



Pei Ling Chng, Stancliffe & Wilson


**PARTICIPATION IN RETIREMENT.
EVALUATION OF SUPPORT TRAINING ON
PARTICIPATION OF OLDER ADULTS WITH ID
IN MAINSTREAM COMMUNITY/VOLUNTARY
ACTIVITIES**



**Participation in retirement:
An evaluation of the effectiveness of support training on the
participation of older adults with intellectual disability in
community group or voluntary activities**

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**Have you thought about
your retirement?**

What would you be doing?

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**What if today was your last day of
work and tomorrow was the start of
your retirement?**

How would you feel?

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Feelings

- **Happy?** (finally time for things you've always wanted to do?)
 - **Apprehension?**
 - **Lost your routine?**
 - **Nothing to do?**
 - **Friends?**

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Background

- **Older people with Intellectual Disability**
 - Ageing and retirement ^{1,2}
 - Activity participation ¹
 - Social inclusion ^{3,4}
 - Having supports ^{5,6}

1. Bigby et al., 2004; 2. Atchley, 1982; 3. Abbott & McConkey, 2006; 4. Hall, 2010
5. Schalock et al., 2010; 6. Thompson et al., 2009

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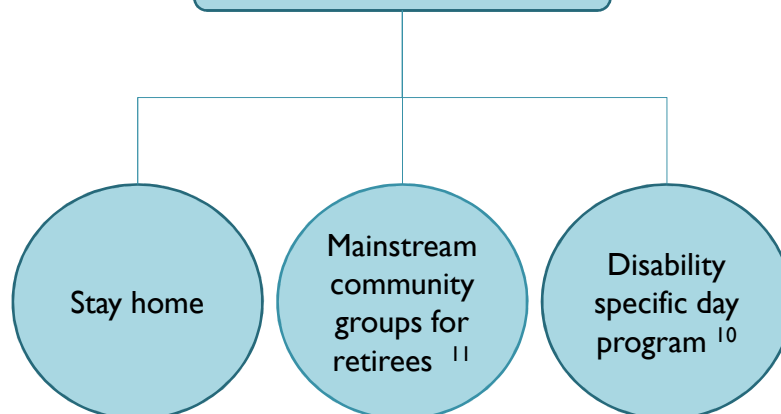
Activities in Retirement

- Quality of life ^{7,8}
- Physical & emotional well-being ^{7,8}
- Friendships ^{9,10}
- Sense of belonging ^{9,10}
- Social networks ^{9,10}

7. Miller, Cooper, Cook & Petch, 2008; 8. Miller & Chan, 2008;
9. Buys et al., 2008; 10. Dykema-Engblade & Stawiski, 2008

