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UNIVERSITYLIVING WITH DISABILITY
RESEARCH CENTRE**Newsletter** Winter 2021

Our Winter newsletter takes a look at the latest news from the Living with Disability Research Centre.

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Professor Christine Bigby

Director - Living with Disability Research Centre

New Projects and Partners in 2021

Post-parental housing transitions among adults with intellectual disability.

Research Team: Associate Professor Ruth Walker, Professor Christine Bigby, Associate Professor Ilan Wiesel, Dr Fiona Rillotta, Dr Claire Hutchinson, Ms Philippa Angley

Funding: ARC Linkage Grant

This project, led by Associate Professor Ruth Walker, Flinders University (SA), aims to address the urgent issue of growing numbers of older people with intellectual disabilities outliving their parent carers who have not put future care plans in place. It will generate a national evidence-based framework for ensuring successful post-parental housing and care transitions. Expected outcomes of the project include the development of an Australia-first evidence-based resource kit which should provide significant benefits for older people with intellectual disabilities, their family carers and the disability sector, in terms of planning for post-parental housing and care transitions.

Active Support, Practice Leadership and Organisational Culture: A longitudinal study of the determinants of the quality of supported accommodation services for people with intellectual disabilities

Our longitudinal study of the quality of support in supported accommodation

services has been running since 2009. The interruptions wrought by COVID-19 have forced us to postpone fieldwork on this project until later in 2021. However, we are working closely with all our organisational partners to ensure that we are ready to go on the next round of data collection as soon as travel and other restrictions have been lifted. We are also pleased to announce that Focus Individualised Support Services, Victoria, has joined our study this year. We welcome our newest partner aboard.

Supporting Effective Communication

Professor Teresa Iacono has been engaged as an external consultant for the development of an NDIS eLearning module on supporting effective communication. The module is an NDIS Quality and Safeguards Commission initiative and is being developed for support workers of people with intellectual disabilities. The purpose of the eLearning module is to demonstrate methods of communication used by people with varied disabilities and videos will depict respectful communication involving speech, various forms of augmentative and alternative communication (signs, electronic aids) and informal means, such as vocalisations and nonverbal behaviours. The videos, alongside written and narrated information will direct the viewer to respectful interactions that support the person to be heard.

Frontline Practice Leadership

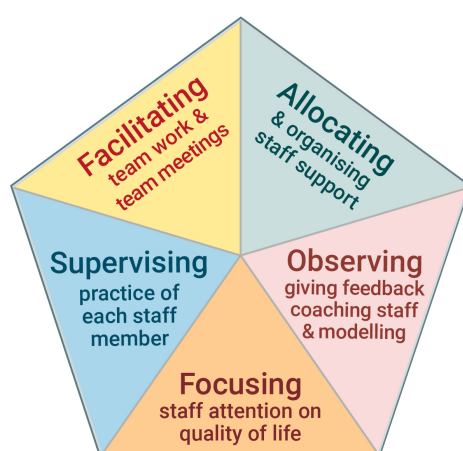
In June this year, the Living with Disability Research Centre launched a new [Frontline Practice Leadership Training Resource](#) for frontline supervisors, service managers, and experienced support workers. This free training resource is designed to improve the practice of support workers and the quality of life of people with intellectual disabilities.

Each day, support workers directly influence the quality of life of the people they support. What support workers do and how they do it matters to the lives of people with intellectual disabilities. Support workers - like staff in any organisation - need guidance, instruction and support to develop their skills and become competent. It is the role of Frontline Practice Leaders to help support workers to develop and enhance those skills.

The new [Frontline Practice Leadership Training Resource](#) is available online and free to use. It can be used for in-house training, individual study or in team discussion. This resource was developed from research by the Living with Disability Research Centre at La Trobe University, funded by the National Disability Insurance Scheme Quality and Safeguarding Commission, and filmed with the support of Unisson Disability Services.

To view the training resource, please click [here](#) or on the image below.

