

From: Living with Disability Research Centre <lids@latrobe.edu.au>
Sent: Friday, 14 December 2018 9:15 AM
To: Benjamin Pawson
Subject: LiDs Newsletter - Disability Practice courses - Research update

Categories: IMPORTANT INFO



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LIVING WITH DISABILITY
RESEARCH CENTRE



LiDs Newsletter - Summer 2018

Dear Ben,

Just a reminder that we are now accepting enrollments for the new disability practice courses that commence in 2019. These are infinitely flexible –they are fully online – and can be taken on a full or part-time basis. Single subject enrolments also available. More details are below – please don't hesitate to contact [Dr Sian Anderson](#) or [myself](#) if you have any questions.

Further down there is an overview of some of the 2018 LiDs research projects, new training modules and publications.

Thank you for your support during the year, have a good break.

Professor Chris Bigby

Director - Living with Disability Research Centre

New Disability Practice Courses



Disability Practice

- Master
- Graduate Diploma
- Graduate Certificate
- Single Subject

CRICOS Provider: 00115M

The Living with Disability (LiDs) Research Centre will be offering a suite of practical and flexible courses. They have been developed and will be taught by leading disability researchers. The new courses will build on your existing knowledge and skills in working in specialist and mainstream disability services, leading teams or managing services.

Study online at any time of the day to suit your own lifestyle. Full time or part time study options are available commencing Semester 1 or Semester 2.

Three postgraduate level courses are all available for enrolment now, Graduate Certificate, Graduate Diploma or Master. You can [compare the courses](#) online.

SUBJECTS AVAILABLE:

- [The Contemporary Disability Landscape](#)
- [Enhancing Social Inclusion](#)
- [Support Planning with people with disabilities](#)
- [Translating Evidence into Disability Practice](#)
- [Disability and the Law](#)
- [Ethical Issues in Disability Practice](#)
- [Advocacy in Contemporary Disability Practice](#)
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MORE INFO >

Research Update

Effective Decision Making Support for people with Cognitive Disability - Update

Many people with intellectual disabilities require good support with decision making to really exercise choice and control over their lives, and the services they use. This study funded by the ARC has been testing whether the provision of training for decision supporters can help them to provide support that is more rights based.

The training was developed from a practice framework designed by Christine Bigby and Jacinta Douglas following a series of studies that explored the challenges that decision supporters face (<http://bit.ly/LiDs-SfDMFrame>). To date, more than 60 dyads of a supporter and person with cognitive disability have been involved in the study. Findings will be available in 2019. Other parts of the study have looked at the recommendations and role of law reform agencies in supported decision making (<http://bit.ly/LiDs-LawReform>) and learnings from Australian pilot supported decision making schemes (<http://bit.ly/LiDs-DecisionPilots>).

Embedding Active Support - Update

Delivering good Active Support in group homes has proved difficult. This research has explored the factors associated with higher levels of Active Support in group homes. It has studied 89 group homes from 14 organisations. Our findings suggest the importance of practice leadership, smaller sized homes, positive attitudes of staff towards management and training in Active Support are important at the group home level. At the organisational level shared priorities about practice and strong support for practice leadership among senior managers, and the structuring of practice leadership close to the front line and concentrated in one position are associated with better Active Support. The length of time organisations have used Active Support and the quality of paperwork do not

Working in collaboration with disability service providers to improve the quality of life of group home residents: The impact of a longitudinal research study

Christine Bigby, Emma Boyd, Teresa Iacono, Julia Beadle-Brown

Why this is important

Over 17,000 people with intellectual disabilities live in group homes. Our early research uncovered the poor and variable quality of life for group home residents (Boyd et al., 2013). The quality of staff support practices known as Active Support is key to the quality of life for group home residents. Active Support is increasingly recognised as best practice for organisations. However, it is difficult to embed in services. Practice evidence suggests that influence by training, recruitment, position descriptions, procedures, management, and there is little evidence about which are most important to guide organisations to improve active support.

The overarching aim of this study was to identify the main factors associated with good Active Support in group homes.

