future.

This paper is likely to be of interest to clinicians, practitioners and support staff interested in promoting the wellbeing of individuals with intellectual disability through periods of change, particularly changes in accommodation.

Easy English Abstract:

All people go through changes in their life. These changes are often called transitions. Transitions, such as moving house can be very exciting. They can also be very hard. We wanted to know what moving house was like for young people with intellectual disabilities. So we asked young people, their families and support services about what it was like for them. They told us about the things that helped them deal with the change. They told us about the things that made it hard too. This information will help us to do things better in the future.

Values into practice, Practice

Friday 9 November, 3:00pm - 3:30pm, Civic 1

Solly, Bonnie (Somerville Community Services Inc, debbieb@somerville.org.au)

Somerville Community Services Inc: Our journey towards person centred practices

Somerville Community Services has a long history of person centred practices, dating back to April 1942 when our namesake would not abandon 95 Aboriginal children on Croker Island, Northern Territory after the first devastating air raids on Darwin. The journey continues over nearly 70 years with an organisational focus both philosophically and practically through:

- the establishment of supported accommodation for people with disabilities unnecessarily hospitalised
- a repatriation program
- introduction of normalisation and social role valorisation principles and practices, person centred active support and person centred action planning.

Even after this journey we weren't quite there, there was something missing. The people we supported had evidence of 'a good life' but it could be better, everyone had a plan but was it truly person centred, was their level of participation in planning and life generally maximised? What was missing?

A Person Centred Thinking (PCT) workshop provided the answer, like a light bulb moment, the missing link was Person Centred Thinking. We had missed a vital step in our journey. How can we truly plan or support someone if we do not really know the person, or know what they want support with?

We had to take a step back and start again. We implemented a number of changes as a result of the PCT workshop which have resulted in numerous positive outcomes for the people we support. This presentation outlines them all.

Values into practice, Practice, Paper

Friday 9 November, 3:00pm - 3:30pm, Civic 3

Pikora, Terri (Telethon Institute for Child Health Research, tpikora@ichr.uwa.edu.au)

Non-presenting authors: Jenny Bourke, Telethon Institute for Child Health Research; Dr Helen Leonard, Telethon Institute for Child Health Research

Accommodation needs for young people with Down Syndrome in WA – Parents' Perspective

Background: The aim of this paper is to present the current and future accommodation needs among young people with Down syndrome. Our previous research in 2004 identified this as an area of considerable concern for parents. With the ageing of both people with Down syndrome and their parents, it will be important to plan for future accommodation needs among this group.

Method: In 2009 and 2011, parents of young people with Down syndrome aged between 15 and 31 years and who were resident in Western Australia were invited to complete a survey. We used data from this questionnaire to explore current arrangements and future accommodation needs among this group.

Results: While the majority of young people with Down syndrome were living at home with their parents (91% in 2009 and 87% in 2011), many parents reported that they would consider out-of-family-home accommodation in the next 5 to 10 years (42% in 2009 and 51% in 2011). In contrast, only one in ten parents reported that they would not need any out-of-home accommodation (11% in both 2009 and 2011) or that they would only need this type of accommodation under extreme circumstances (11% in 2009 and 14% in 2011).

Conclusion: While these results reflect the current status of accommodation needs among this population in WA, the future needs of these young people will require suitable housing options for this group.

Easy English Abstract:

Many young people with Down syndrome live with their parents. As they get older they may have to move out of the family home. The researchers asked parents questions about what they would like for the young person in the future. They will talk about what they found.

Cultural and social contexts, Research / academic, Paper

Friday 9 November, 3:00pm – 3:30pm, Square Affair

Herbert, Colene (IHC NZ Inc, colene.herbert@idea.org.nz), **Williams, Gwen**

Using the Dementia Design Checklist to aid ageing in place for people with intellectual disability and dementia

When things around us make sense, are easily interpreted, and are familiar to us we are more likely to feel confident, calm, and happy. This is especially so for people who have dementia, who can have difficulty navigating and understanding their environment. It is potentially even more important for people who also have intellectual disability. A carefully designed environment can positively influence a person's comfort, happiness and function, and therefore contributes significantly to a person's ability to stay living at home as their needs change.

