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Sept, 2019

IDA

asid
research to practice

INTELLECTUAL DISABILITY AUSTRALASIA

Magazine for the Australian Society for Intellectual Disability



MEET THE ASID 2019 KEY NOTE
SPEAKERS

INDIVIDUALISED PLANNING &
COMPLEX NEEDS

RESOURCES TO SUPPORT
FINANCIAL DECISION MAKING

INDIVIDUALISED FUNDING



Hilary Johnson

IDA Editor

Welcome to the September edition of IDA Magazine

By September you get this feeling that there is so much happening you might never make it to the end of the year. This edition reflects the busyness in the sector and the myriad of things that need your focus. Our theme articles focus on the positives and shortfalls of the NDIS for individuals. Some people are making great strides with individualised funding but currently many organisations are still picking up the connecting threads – such as case management ([page 8](#)) and capacity building of the community ([page 5](#)) that seem to be gaps in the NDIS system for the future. Hopefully many Australians will have contributed submission in early September to the NDIS pointing out the service gaps and issues. Another key issue for Australians is the impending Royal Disability Commission and Laura discusses ASID's actions so far in her presidents report ([page 4](#)) with consultations already started ([page 18](#)).

Lots of resources are being developed that look practical. There is the sunny app that assists people with disabilities to have information to help them know what to do when experiencing violence ([page 17](#)); 'You Deserve to Be Safe' – A Simple English Booklet about Domestic and Family Violence ([page 16](#)) and the supporting financial decisions for people with an intellectual disability ([page 15](#)).

Meet some of ASID's eminent researchers, their take on their careers and what needs to be done ([page 25](#)). Interested in doing further study with them? – Do contact them.

Arrangements for the next ASID conference in Adelaide in November are unfolding and you can meet two of our keynotes and learn more about them on ([page 20](#)) their pages. Don't forget to register – its going to be a ripper of a conference www.asidconference.com.au/registration. You might also want to prepare for 2020 with the ASID conference being in Auckland, New Zealand and the preparations are well underway.

We also have our regular features including the NSW inclusive researchers looking at relationships and friendships ([page 28](#)).

The final edition for this year will be in mid December and will highlight the outcomes of the ASID conference in South Australia. We welcome feedback about your favourite paper, networking event, comments and feedback are very welcome. See the back page of IDA for more details ([page 33](#)).

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PRESIDENT'S REPORT

As I write this presidents report, I receive notification that a letter sent by ASID to the Australian Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability has been received.

In writing to the Royal Commission, we sought to raise the issue of people with intellectual disability and their experience of violence, abuse, neglect and exploitation. We know that 60% of people accessing the National Disability Insurance Scheme (NDIS) have an intellectual disability. It is reasonable then to assume that if adequate supports are put in place, then a significant portion of people participating in the Royal Commission will be people with intellectual disability.

As an organisation grounded in research to practice, we are acutely aware that there is a lack of robust data as to the incidences of abuse for people with intellectual disability. However, from what is available, we know that people with intellectual disability are disproportionately represented among victims.

We also know that people with intellectual disability face additional challenges to disclosure. This is due to many factors including communication skills and often dependent relationships with service providers or family members.

ASID is advocating for the Royal Commission to ensure that the issues confronting people with all levels of intellectual disability are considered. This should include provision of appropriate preparatory support for individual to participate in the Commission as well as emotional support during and post participation.

Once the investigation phase is complete, the Royal Commission will be tasked with crafting a future where people with disability experience a quality of life not marred by violence, abuse, neglect and exploitation.

ASID is calling on the Royal Commission to collate the current body of evidence about good quality support, culture and the factors that influence these. We are also advocating for additional research to be commissioned that addresses identified research gaps, particularly around support in the family setting and underrepresented groups.

To keep the conversation alive, we are planning a symposium on the topic at our annual Australasian conference 'The Journey to a Good Life, Taking Control'. The conference is in Adelaide from the 6th – 8th November. We have invited the Royal Commission to make representation at the symposium and are awaiting a response.