The Five Tasks of Practice Leadership



Annual Report 2019-2020

2019 2020 ANNUAL REPORT

LIVING WITH DISABILITY
RESEARCH CENTRE

We are now releasing the Living with Disability Research Centre 2019-2020 Annual Report, which offers a detailed summary of our work over the past two years. Despite the interruptions wrought by COVID-19 on some of our projects, our researchers continued to work, albeit remotely on a variety of projects. The Annual Report contains a wealth of information about the work of our Research Centre, our staff and governance. It also provides an overview of our ongoing and completed research projects, including details of research

outputs, training resources and academic publications

[Download Annual Report](#)

New Report - After School Jobs

After school jobs for students with intellectual disabilities

We are pleased to release our *After school jobs for students with intellectual disabilities* report. The report outlines our recent After school jobs project, which comprised a literature review about after school work for young people with intellectual disabilities as well as the collection of empirical data about the experiences of participants in the project. The aim of the project was to facilitate young people with significant disabilities to transition from school to the labour market by offering work experience whilst they were at school and explore the experiences and long-term effects for students of participating in after school jobs. To view the full report, click on the button below.

The project was funded by Ticket to Work, an initiative of the National Disability Services, that works to improve employment opportunities and outcomes for young people with disabilities.

[Download Report](#)

Research Seminar Series - 2021



The Living with Disability Research Centre's 2021 Research Seminar Series continues online in Semester 2. Each seminar focuses on issues important to people with intellectual disability or acquired brain injury. And each seminar usually presents findings from a current or recently completed Living with Disability Research Centre project.

Our September Seminar will feature two historians delving into the history of the Kew Cottages, the oldest institution for people with intellectual disabilities in Australia, which finally closed in 2008. The seminar will offer a snapshot of a wider, co-authored history of the Kew Cottages, which will be published next year.

If you miss a seminar, you can always access slides from the completed presentations here: [Research Seminar Series](#)

Next Seminar

Emeritus Prof.
Richard Broome

'They had little chance': The fire at the Kew Cottages in 1996

Sep 8

Dr David
Henderson

'It's a lonely world out there': Deinstitutionalisation and the closure of the Kew Cottages

Disability Practice Courses



We would like to extend a warm welcome to all our Disability Practice students who have joined us in Semester 2. We have had some fantastic feedback from our students and look forward to a strong finish to 2021.

“The course has really opened my eyes to a lot of issues. I’ve been a support worker for years and I’ve never read any research or thought about some of those great big issues we have covered”.

Student, 2020.

Our flexible, online courses equip students to undertake a range of challenging and exiting roles in the rapidly growing disability sector and can lead to a satisfying career in improving the lives of people with disabilities and their communities. If you would like more information about the any of the courses we offer, please contact our course coordinator, Dr Sian Anderson, with any queries.

Email: Sian.Anderson@latrobe.edu.au

Telephone: 94795495

New Research

New research publications by our staff at the Living with Disability Research Centre.

Articles

Anderson, S., & Bigby, S. (2021). Community participation as identity and belonging: A case study of Arts Project Australia - “I am an artist”. *Research and Practice in Intellectual and Developmental Disabilities*, 8(1), 1-14.
DOI: [10.1080/23297018.2020.1753231](https://doi.org/10.1080/23297018.2020.1753231)

Bigby, C., Douglas, J., Smith, E., Carney, T., Then, S., & Wiesel, I. (2021). Parental strategies that support adults with intellectual disabilities to explore decision preferences, constraints and consequences. *Journal of Intellectual and Developmental Disability*.
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Bigby, C., & Wiesel, I. (2021). Performance, purpose, and creation of encounter between people with and without intellectual disabilities. *Journal of Intellectual and Developmental Disability*, 46(1), 1-5.
DOI: [10.3109/13668250.2020.1856107](https://doi.org/10.3109/13668250.2020.1856107)

Büttner-Kunert, J., Anzenberger, M., Müller, V., & Douglas, J. (2021). Evaluation of communication abilities after traumatic brain injury with the La Trobe Communication Questionnaire (LCQ): First results of the German replication study with neurologically healthy individuals. *Sprache, Stimme, Gehör*, 45(2), 7-15.

Browning, M., Bigby, C., & Douglas, L. (2021). A process of decision-making support: Exploring supported decision-making practice in Canada. *Journal of Intellectual & Developmental Disability*, 46(2), 138-149.
DOI: [10.3109/13668250.2020.1789269](https://doi.org/10.3109/13668250.2020.1789269)

Carney, T., Bigby, C., Then, S., Smith, E., Wiesel, I., & Douglas, J. (2021). Paternalism to empowerment: All in the eye of the beholder? *Disability & Society*.
DOI: [10.1080/09687599.2021.1941781](https://doi.org/10.1080/09687599.2021.1941781)

Chetcuti, L., Uljarevic, M., Varcin, K, et al. Caregiver psychological distress predicts temperament and social-emotional outcomes in infants with Autism traits. *Research on Child and Adolescent Psychopathology*.
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D’Cruz, & Douglas, J. (2021). Narrative storytelling method as inclusive research with individual with acquired brain injury. *Research and Practices in Health and Social Sciences*, 20-30.