This presentation will describe the successful adaptation and implementation of the Dementia Design Checklist, within IHC NZ and IDEA Services. The DDC is a tool for assessing how dementia-friendly an environment is, and for guiding improvements. The DDC was adapted by IHC NZ Inc for use in people's homes, rather than aged care rest homes, to improve the support of people who have dementia and intellectual disability, and to help services to make sound decisions about their housing stock for the future.

Easy English Abstract:

Our house can make life easier or harder for us. For example, wide door ways are helpful for people who use a wheelchair. When people have dementia they need a house that suits their needs too. IHC



is using a tool that tells us if a house is good for people with dementia. We will tell you about this tool and how it works.

Health and well-being across the lifespan, Practice, Paper

Friday 9 November, 3:00pm - 3:30pm, Lion Harbourview

Trip, Henrietta (Centre for Postgraduate Nursing Studies, University of Otago, Christchurch, henrietta.trip@otago.ac.nz)

Ageing with intellectual disability in New Zealand: Experiences, perspectives and future planning for individuals living with family/whanau (Preliminary findings)

Background: Individuals who continue to reside with a parent past the age of 40 years have the potential for increased vulnerability regarding service access should the caregiving relationship break down (Dodd, Guerin, Mulvany, Tyrrell & Hillery, 2008). This paper reports on preliminary findings from a PhD study from the perspective of participants with intellectual disability.

Methods: Through both purposive sampling and self-selection, people with intellectual disability and their nominated family/whanau have been recruited and interviewed. Photo elicitation was used to explore the concept of ageing for people with intellectual disability. The interviews were audio-recorded, transcribed, reviewed by the participants and analysed using the General Inductive Approach.

Results: Key findings include; what constitutes getting older, choices around staying at home and community access, involvement in planning and decision making, and a range of ideas as to what the future might look like.

Conclusion: For some family/whanau, this research provided a platform for the start of a new conversation. To varying degrees, people with an intellectual disability can be engaged in future planning decisions and concerns have been raised as to how or when this is done. Expectations that family/whanau have are pivotal in terms of potential outcomes for this ageing population.

Easy English Abstract:

This paper shares some ideas from people who have been talking about getting older. They are people with intellectual disability 40 years of age or older and living with a family member. Making plans for the future can be hard to do.

Health and well-being across the lifespan, Research / academic, Paper

Friday 9 November, 4:00pm - 4:30pm, Main Auditorium

Thomson, Kevin (Private citizen, kevin_thomson08@hotmail.com), Liz English will be supporting me

From my perspective

We are all different and look at things in different ways and yet all basically want the same opportunities in life.

I have vast experience in the disability field. I lived for 35 years in Kimberley Hospital and have been supported by a large service provider for over 15 years. I therefore have over 50 years of research to draw on.

This presentation is intended to give the audience some insight into the reality of living with a disability in New Zealand. There will be a special emphasis on the challenges of living with communication difficulties and I will outline some of the lengths I have had to go to in order to be able to make my own decisions.

This is a rare opportunity for someone with my level of communication to be heard and I hope it illustrates the point that just because someone cannot speak, it does not mean they are unable to understand or make their own decisions. Professionals need to hear this message as much as lay people.

My approach is clear and direct, mixed with a sense of humour, making my points both heard and palatable. I use my own life experiences to illustrate my points.

I have a unique presentation style and deliver my talk via power point with a voice overlay, which I operate with a chin switch.

I have presented at several conferences both in New Zealand and overseas over the past few years and also feature in the People First DVD "A place of our own - Living with the legacy of institutionalization".

Easy English Abstract:

I have a disability. I used to live in Kimberly Hospital. I now share a home with other people. I am not able to talk. I have people who support me. Sometimes I have been supported really well and sometimes not very well. I want to tell you about the things that have been good. I want to tell you about things I have not liked. Sometimes it has been really hard to do the things I want to do.

Values into practice, Lived experience (self advocate, family), Paper

Friday 9 November, 4:00pm - 4:30pm, Civic 1

North, Paul (Department of Family and Community Services, Ageing Disability and Home Care, paul.north@facs.nsw.gov.au), **Matters, Beth** (Behaviour Support Specialist, Department of Family and Community Services, Ageing Disability and Home Care)

Mindfulness Based Stress Reduction training for group home staff in intellectual disability services. can it reduce challenging behaviour and change how staff think and feel? An introduction to the project.