I invite you to join us in Adelaide, your voice is invaluable to this discussion. For more information www.asidconference.com.au, early bird rates are ending soon.



Laura Hogan

2019 ASID President
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NDIS POSITIVE OUTCOMES

Meg Irwin, Mary Burke

NDIS Funding – Good but not sufficient. What more did it take for a woman with intellectual disability to achieve positive outcomes?

NDIS funding aims to provide “reasonable and necessary supports” for individuals with disability to have an “ordinary life”. In the Loddon Region, NDIS funding became available for individuals in May 2017, and replaced and removed the State government funding previously available to individuals, as well as the “block funding” available to support services.

Melissa consented for us to share her story. She has now received NDIS funding for two years. In that period, she has become more independent communicating and has expanded her social network. We look at what may have made that happen.

Melissa (not her real name), is a middle-aged woman with intellectual disability married to a man who also has an intellectual disability. They live in a home where Golden City Support Services (GCSS) uses a “Lead Tenant” model of support.

When NDIS began to operate in Loddon in 2017, the large Day Service Melissa attended closed. It fell to other disability funded services in the region to fill the gap. Until that time, GCSS had not delivered ‘Day Services’, but began to extend its activities to meet this new community need. It planned and now provides an innovative service, “Creative Links”, using arts and engaging peoples’ creativity to identify their interests and then be supported to pursue them in mainstream environments. Individuals have been supported to join art courses, volunteer in aged care facilities, etc. People use their NDIS individual funding to access the service.

Melissa began to attend Creative Links when her Day Service closed.

Meg, an author of this article, works in the Southern Loddon Mallee Regional Communication Service (RCS) auspiced by Bendigo Health, funded by the Victorian Department of Health and Human Services, as part of the of the Communication Access Network. The RCS has trained and supported a network of Disability Support Workers from the various disability organizations in the region in advanced communication support skills since 2006. The trained Disability Support Workers champion effective communication for the people they support, and mentor other workers in their organization.

Mary, the other author of this article, received this training through the RCS. She is also the Lead Worker in Creative Links. In her work with Melissa, Mary focused on getting to know Melissa well, observing her communication closely, and, providing just enough support for Melissa to interact successfully with her peers and others involved in Creative Links.

Melissa has very limited verbal output, difficulty with focusing and sustaining attention, and difficulty initiating speech or other communication. Her verbal comprehension, is better than is sometimes assumed as her expressive language is limited. Until she joined Creative Links, Melissa had reportedly relied almost exclusively on her husband and the Lead Tenant in her house to manage her communication with others.

Despite two years of NDIS planning and funding, she received no formal Augmentative and Alternative Communication (AAC) system, though her speech production is not an efficient or effective means of communication. She has demonstrated an ability to learn during her participation in Creative Links.

Before the introduction of NDIS individualised funding, the Regional Communication Service (a speech pathologist with expertise in AAC) provided AAC consultations to individuals. It was often the RCS-trained Disability Support Workers who identified needs and referred to the RCS for AAC support. In the past, Mary would have suggested a consultation with the RCS to Melissa. RCSs lost their role in AAC consultation when funding for individual services was transferred from the State to NDIS.

NDIS planning, especially at the commencement of the program, formally excluded workers, which often included the people who knew the person best. Also, information flow across the system has been piecemeal. Mary has heard that there was a speech pathology assessment earlier this year, however at this point this information is not known. Melissa has also told Mary she is using an iPad in another environment, but information is not available about this. Prior to the arrival of the NDIS, the RCS supported the network of RCS-trained workers with the support of all the local Disability Agencies in the region. This meant all the services worked together in a person-centred way through their trained workers. When NDIS arrived, numerous new disability organisations entered the region, and all services found themselves on a more competitive footing, thus, the previous trans-service person-centered collaboration has reduced.

With the support of Creative Links staff, Melissa now seeks information from peers and initiates short comments (“Warm day!”) or questions, even with strangers (What’re you having for lunch?”). Mary has supported Melissa’s communication partners (staff and participants) to support Melissa’s communication effectively, for example by reducing the attentional demands made on her, and allowing extended time for interaction.