What was done

Since 2010 we have been collecting data about the quality of the support in group homes, the staff, and the way organisations manage support. The number of organisations involved has increased from 4 to 14. Over this time we have:

- taken repeated measures in 51 group homes for between 2 to 7 years to identify what sustains good Active Support
- completed a large cross-sectional survey of 113 residents in 28 group homes, managed by 14 organisations to identify what factor are associated with good Active Support
- conceptualised and measured key organisational characteristics and compared these across organisations, and
- tested research models to identify which factors predict good active support at the group home and organisational level.

We have prepared annual reports for our partner organisations on quality of outcomes for residents, quality of support and leadership in the organisations. We held regular meetings to share knowledge and developed free on-line training resources.

What we found

The quality of practice leadership in a group home and across all organisations is a key factor in good Active Support and having practice leadership in place for 7 years.

Other factors that predicted good Active Support were:

- the number of staff trained in Active Support
- shared the group home's vision with residents
- positive staff perceptions of the quality of management
- the overarching strength of an organisation's focus on practice.

Impact of this research

Partner organisations have used the annual reports and our findings to inform their strategic and organisational plans. In particular many have reflected and strengthened practice leadership.

Training in Active Support is more available to front-line staff and managers across Australia and increasingly we are seeing our online resources.

Community Visitors Network are now trained to recognise good Active Support.

More organisations are delivering higher quality Active Support and people with intellectual disabilities are receiving better outcomes.

Acknowledgements and Industry Partners

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References

appear to be important factors. See the recent research poster(<http://bit.ly/LiDs-ASposter>).

AAT NDIS Decision Digest

Administrative Appeals Tribunal (AAT) Decisions Digest

The first issue of a quarterly summary of AAT decisions on the NDIS produced by the Living with Disability Research Centre in collaboration with the Brotherhood of St Laurence.

<http://bit.ly/LiDs-AATdigest>



Recent PhD Graduates

Michelle Browning's study examined supported decision making in Canada, investigating how people with intellectual disabilities were assisted to make decisions by their supporters.

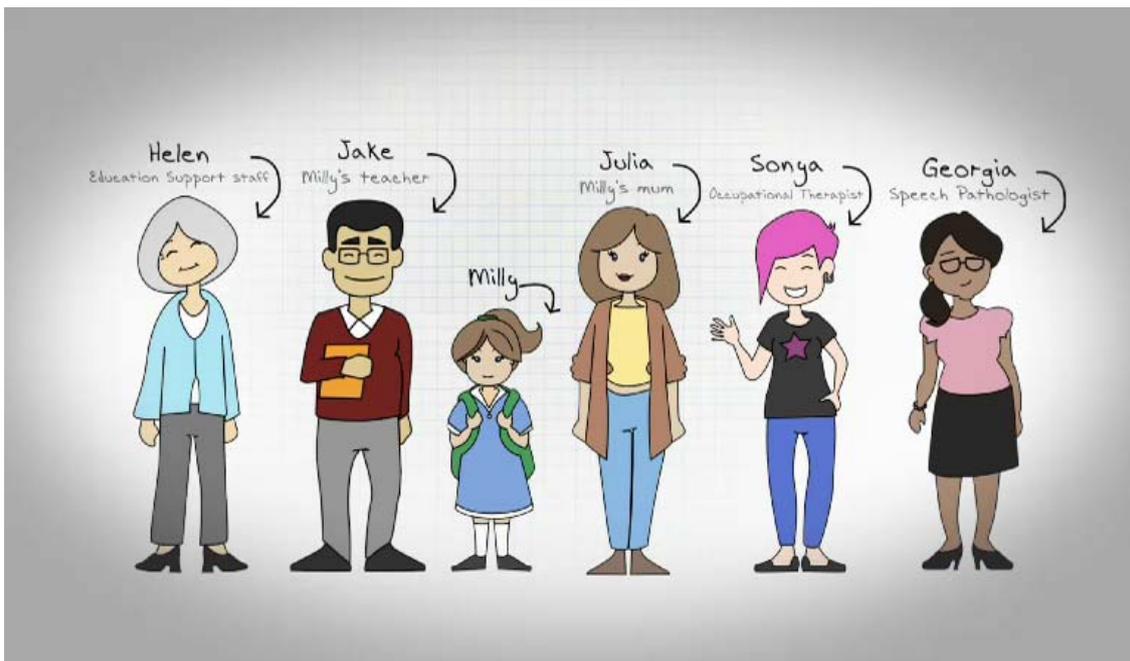
<http://bit.ly/LiDs-DecisionCA>

William Crisp's study investigated the way parents and their like-minded allies supported people with intellectual disabilities to be self-determined. He developed the concept of guided self-determination which details the significance of relationships in building a good life. <http://bit.ly/LiDs-SelfDetermine>