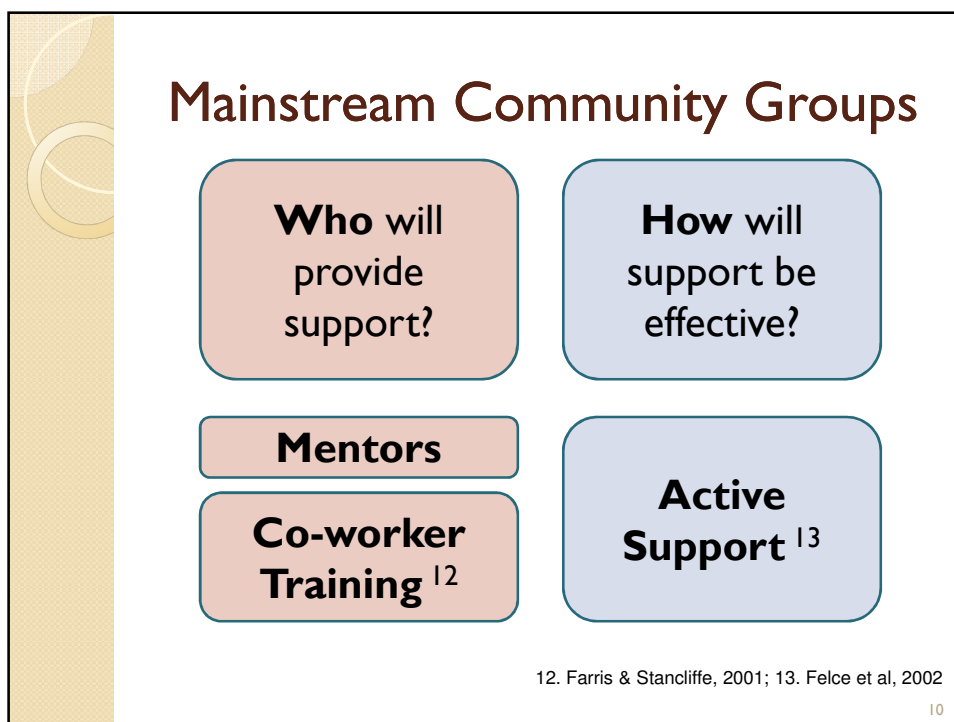
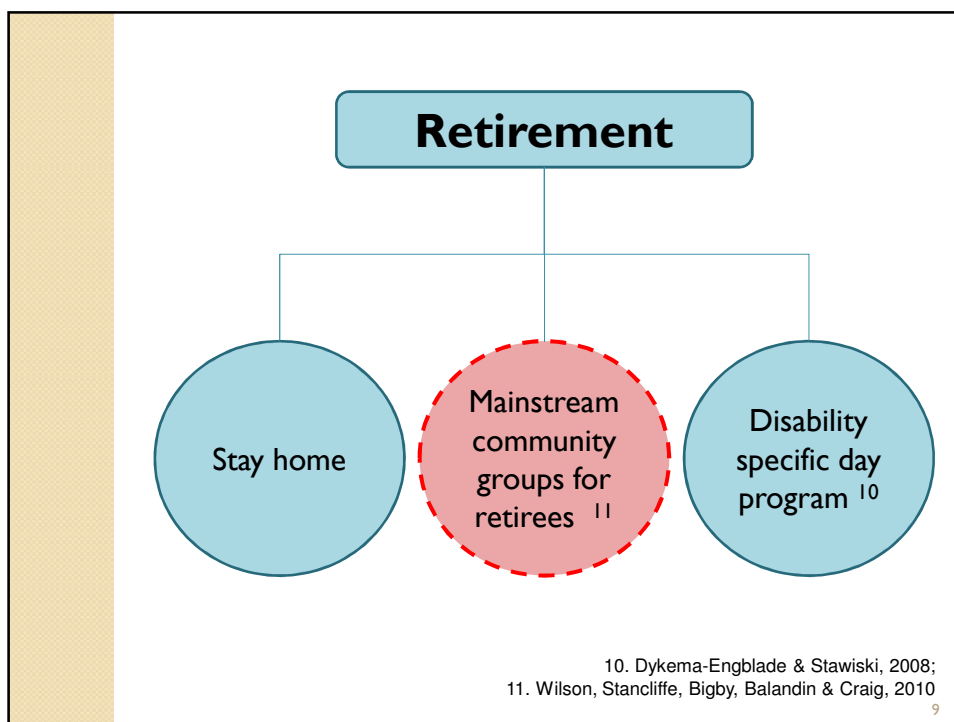
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Retirement



10. Dykema-Engblade & Stawiski, 2008;
11. Wilson, Stancliffe, Bigby, Balandin & Craig, 2010

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Co-Worker Training ¹²

Co-worker

Job Coach

No background in disability ^{14,15}

Expert in disability ¹²

Source of "natural support" ^{14,15}

Support from an external source ^{14,15}

More cost-efficient ¹⁶

Less cost-efficient ¹⁶

More social interaction ¹²

Less social interaction ¹²

12. Farris & Stancliffe, 2001; 14. Storey, 2003 ;
15. Lee, Storey, Anderson, Goetz & Zivolich, 1997; 16. Rogan, Banks & Howard, 2000

Active Support ¹³

- **Aim:**

- improve the provision of support to people with intellectual disability for their participation in daily activities

- **Activity participation:**

- assumes that people with intellectual disability are disengaged, because of a lack of support necessary for activity