The expansion in Melissa’s social network and her increased initiation of interaction has rested on the availability of individualised funding. “Community access” is Melissa’s NDIS goal with Creative Links. The attention and capacity of the lead worker, the innovative organisational approach to activities and commitment to effective support were key to her funding resulting in positive outcomes.

We wrote this article after reading the last issue of IDA, which included Morrie O’Connor’s series of questions about whether our systems offer what is required by people with complex support needs. [Laura Hogan 2019 Presidents Report. IDA. Vol 40, Issue 2, June pp 4-5]

Here is the list again. It seems to capture things that worked well for Melissa over the last two years:

- Provide time to be gently persistent over weeks and months
- Provide flexibility to connect with people and the way services are delivered, in a way that builds trust
- Allow the space to hear people

- Attract and value workers who can work this way, who can manage risk and remain cognisant of their own self-care
- Manage risk in a way that doesn't exclude people
- Reward workers who are in the most contact with people with complex support needs
- [Not] silo our responsiveness, or are we open to recognising complex needs and focus on support across these needs
- Recognise that we need to work with people in the context of their relationships
- Value the person and want to hear their voice
- Seek to support the person to find their voice

Did you notice we've taken away the question marks? It's because we know all this can happen! And we know it goes beyond NDIS individualised funding and simply a "community access" goal.

We suggest these things made the difference for Melissa:

- The disability service's commitment to staff training – including supporting staff to train with the Regional Communication Service and to participate in the Regional Communication Service (RCS) Communication Coordinator Network
- The disability service's innovative, person-centred service design (of Creative Links) to meet a need of the community
- Support worker knowledge, skills and leadership acquired through training
- The availability of funding for Regional Communication Services to build the capacity of disability organisations and workers regionally



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KATIE'S JOURNEY – BEFORE THE NDIS AND HOW IT'S HELPED CHANGE HER LIFE

Victoria Tucker

Key points

- The NDIS can change people's lives if the individual and their family members/ carers are properly supported to access and manage their package from the NDIS.
- There are too many barriers for people with intellectual, cognitive and learning disabilities to access the NDIS, and in particular marginalised groups such as people from CALD or ATSI backgrounds or people with complex needs.
- People with intellectual, cognitive or learning disabilities who have experienced sexual, physical and emotional abuse and/or domestic and family violence and have CALD/ATSI background or other marginalised groups may have never received disability funding in their lifetime, and therefore have never had to negotiate a disability service system.
- Outreach social work community services are not being funded to provide transition support to the NDIS.
- The NDIS is slow to respond and support people with complex needs and/or family or friends in any kind of crisis.
- If people are given a package, they are rarely funded adequately, for example people in marginalised groups often require significant levels of support coordination to facilitate engagement with services and to fully utilise their package.
- Individual and systems advocacy services are overwhelmed with NDIS reviews and appeals, and there is no support available to respond to people with complex needs experiencing one or multiple systems abuses.

Katie attends WWILD women's group and is, as we say, is a WWILD woman. She is a 55 year old Mununjali woman, originally from Beaudesert, who only started receiving her NDIS package last year. Prior to this she received very little paid support from state government agencies. She and her family moved to Brisbane when she was 8 years old. She was one of 10 siblings, and she and one of her sisters have varying developmental disabilities with high needs. She and her sister received institutional education and care from that age, but she still saw a lot of her family growing up, such as coming home for the weekend. As children they were forced to live in separate homes which both found very difficult – Katie still talks about that sometimes, looking very sad, when talking about her sister, as does Jean. She and her sister experienced sexual, physical and other forms of abuse within the group homes and while living in the community. They have been significantly traumatised by these experiences, as have her family. Despite this, Katie later met her partner in a group home/sheltered workshop, as he has an intellectual disability as well. They moved into a rented flat approximately 15 years ago, and Katie says they are happy together and like not living in a group home. Katie's sisters and her partner's sister have assisted with organising the unit and cleaning support. Katie had to rely on the limited formal support her partner received e.g. banking, bills, and grocery shopping alongside him as she obviously needed the assistance. Katie is also under the state Public Trustee. Katie has continued to work in a sheltered workshop from when she left school till now, for 35 years, and only started receiving her own paid support hours (3 hours per week) by that same organisation, about 6 months before the NDIS rolled out. Katie's family help her out when they can on the weekends. Her sisters Jean and Sarah are the main family supports still left. They also support her other sister who now lives in 24 hour supported accommodation under the NDIS in Brisbane.

