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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Bach App. Sci (Occupational therapy)-Hons

Co-Authors: Roger J. Stancliffe, Nathan J. Wilson
Have you thought about your retirement?

What would you be doing?

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

How would you feel?
Feelings

• Happy? (finally time for things you’ve always wanted to do!)
  • Apprehension?
    • Lost your routine?
    • Nothing to do?
    • Friends?

Background

• Older people with Intellectual Disability
  • Ageing and retirement 1, 2
  • Activity participation 1
  • Social inclusion 3, 4
  • Having supports 5, 6

5. Schalock et al., 2010; 6. Thompson et al., 2009
Activities in Retirement

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


Retirement

- Stay home
- Mainstream community groups for retirees\(^11\)
- Disability specific day program\(^10\)

**Mainstream Community Groups**

- **Who will provide support?**
- **How will support be effective?**
- **Mentors**
- **Co-worker Training**
- **Active Support**


Co-Worker Training

<table>
<thead>
<tr>
<th>Co-worker</th>
<th>Job Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>No background in disability</td>
<td>Expert in disability</td>
</tr>
<tr>
<td>Source of “natural support”</td>
<td>Support from an external source</td>
</tr>
<tr>
<td>More cost-efficient</td>
<td>Less cost-efficient</td>
</tr>
<tr>
<td>More social interaction</td>
<td>Less social interaction</td>
</tr>
</tbody>
</table>


Active Support

- **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
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;

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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
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)

Current Research

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

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
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”

Data Collection

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

#### Contingency table

<table>
<thead>
<tr>
<th>Mentor Help</th>
<th>Participant Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>a</td>
</tr>
</tbody>
</table>

- **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)
### Results

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<td>Yes</td>
<td></td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>c</td>
<td>d</td>
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</table>

- 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)
Results

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<tr>
<td>No</td>
<td>c</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Mentors Help</th>
<th>Participant Activity participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>√</td>
</tr>
<tr>
<td>No</td>
<td>√</td>
</tr>
</tbody>
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Results: Mentor help and Participant activity engagement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Help</td>
<td>√</td>
</tr>
<tr>
<td>Participant Activity participation</td>
<td>√</td>
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Results

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Effectiveness of Help

Variable | Result
---|---
Mentor Help (effectiveness) | Yes
Results

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Mean Percentage of Engagement

<table>
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<th>Variable</th>
<th>Result</th>
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<tbody>
<tr>
<td>Participant Total participation</td>
<td>√</td>
</tr>
<tr>
<td>Supported participation</td>
<td>√</td>
</tr>
<tr>
<td>Independent participation</td>
<td></td>
</tr>
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</table>
Social Engagement

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
### Results

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mentor Help (amount)</td>
<td>✓</td>
</tr>
<tr>
<td>Help (effectiveness)</td>
<td>✓</td>
</tr>
<tr>
<td>Participant</td>
<td></td>
</tr>
<tr>
<td>Activity participation</td>
<td>✓</td>
</tr>
<tr>
<td>Total participation</td>
<td>✓</td>
</tr>
<tr>
<td>Supported participation</td>
<td>✓</td>
</tr>
<tr>
<td>Independent participation</td>
<td>≈</td>
</tr>
<tr>
<td>Social participation</td>
<td>x</td>
</tr>
</tbody>
</table>

### 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
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

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)
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

Limitations

- Sampling: small sample size, no challenging behaviour
- Data collection: Lack of blinded assessors
- Time constraints: Limited of follow up
10th Annual DSW Conference
Melbourne, 17-18th November 2010

Transition to Retirement
August, 2010
Project Newsletter 05

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 $20.50 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 in a welfare, charitable or community organisation that provides services or help to the community.

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.

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.

After her art class, Julie enjoys a delicious and inexpensive hot lunch with dessert. Following lunch, Julie joins the exercise group which she and the other group members have dropped off at their homes. She then joins 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 renovations. 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 says “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.

For further information about the project contact: Nathan Willcox on nathan.willcox@phreyden.com
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Nathan J Wilson (nathan.wilson@sydney.edu.au)

Contact details
Presentation:
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Active mentoring training/Transition to retirement project:
Roger J Stancliffe (roger.stancliffe@sydney.edu.au)
Nathan J Wilson (nathan.wilson@sydney.edu.au)

Reference


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List of Behaviours

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Client</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor present</td>
<td>Client present</td>
</tr>
<tr>
<td>Help</td>
<td>Actively Engaged</td>
</tr>
<tr>
<td>Praise</td>
<td>Receive Help from Others</td>
</tr>
<tr>
<td>Socially Engaged</td>
<td>Socially Engaged</td>
</tr>
<tr>
<td></td>
<td>Challenging Behaviour</td>
</tr>
</tbody>
</table>

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