- **Support:**

- Provide appropriate assistance that is specific and individualised

13. Felce et al, 2002

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Active Support Research

- **Setting:**
 - Residential group homes
- **Research:**
 - Increase level of assistance provided by group home staff, and the level of resident participation ¹⁷
 - Correlation between assistance and participation ¹⁸
 - Interactive training component of AS able to produce favourable outcomes ¹⁹

17. Stancliffe, Jones, Mansell & Lowe, 2008;
18. Stancliffe, Harman, Toogood & McVilly, 2007; 19 Toogood, 2008

Active Support Research

- **Further analysis**
 - Assistance is strongly related to the increase in activity participation ²⁰
- **Key Feature of Active Support**
 - Staff providing more assistance and more effective assistance

20. Felce, Jones et al., 2002

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Research Gap

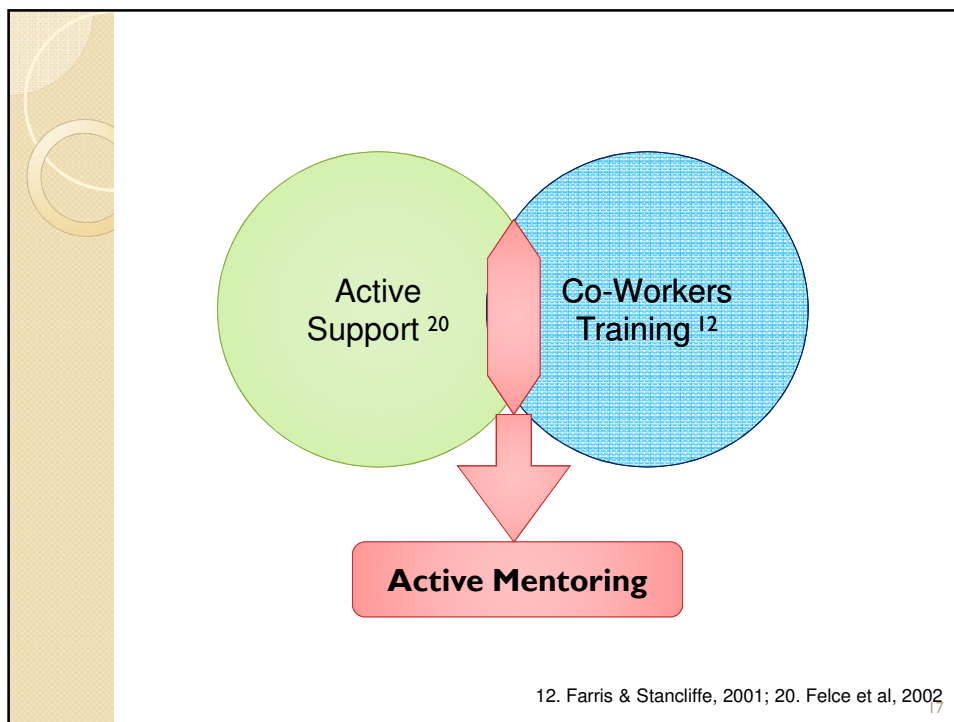
1. **Setting:** residential group homes
 - Mainstream community groups
2. **Activity:** domestic activities
 - Retirement (leisure) activities
3. **Population (receive assistance):** Residents with Intellectual Disability
 - Older adults with Intellectual Disability
4. **Who provide assistance:** Group home staff
 - Community members as mentors (untrained with no background in disability)

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Current Research

- Introduce the idea of retirement
- Concrete concept of retirement
- Introduce a new support training style, “Active Mentoring”

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Research Aims

To explore whether help from the mentors will affect the level of participation of the participant with intellectual disability in mainstream community or voluntary activities.