When we first met Katie at WWILD approximately 5 years ago, she didn't have any one-on-one community support hours despite her obvious needs and pleading for assistance to above mentioned organisation by family. Her partner's support worker took some initiative and was trying to find her extra assistance. He registered her with QLD Disability services which involved them carrying out a formal disability assessment. She had never been registered despite working in that workshop for 30 years. She was eligible for a lot of support hours but there was no funding available – a similar story for a lot of people. She was struggling with her workplace relationships, was very unhappy and isolated, and showing signs of trauma and poor mental health. The support worker asked her if she would like to go and talk to someone, so he brought her to WWILD. She first came to WWILD's women's group – an indirect therapeutic group for women with intellectual, cognitive and learning disabilities who have experienced abuse. It has a community development approach utilising trauma informed practice, and is about fun, social activities, relationship/peer skills and support, knowledge/skills development and fostering choice and empowerment. She did not speak very much when she first came – in fact it took her about a year or more of coming before she started speaking to others and engaging a little in activities. She just liked to observe – it was clear she was very anxious, hypervigilant, and struggled with conversation generally due to cognitive issues. After coming a few times, she told the group worker that she was unhappy at the workshop and wanted to come our women's group every week - so they negotiated with the workshop to cut back to 4 days a week. She needed subsidised transport support to get to WWILD (which we organised) but at that stage she got the train home. She continued to struggle with her mental and physical health as she didn't feel safe in the community without her partner so she would stay home all day, nor would try anything new activities without someone being able to assist her. She had little involvement with any indigenous cultural activities, and didn't seem to even know what we meant by that – her sisters said that once she and her sister were in the group homes they didn't learn about that.

As there was no likelihood that support hours would increase, her sisters and her partner's support worker worked with us to find different ways of getting her involved in local community activities. She, along with other clients, came to one-off community events through the year which we supported people

to attend such as Sorry Day, NAIDOC week activities, Reclaim the Night march, and even started to come with her sister to the Micah Moonlight Dinner Dance held at the Convention Centre, that we would go to every August - she even danced for a little while. We tried out a community shared meal night time group in her local area, and she really liked it. We supported her to attend – it became an ongoing social work student project for about 2 years as we can't resource ongoing community access activities. However her fear of using public transport was becoming worse due to previous bad experiences, as she would have panic attacks. We realised her significant cognitive issues, PTSD, anxiety and depression were a significant barrier for her to attend a community group independently and would need paid support worker hours to keep attending. The two groups were marvellous for her self-esteem and confidence with her coming out of her shell, engaging in the group and building supportive peer relationships. This was good for her ongoing recovery from trauma, but she was still very much socially isolated and reliant on her partner - who also has a disability and needs support for community inclusion - to participate in the community, and she was still very much struggling with conflicts in the workplace.

In 2018, WWILD put some financial resources towards our part-time 6 month NDIS project which involved assisting existing clients who were not getting any funded Qld Disability support to gain access to the NDIS. We did this because the NDIS would be inaccessible to most of our clients without active case management assistance – a significant gap with the NDIS; and it met our mission to reduce vulnerability of people with intellectual disabilities to abuse in our community and assist people in their recovery from trauma. Doing this role I was able to assist her and her sisters in gathering all the required evidence for applying for NDIS, such as writing functional capacity assessments and GP reports, going through the planning stage, help her understand the package and work out what she would like to happen, organising support coordinator in her local area who had capacity (many agencies were saying no at this stage), supporting her and Jean to meet with support agencies for agreements to be understood and signed, and negotiating with workshop and support agency to reduce her work days and even talking to support agency coordinator about organising the increase in her support hours with new support workers. None of this work was funded nor provided by the NDIS. Local area coordinators were not in place and operating properly till nearly a year after roll out started, and even if they were they never provide the amount of support required to help people access and organise their NDIS package. It took a lot more time than envisaged because the NDIS rollout in Brisbane was very problematic, and caused a lot of pain and distress for individuals and their families. After many years of not receiving any assistance and having no understanding of disability systems in Brisbane, family members were left with a letter and website to find services. It still took 2 months for Katie's package to be in place and working for her even with our support. This was a similar story for a number of people.