Holstein, I., Wiesel, I., Bigby, C., & Gleeson, B. (2021) People with intellectual disability and the digitization of services. *Geoforum*, 119, 133-142.
DOI: [10.1016/j.geoforum.2020.12.022](https://doi.org/10.1016/j.geoforum.2020.12.022)

Hudry, K., [Chetcuti L.](#), Boutrus M., et al. (2021). Performance of the Autism observation scale for infants with community-ascertained infants showing early signs of autism. *Autism: The International Journal of Research and Practice*, 25(2), 490-501.
DOI: [10.1177%2F1362361320965397](https://doi.org/10.1177%2F1362361320965397)

Iacono, T. (2021). The wicked problem of delivering primary health care to people with intellectual disabilities. Commentary on "Attitudes and experiences of general practitioners who provided health care for people with intellectual disabilities: a South Australian perspective". *Research and Practice in Intellectual and Developmental Disabilities*, 8(1), 37-45.
DOI: [10.1080/23297018.2021.1910987](https://doi.org/10.1080/23297018.2021.1910987)

Iacono T, Landry O, [Garcia-Melgar A.](#), et al. (2021). A systematized review of co-teaching efficacy in enhancing inclusive education for students with disability. *International Journal of Inclusive Education*.
DOI: [10.1080/13603116.2021.1900423](https://doi.org/10.1080/13603116.2021.1900423)

Johnson, H., Van Nierop, M., & Iacono, T. Parents' perspectives of an Australian augmentative and alternative communication service: "I clapped for my child". *Research and Practice in Intellectual and Developmental Disabilities*, 8(1), 46-59.
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DOI: [10.1111/jar.12871](https://doi.org/10.1111/jar.12871)

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ŠarkiĆ, B., Aud, M., Douglas, J., & Simpson, A. (2021). Benign paroxysmal positional vertigo in non-blast-related TBI: A guide for audiologists. *Hearing Journal*, 74(2), 43-45.
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Tilbury, C., Bigby, C., & Fisher, M. (2021). Using grey literature in human services: Perspectives of Australian research end users. *Advances in Social Work and Welfare Education*, 22(2), 9-24.

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DOI: [10.1093/bjsw/bcaa170](https://doi.org/10.1093/bjsw/bcaa170)

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DOI: [10.1093/bjsw/bcab022](https://doi.org/10.1093/bjsw/bcab022)

Topping, M., Douglas, J., & Winkler, D. (2021). General considerations for conducting online qualitative research and practice implications for interviewing people with acquired brain injury. *International Journal of Qualitative Methods*.
DOI: [10.1177%2F16094069211019615](https://doi.org/10.1177%2F16094069211019615)

Trembath, D., Sutherland, R., [Caithness, K.](#), et al. (2021). Clinician proposed predictors of spoken language outcomes for minimally verbal children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 51(2), 564-575.
DOI: [10.1007/s10803-020-04550-z](https://doi.org/10.1007/s10803-020-04550-z)

Vassallo, S., & Douglas, J. (2021) A novel combined visual scanning and verbal cuing intervention improves facial affect recognition after chronic severe

traumatic brain injury: A single case design. *Neuropsychological Rehabilitation*, 31(6), 863-888.
DOI: [10.1080/09602011.2020.1742744](https://doi.org/10.1080/09602011.2020.1742744)

Book Chapters

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Bigby, C. (2021). Retirement for people with intellectual disability: Policy, pitfalls, and promising practices. In Michelle Putnam & Christine Bigby, (eds). *Handbook on Ageing with Disability*. New York: Routledge.

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Putnam, M., Ogden, L., & Bigby, C. (2021). Understanding ageing with disability. In Michelle Putnam & Christine Bigby, (eds). *Handbook on Ageing with Disability*. New York: Routledge.

Books

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Reports

Bigby, C., & De Losa, L. (2021). *After-school jobs for students with intellectual disabilities*. La Trobe University: Living with Disability Research Centre.
DOI: 10.26181/60876b527487b



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