Methodology

- Participants
 - 2 older women with moderate intellectual disability; each with 2 or more mentors
- Find out participants' interests and match a community group with similar interests
- Introduce one participant to join each group

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Methodology

- Setting
 - Environment: local government-run seniors' day activity centre
 - Members: community members who are ageing
 - Staffing: usually 1-2 staff, with the help of volunteers
 - Activities:
 - Structured: art and exercise classes, Bingo, Raffle ticket draws
 - Unstructured: table tennis, computer use, knitting, doing puzzles, reading magazines



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Active Mentoring Training

Introductory Disability Interaction Training

- General information
- Capacity to engage in activities with support
- Basic methods on providing support

Interactive Support Training

- Onsite
- Practical interactive training
- Based on the Active Support Model
- “Activity and Support Plan”

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Data Collection

- Data collection
 - Observation
 - List of behaviours
 - Use of a PDA



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Results

Contingency table

		Participant Participation	
		Yes	No
Mentor Help	Yes	a	b
	No	c	d

- a: Supported Participation (Yes help, Yes Participation)
- b: Unsuccessful Help (Yes help, but No Participation)
- c: Independent Participation (No help, but Yes Participation)
- d: No Activity & No Help (No help, No Participation)

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Results

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Results

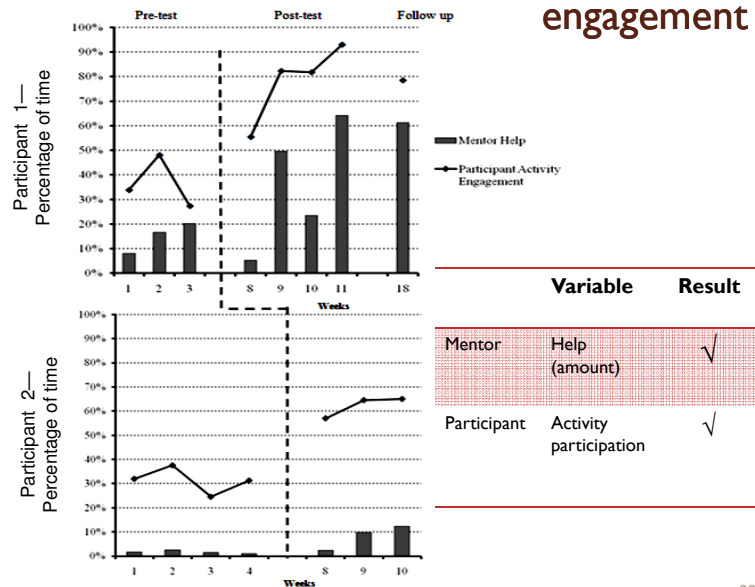
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Results: Mentor help and Participant activity engagement



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Results

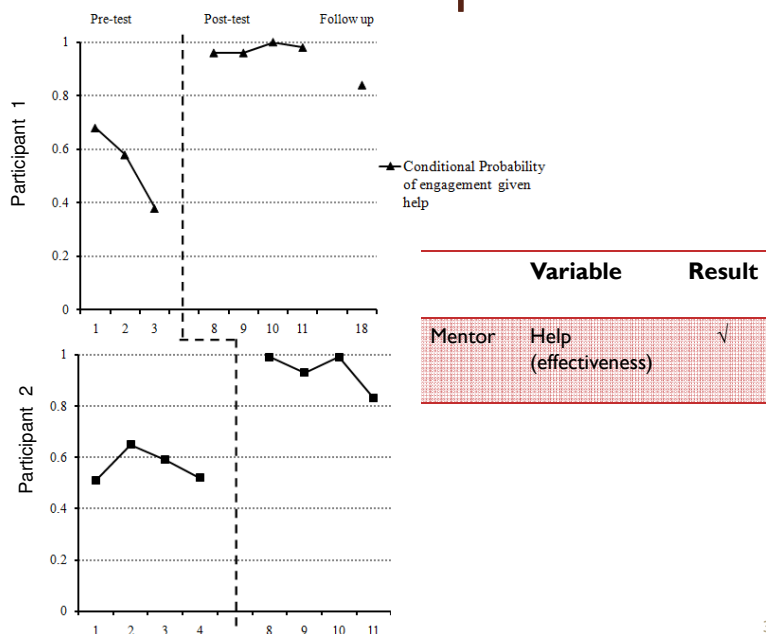
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Effectiveness of Help