A year on, she now has someone helping her with home skills, transport, exercise activities (bushwalking, walks), social activities one-on-one (music, creative, art) or attending the Shared meal group and our women's group, manage her banking, bills and shopping, go out for a meal with her partner once a week, and go see her sister who has disability once a month. When we went to the Micah Moonlight Dinner dance a few weeks ago it was so lovely to see all these people she knew through these groups saying hello and chatting together. When I interviewed her for this article, and I asked her what she liked the best and she named all those things and when I asked her about Jane the support coordinator she smiled a lot, and said she's nice and helps her. I have also observed that she is certainly smiling, laughing a lot more, talking with more people, much clearer in her speech and will explain her thoughts more, and as her sister says, is able to take in and understand a lot more than she used to. She is still very anxious and panicky if by herself in the community, but she is feeling safer doing community activities. She likes all her support workers and has previously told Jean or us if she was unhappy with any of them. She has cut her work days down to 3 days a week now. Whenever she talks about work, she still makes her unhappy face and says she doesn't like it. During our interview she asked me to make sure I tell her support coordinator that she wants to finish working at that place completely and go

to this other place instead, so she can make more friends – this is a complete change to when I first met her. We've talked about retirement before but she has never been so definite about it. She would never just come out and tell someone what she wanted or if she was happy or unhappy about something, and the fact she says she wants to make more friends is also new. In the past I have asked about her culture and whether she wanted to do some art/craft or other community activities related to her culture and she would shake her head no and she would have her sad face – but now she is not so negative about it and says she'll try it. Her sisters said, once she was put in those homes, she lost her culture and she finds it hard to understand it all now. But I think she would enjoy it if given the opportunity and I know is an ongoing goal for her NDIS plan.

I interviewed her sister Jean, who is in her late 60s and just retired from working in food manufacturing, has a lot of her own health issues and is now trying to rediscover her life after working hard all her life and looking after her sisters. She says that "Katie has come a long way, she's feeling more confident, and she talks a lot more without the help she once needed to understand things. It gives me such joy to hear the words come out so clearly – its gives me goose bumps. It's so lovely to see her smiling all the time. She is showing empathy and is caring, she's much more outgoing, and she's not as angry with the world. She is enjoying her life now, she deserves it at her age of 55 and she's only getting the help now. It's such a waste of 50 years for her. I am so sad it's taken so long. I am so glad now because if something happens to me there will be only Sarah for her and her sister, and it would be a lot for her with working and being a Mum to her daughter". The family have lost 3 of the siblings to ageing/illness in last few years and the others don't live in this area. Jean says she is happy now as the "two girls have a good group of people around them". She says "It's all about my sisters, they been through so much, they are survivors of horrible abuse and they are all doing so well now". This is a good story to come out of the NDIS and I hope it continues for Katie, and her sisters into the future.