Lincoln Humphrey's study built on earlier work by members of the centre about the role of culture in the quality of group home services. He developed and validated the Group Home Culture Scale as an instrument to measure culture in homes, which also has potential as a diagnostic tool for organisations managing group homes.

<http://bit.ly/LiDs-CultureScale>

Inclusive Education projects



Supporting Mainstream School Inclusion of Children with Disability

Project Lead: Professor Teresa Iacono

This research combines expertise across mainstream and special education and allied health to support the inclusion of children with various disabilities in school education.

Report: Development of options to enable specialist schools to become 'Centres of Expertise' to support local mainstream schools to implement inclusive education. Iacono, T., Keeffe, M., Kenny, A., & McKinstry, C. (2017).

<http://bit.ly/LiDs-SchoolReport18>

Co-designing Supports for Educational Inclusion

An online education package was co-designed by representatives of the target audience: allied health professionals from within and outside the education sector, teachers and other education staff, and families of school-age children with disability. Funding: NDIS Information, Linkages & Capacity Building National Readiness Grant.

Forthcoming:

Building Healthy Communities with the Social Model of Disability: A Randomized Control Trial of Shifting Perceptions to Enhance Inclusive School Education. This study will test the premise that embedding the social model of disability into training to develop disability supports will improve mainstream school inclusion practices. Participants will be parents, education staff and allied health professionals.

LIDs Online Resources

About this resource.

Enabling Risk: Putting Positives First is an online learning resource developed specifically for disability support workers.

"The way I am looking at it now is to basically not put cotton wool around the clients. If they wish to do something that I feel is risky, it's not my choice. It's not my choice to support their risk."

"I realised we have to evaluate and see what they can do before we just assume they can't."

The Essentials

- Minimising Harm
- Bringing Positives First
- Person Centred
- Respecting Individual Preferences

Module 1: Introduction to risk

When we stop taking risks, we stop living life.

Module Resources

Video Downloads

Figures

NEW: Risk Enablement online training - free and online now

Enabling Risk: Putting Positives First is an online resource for disability support workers. Enabling people to take risks is an integral part of disability support work. It is also important that practice leaders and managers are aware of the essentials of enabling risk outlined in this resource as they play a significant role in creating the right environment for support workers to put risk enablement into practice.

You will be introduced to the ways you can support people with cognitive disabilities, to make choices and be involved in activities that may involve some risk while minimising potential harm to themselves or others.

www.enablingriskresource.com.au

“Every Moment Has Potential” is an online learning resource that introduces disability support workers to the Four Essentials of Person Centred Active Support.

The resource has five modules which include lectures and activity videos, exercises, reflective questions and access to further information. <http://www.activesupportresource.net.au>

‘Supporting Inclusion’ focuses on how active support can be used by support workers out in the community as well as in supported accommodation services.

The resource has eight modules that include vignettes, lectures and activity videos, exercises, and other resources.

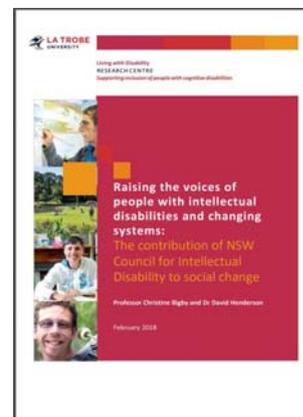
www.supportinginclusion.weebly.com

New Research

The contribution of NSW Council for Intellectual Disability to social change.