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Results

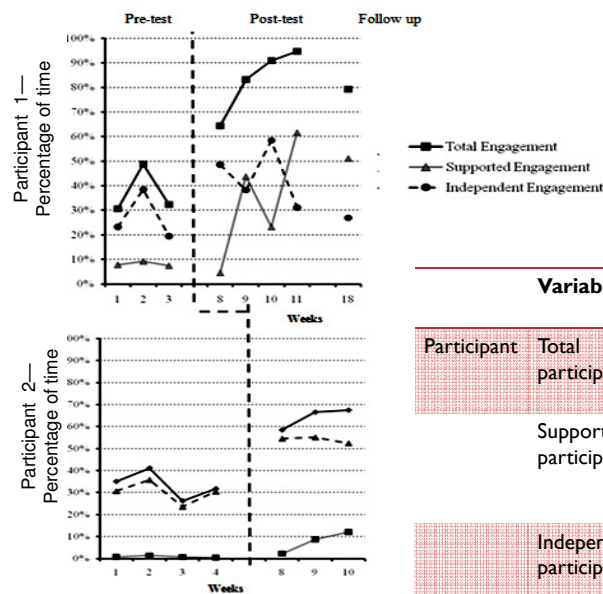
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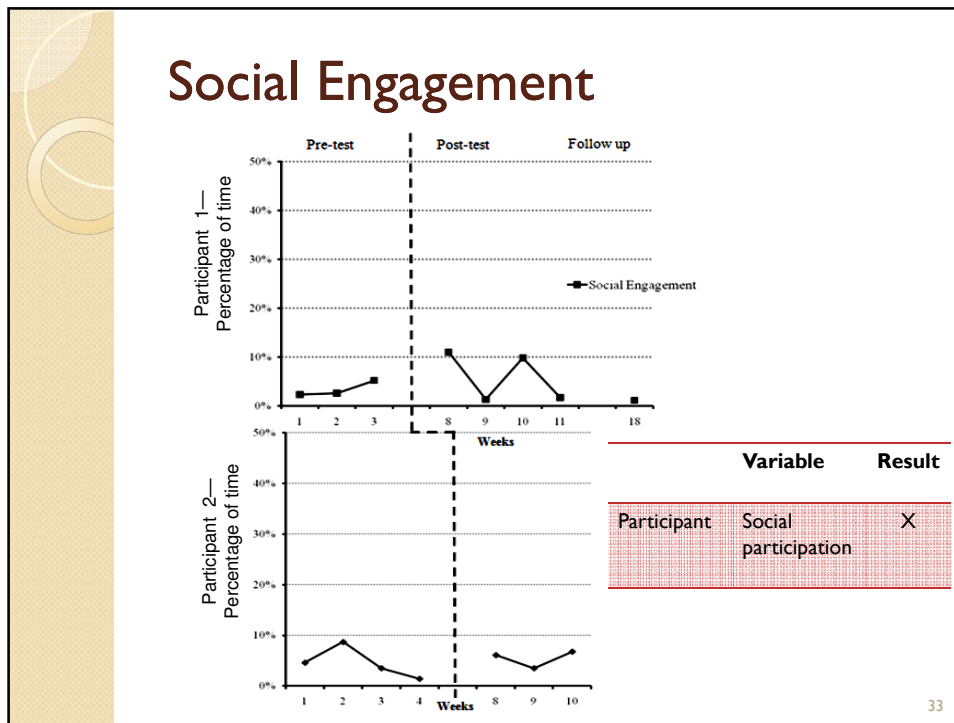
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Mean Percentage of Engagement



Variable	Result
Participant Total participation	✓
Supported participation	✓
Independent participation	≈

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- ## Results
- **Mentor:**
 - Increase in amount of help
 - Increase in effectiveness of help
 - **Participant:**
 - Increase in Total, Supported and Activity engagement
 - Independent engagement increased slightly
 - Social engagement remained low
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Results

	Variable	Result
Mentor	Help (amount)	√
	Help (effectiveness)	√
Participant	Activity participation	√
	Total participation	√
	Supported participation	√
	Independent participation	≈
	Social participation	X

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Discussion

- More effective Mentor help
 - Quality and quantity of help
- Mentor help
 - Initiate the activity
 - Intermittently for sustained activity participation
- Social participation remained low
 - Coding of “social participation” and “activity participation”