Jean then went onto say she wouldn't be where she was if it weren't for WWILD helping Katie. I decided to add this comment to this article, not to make ourselves sound good but to highlight a significant gaps and inconsistencies with the NDIS. For every good story we have several sad and frustrating stories where people are denied funding. These gaps include:

- There are too many barriers for people with intellectual, cognitive and learning disabilities to access – eligibility requirements, providing evidence of disability, understanding of planning, and support to organise a package if they are lucky enough to qualify.
- There is no specialised supports such as social work or case management in order to facilitate access and plan effectively for marginalised groups such as people from ATSI or CALD backgrounds, or people who experience ongoing crises from lived experience of trauma/ domestic violence and other experiences of violence/mental illness/ parents with intellectual disabilities/ youth justice/criminal justice system.
- Support for people to speak up for themselves before, during and after NDIS processes, and manage ongoing issues with services. The support coordination role is too limited in its scope to provide that required support.
- Many people from marginalised groups (or people with disabilities generally) don't have the money to have psychological assessments completed in order to provide evidence of disability – there needs to be an alternative options for these reports – for example QLD Disability services utilised assessment tools they completed themselves. Most people generally don't go and get themselves assessed every 2-5 years – it's ridiculous that this is expected by the NDIA and shows how out of touch they are.
- If people are given a package, there are significant issues with the planning process as they are not given adequate funds, despite recommendations from psycho social assessments done

health professionals who know the person very well. As a result reviews and appeals have to happen and decisions are overturned, which costs the system more funds and also causes a lot of distress for individuals and their family.

- People are not being given any or enough support coordination hours despite recommendations from health professionals who know the individual. There have been several families I have worked with and despite our attending planning meetings and advocating for support coordination, where they were not given support coordination because of perception of family support, where the parents did not have the knowledge nor the capacity to manage their package.
- Services are not being provided with training and administration funded support of any kind – as a result there are ongoing problems with quality of service provision, a lack of training and supervision, risks of abuse and exploitation and sustainability of these services.
- Individual and systems advocacy services are overwhelmed with NDIS reviews and appeals, and not being resourced for supporting people around more serious systems abuse incidents and issues, compounding abuse and exploitation of individuals within NDIS funded services.

Local Area Coordinators are meant to fill some of these gaps, however many are still office based and it always depends on the worker and their quality of their team leader as to how successful they are in meeting the needs of the hard to reach people in the community.

People with disabilities have to fit the model or they miss out – the NDIS doesn't respond well to people who don't fit their model. There are still a lot of Katie's out there who are difficult to reach and it still doesn't have useful and effective systems – such as specialised case management and social work support - in place to reach them. There are many problems with the NDIS, but the one good thing is that there are many people, whom were being ignored by state based disability services, like Katie, now have the opportunity to have a much better life and be an included member of their local community.

Victoria Tucker

■ wwild.org.au

Written by Victoria Tucker, a social worker who works at WWILD-SVP Association Inc. as a trauma counsellor, group worker, education and training role. WWILD is a specialised sexual assault service providing sexual trauma counselling, victim of crime case management and group work support to people with intellectual, learning and cognitive disabilities who have been victims of sexual assault and other forms of violence and exploitation, across south-east Queensland. WWILD can also provide community education, training and resources across Queensland. WWILD is funded by QLD Department of Justice and Attorney General and Department of Child Safety, Youth and Women. Further information available at www.wwild.org.au.



DIVISION REPORT

SEPTEMBER 2019

New South Wales / Australian Capital Territory

Webinars

The new ASID NSW/ACT Chair Linda Ward has continued on the fine work started under the leadership of A/Prof Angela Dew (now ASID Victoria) with respect to webinars. Since the last edition of IDA, a webinar focusing on “Using Social Media for Good” was supported. This webinar was facilitated by Aine Healy, and she presented ideas on how to use social media platforms, such as Twitter and Facebook, more effectively in promoting research, sharing information, and campaigning for change. The feedback on this session was very positive, and plans are currently being considered with regard to doing a follow-up webinar on this topic.

“Using Social Media for Good” was the first webinar in the new series focusing on **Better Communication**, and follows the four **Ethical Issues in Ageing** webinars in 2017/18. The second webinar in this series, “Easy Read, Using it Well” is scheduled for September 2019 and will be presented by Bronwyn Newman. This webinar will concentrate on how to make information accessible for people with intellectual disability, and specifically focus on the use of “easy read” as an option that is currently used by many organisations.