Working with clients with an Intellectual Disability who exhibit challenging behaviours can lead to adverse health effects in staff. Research indicates that Disability Support Staff report high levels of stress and burnout. Mindfulness Based Stress Reduction (MBSR) training has been used to effectively reduce stress in anxious people with its health benefits now widely documented. Training disability support workers in MBSR has also been found to reduce the number of incidents of challenging behaviour exhibited by their clients in group homes. Studies in this area have essentially involved single houses with no control group.

A feasibility randomised controlled trial was conducted and is the first of its kind in this area. Six group homes were randomly assigned to either a 10 week MBSR training programme consisting of 2 hours tuition per week or the control group (treatment as usual). Both groups were surveyed immediately before and immediately after the 10 week training programme. Results indicated that staff that were trained in MBSR had lower levels of emotional exhaustion post treatment than the control group staff. As well, the incidents of challenging behaviour also decreased in the treatment homes in contrast to the control groups where an increase in challenging behaviour was actually recorded. In addition, secondary findings indicated that staff attributions towards their clients in the treatment group became more positive and accepting when compared to their control group peers. These findings suggest that a larger, more statistically robust study is required to investigate the trends established in this study.

Easy English Abstract:

We designed a 10 week mindfulness based stress reduction program and taught it to staff that worked in 3 group homes.

We hoped that by teaching this program that staff would feel better and that the people they looked after would also feel better.

We found that the program worked and that staff were more relaxed and that the people they looked after were happier.

We plan to expand this program in the future.

Health and well-being across the lifespan, Research / academic, Paper

Friday 9 November, 4:00pm - 4:30pm, Civic 3



Cleghorn, Jocelyn (The University of Western Australia, cleghj01@student.uwa.edu.au)

An auto-ethnographic perspective on special needs education in Perth, Western Australia

Despite the overarching policy framework of integration for people with intellectual disabilities there remains pockets of resistance. This paper reflects on some of the reasons why special education remains the popular choice for many parents of children with intellectual disabilities. Drawing on my experience as a parent and researcher, I use the anthropological method of auto-ethnography to highlight some of the issues facing parents and carers of children with intellectual disabilities when making decisions about inclusive or segregated education in Perth, Western Australia. I give some background information on Perth, myself, my intellectually disabled daughter, and her school, followed by a description of analytical auto-ethnography. I then outline the experience of special education for my daughter, myself, and other parents and carers. This includes the issues of isolation versus integration, special needs versus specialist education, and the introduction of the Independent Public Schools system in Western Australia. Finally, I draw on social anthropologist Frederick Barth's theories of boundaries and connections in order to understand parental perspectives, and the ongoing popularity of special education schools in Perth, despite the dominant ideology of integration. I conclude that, despite parents' and carers' belief in the ideology of integration, segregated special education schools in Perth remain popular, not just because of the high quality of education they offer, but because of the connections they foster. I finish with an outline of my PhD research topic Seeking the Self in Self-Determination: How Do Adolescents With Severe Intellectual Disabilities Self-identify? *Cultural and social contexts, Research / academic, Paper*
Friday 9 November, 4:00pm - 4:30pm, Square Affair

Herbert, Colene (IHC NZ Inc, colene.herbert@idea.org.nz), **Williams, Gwen**

Living life well right to the end

Living life well, and living at home for as long as possible is of importance to most older people, including those who have an intellectual disability. As the numbers of older people with intellectual disability grow, providers have struggled with how to provide support at the end of people's lives. Over the last 18 months IHC and IDEA Services has worked on a service development sub-project, as part of a significant Successful Ageing Project, focused on exactly this issue. An action research project carried out by the Auckland University School of Nursing has been a part of the robust evaluation of this work. This sub-project has worked through the implementation of an End of Life Care policy, and the development, trial, and evaluation of an advanced care planning framework relevant to the needs of people with intellectual disability and their families. This presentation will describe the sub-project and its outcomes, will report on the findings of the action research project, and will make recommendations and discuss implications for the provision of advanced care to this population in community setting.

Easy English Abstract:

When people get older their needs can change. Some people become unwell. We want to help older people who are dying. We talked to people to find out what they wanted. We talked to staff and families too. We tried some new ways of supporting people. We used what we learnt to help other people too. We found out that we can use what works for all older people, with some changes. Training for staff is important. Now we know that older people can live at home as long as possible. They will have good care and support.

Health and well-being across the lifespan, Practice, Paper
Friday 9 November, 4:00pm - 4:30pm, Lion Harbourview