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Dear <<First Name>>,

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



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](#)
- [Understanding Complex and Challenging Needs](#)

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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



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 Brail, Tessa Ieraci, Ailsa Beale Brown

Why this is important

Over 1000 people with intellectual disabilities live in group homes. Our early research uncovered the poor and variable quality of the for group home residents (Sherratt et al., 2013). The quality of staff support practice known as Active Support is a key determinant of the quality of life for group home residents. Active Support is a person-centred approach to support people with intellectual disabilities to live as independently as possible. However, despite its recognition as a best practice approach, there is little evidence about which are most important to guide organisational actions to improve Active Support.

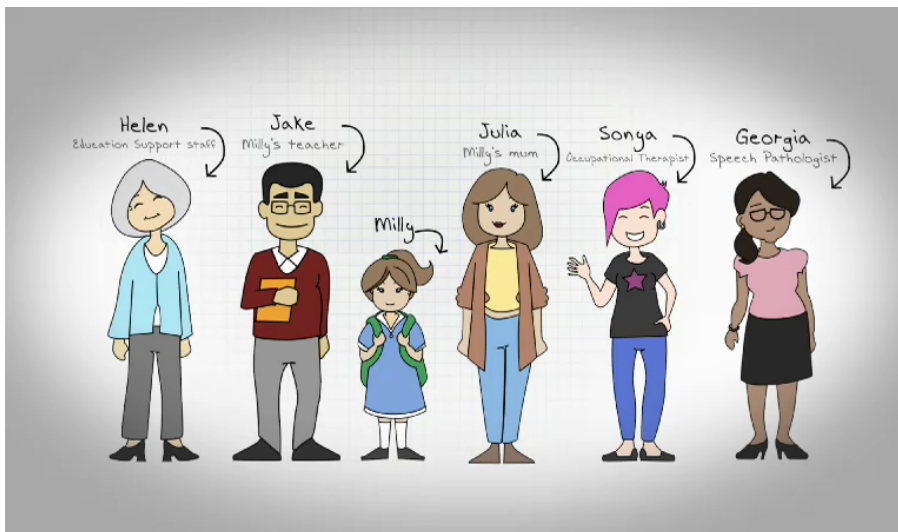
What we did

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 14 to 16. Over this time we have:

- taken repeated measures in 51 group homes for between 1 to 2 years to identify what makes a good Active Support;
- conducted a large cross-sectional study of 110 residents in 200 group homes managed by 16 organisations to identify what factors are associated with good Active Support;
- investigated and measured the organisational characteristics and compared these across organisations; and
- conducted pilot testing to identify what factors predict good Active Support at the group home and organisational level.

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

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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.

www.fea-inclusiveschools.org.au

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.

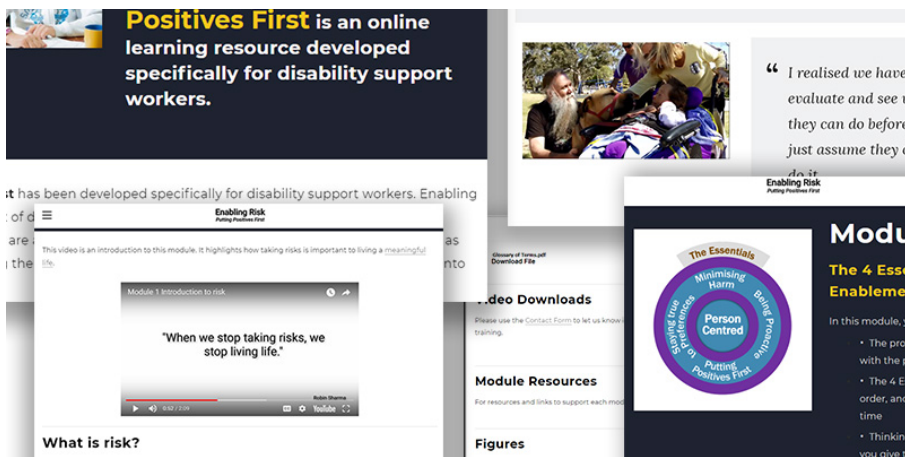
LiDs Online Resources



About this resource.

Enabling Risk: Putting

“ 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 no my choice to support their risk.



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).

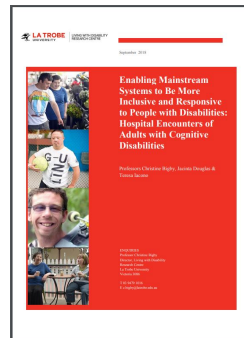
<http://bit.ly/LiDs-NSWCID>





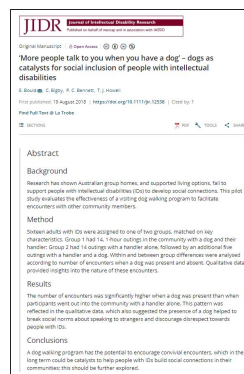
Enabling mainstream systems to be more inclusive and responsive to people with disabilities: Hospital encounters of adults with cognitive disabilities. Bigby, C., Douglas, J., Iacono, T. (2018).

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



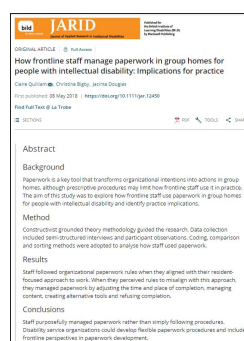
'More people talk to you when you've got a dog' Walking with dogs leads to significantly more social encounters in the community for people with intellectual disability. Boulton, E., Bigby, C., Bennett, P. C., & Howell, T. J. (2018). Journal of Intellectual Disability Research 62(10), 833-841.

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



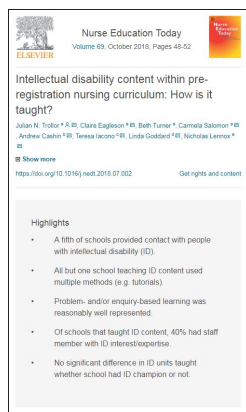
How frontline staff manage paperwork in group homes for people with intellectual disability: Implications for practice. Quilliam, C., Bigby, C., & Douglas, J. (2018). Journal of Applied Research in Intellectual Disability 31(5), 905-914.

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



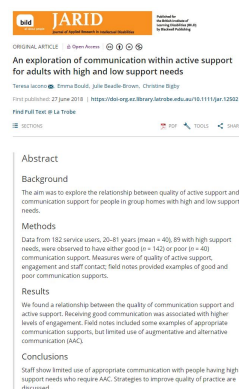
Intellectual disability content within pre-registration nursing curriculum: How is it taught? Trollor, J. N., Eagleson, C., Turner, B., Salomon, C., Cashin, A., Iacono, T., et al. (2018). Nurse Education Today, 69, 48-52.

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



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>



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