18. Stancliffe et al., 2007

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Discussion

- Active Mentoring
 - Help for narrower range of interesting less complex activities over a shorter duration
- Activities
 - The *norm* in the group for community acceptance and social integration
- Participant characteristics
 - Did not exhibit challenging behaviours

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Tips

- Don't be afraid to try new activities with your client!
- Assistance should be brief, precise and direct
- Allow some time for your client to process the information
- Share tips with your client's mentor(s)

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Implications of research


- **Person with intellectual disability**
 - Introduce concept of retirement gradually through experience
 - Social inclusion by forming networks outside the workplace
 - Active and productive ageing
- **Mentors**
 - Reduce social stigma
 - Learn methods of structuring assistance

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Limitations

- **Sampling:** small sample size, no challenging behaviour
- **Data collection:** Lack of blinded assessors
- **Time constraints:** Limited of follow up

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Transition to Retirement

August, 2010
Project Newsletter 05

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The University of Sydney
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LaTrobe University
Bundoora VIC, 3086


Volunteering and the mobility allowance

Did you know that you qualify for the mobility allowance if you are doing voluntary work, paid work, or both for a total of 32 hours in 4 weeks? This means that you can still get your mobility allowance (currently \$80.50 every 2 weeks) even after you retire from work if you take up voluntary work for an average of 8 hours per week or more. The voluntary work you do has to be at a welfare, charitable or community organisation that provides services or help to the community.


Examples of voluntary work that project participants have been doing include working in a community kitchen, helping out in a community nursery, and volunteering at a Lifeline centre. To be eligible for the mobility allowance, you must let Centrelink know when you change your job and get the voluntary organisation to write a letter to Centrelink. For more information call 132717 or visit www.centrelink.gov.au

Joining an Activity Centre

One of the participants in the project, 'Julie' (not her real name) has started participating in a local community centre for seniors. 'Julie' goes to the centre one day a week. At the centre 'Julie' is involved in a whole range of activities. She enjoys playing table tennis, knitting, doing crosswords, jigsaws and playing cards with her mentor at the centre, Angela.



Playing cards



Doing a jigsaw

When 'Julie' first arrives at the centre she has a cup of coffee and biscuits. 'Julie' then attends the mid morning art class where she is learning to draw and paint.



Art work display and lunch menu



Art class



Lunch area

After her art class, 'Julie' enjoys a delicious and inexpensive hot lunch with dessert. Following lunch 'Julie' joins in the exercise group after which she and the other group members are dropped off at their homes by the community centre bus. Occasionally 'Julie' attends the centre on another day to join in on special events. 'Julie' is always eager to go to the centre and the only day she has missed was when the centre was closed for renovation. As part of her transition to retirement, 'Julie' has dropped one day a week at work to attend the centre. Participating in the centre means that when 'Julie' eventually retires from work completely she will already have friendships and a place she enjoys going to.

A Mentor's Experience

'Julie's' inclusion at the local senior's centre has been greatly enhanced by the relationship she has developed with her mentor, Angela. Angela said that although she has only known 'Julie' for a short time she feels they have established a bond with each other. Angela said 'After coming to the centre for two months 'Julie' has changed from being shy and quiet to a smiling and more vibrant person. Recently 'Julie' came along to attend a Christmas in July event and I couldn't believe my eyes when she went to the dance floor once the music started. 'Julie' danced with a number of people and seemed to have a fantastic time.' Angela added that she also gets a great deal of enjoyment and satisfaction from knowing that she has helped 'Julie' to become an active member of the centre.



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QUESTIONS?

Contact details

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Nathan J Wilson (nathan.wilson@sydney.edu.au)

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List of Behaviours

Mentor	Client
Mentor present	Client present
Help	Actively Engaged
Praise	Receive Help from Others
Socially Engaged	Socially Engaged
	Challenging Behaviour

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Single case series design

- Systematic observation
- Manipulation of variables
- Repeated measurement
- Data analysis
- Flexibility and capacity to individually tailor an intervention to the specific characteristics of the individual
- Allows study to be replicated to increase the strength of the validity

13. Backman, Harris, Chisholm & Monette, 1997.