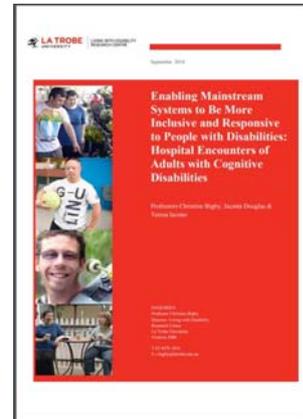
Bigby, C., Henderson, D. (2018).

<http://bit.ly/LiDs-NSWCID>



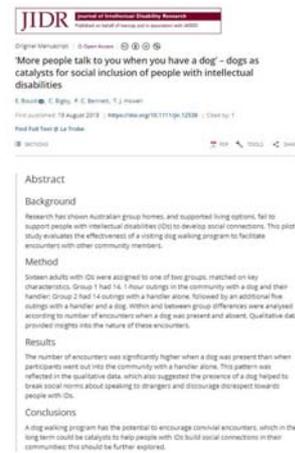
Enabling mainstream systems to be more inclusive and responsive to people with disabilities: Hospital encounters of adults with cognitive disabilities. Bigby, C., Douglas, J., Iacono, T. (2018).

<http://bit.ly/LiDs-HealthInclusion>



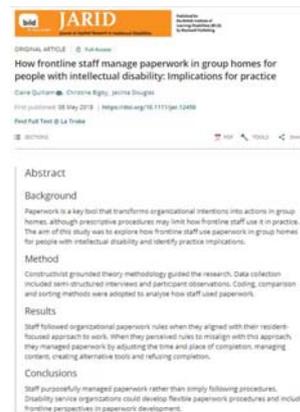
'More people talk to you when you've got a dog'
Walking with dogs leads to significantly more social encounters in the community for people with intellectual disability. Bould, E., Bigby, C., Bennett, P. C., & Howell, T. J. (2018). Journal of Intellectual Disability Research 62(10), 833-841.

<http://bit.ly/LiDs-Dogs>



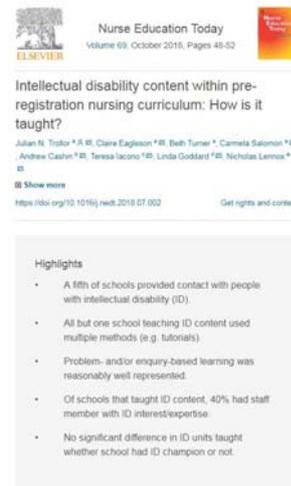
How frontline staff manage paperwork in group homes for people with intellectual disability: Implications for practice. Quilliam, C., Bigby, C., & Douglas, J. (2018). Journal of Applied Research in Intellectual Disability 31(5), 905-914.

<http://bit.ly/LiDs-PaperworkImp>



Intellectual disability content within pre-registration nursing curriculum: How is it taught? Trollor, J. N., Eagleson, C., Turner, B., Salomon, C., Cashin, A., Iacono, T., et al. (2018). *Nurse Education Today*, 69, 48-52.

<http://bit.ly/LiDs-EdNurse>



Highlights

- A fifth of schools provided contact with people with intellectual disability (ID).
- All but one school teaching ID content used multiple methods (e.g. tutorials).
- Problem- and/or enquiry-based learning was reasonably well represented.
- Of schools that taught ID content, 40% had staff member with ID interest/expertise.
- No significant difference in ID units taught whether school had ID champion or not.

An exploration of communication within active support for adults with high and low support needs. Iacono, T., Bould, E., Beadle Brown, J., & Bigby, C. (2018). *Journal of Applied Research in Intellectual Disability*

<http://bit.ly/LiDs-ActiveComms>



Abstract

Background
The aim was to explore the relationship between quality of active support and communication support for people in group homes with high and low support needs.

Methods
Data from 182 service users, 20-81 years (mean = 40), 81 with high support needs, were observed to have either good ($n = 142$) or poor ($n = 40$) communication support. Measures were of quality of active support, engagement and staff contact; field notes provided examples of good and poor communication supports.

Results
We found a relationship between the quality of communication support and active support. Receiving good communication was associated with higher levels of engagement. Field notes included some examples of appropriate communication supports, but limited use of augmentative and alternative communication (AAC).

Conclusions
Staff show limited use of appropriate communication with people having high support needs who require AAC. Strategies to improve quality of practice are discussed.



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