Disability Scholars Connect

The Disability Scholars Connect initiative that commenced earlier in the year has continued to roll out. As noted in the last edition of IDA, a structured writing day at UTS took place in July and there is another session planned to occur at Sydney University later in the year looking at how to better develop post-PhD pathways and connections for students in relation to academic, disability service provision or government policy positions. Any students who are involved in disability focussed research are welcome; please contact Bernadette (bcur3628@uni.sydney.edu.au) for further information.

Conferences

ASID NSW/ACT was well represented by members at the Glasgow IASSIDD Congress, with approximately 20 presenters including academics, current PhD students, service providers and a self-advocate. The consensus of participants was that it was an excellent conference, and the presentations by Australian researchers in general were of a very high quality. The next world Congress will be held in Chicago in 2022, so there is time for us all to start planning our presentations.

For those who didn't make it to Glasgow, we look forward to catching up with you at this year's ASID Conference in Adelaide!

Stuart Wark

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Aotearoa, New Zealand

Our division met face to face on Wednesday 31 July 2019 in Wellington. This was the second such meeting that we have had since February 2019 as we normally meet through Zoom teleconferences. Our Division is grateful for being able to meet in the boardroom of Inclusive New Zealand. The meeting had been called specifically to plan for next year's Australasian ASID conference so we could report to the November 2019 ASID Board meeting. Much of the day was taken up with business related to fulfilling the responsibilities that we have as a Division for the 2020 conference and good progress was made with this. Action groups for the conference have been established to cover trade stalls, sponsorship, inclusive activities and social events. Our division looks forward to hosting the **ASID conference in Auckland on Nov 4-6 2020** and can assure prospective attendees that it will be challenging, informative and a great chance to network and enjoy the City of Sails.

Divisional working groups reported on progress to meet goals set in February 2019. The Communication working group has posted a few New Zealand items on the ASID facebook site but finding content has been difficult and members were encouraged to be more proactive in this area. A report from a family focus group held in Auckland identified the need for introducing a more family-focus to ASID conferences and a number of workable strategies were proposed for achieving this. This report was presented to the ASID Board in July. Efforts are underway to achieve a strong input from people with intellectual disability at the 2020 conference and Hamish Taverner and Brigit Mirfin-Veitch are leading this. The Division intends to hold another event for support workers in Hamilton later in the year and planning is underway for this using the format of a very successful event previously held in Christchurch. The Division has identified a number of organisations with whom we could develop future partnerships and a follow-up letter explaining the advantages of such partnerships will be sent out.

The Division wishes to acknowledge the great contribution that Anne Mathieson, who recently resigned from our divisional committee has made over many years. Anne is a Consultant psychologist with the Mental Health Addiction and Intellectual Disability Services of the Capital Coast District Health Board and has been a regular presenter at conferences and very willing supporter of our division's initiatives and conferences. She will be greatly missed for her expertise, wisdom and warm personality.

The annual division meeting will be held via Zoom on 23 Sept 2019. All members are invited to join in.

Fran Hartnett

Secretary, Aotearoa NZASID

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SUPPORTING FINANCIAL DECISIONS

Catherine Aitken

The Supporting Financial Decisions videos have been created for people with intellectual disability and their supporters. They aim to help improve the lives and financial capability of people with intellectual disability in the following ways:

- They can start the conversation to assist adults to learn their financial rights; such as the right to be treated like everyone else.
- They also assist people with intellectual disability and their supporters to understand more about appropriate financial decision making support to increase independence.
- They let people know that speaking up is OK, as often people find it very difficult to say what they want and are scared to complain about things they are not happy about.
- They also help people know about other places to get more information for increasing financial capability.

Go to www.youtube.com/watch?v=dPQWru2TKRE to watch a 6 minute video of two people with an intellectual disability being interviewed (interview conducted in a “you can’t ask that” style) about what is important in making financial decisions. A slightly different tack is taken with two short animations of difficulties that had happened and ways in which these were solved. Essential viewing!

Video resources are also available to support the watching of these videos.



More information about the Supporting Financial Decisions project can also be found by visiting the ADA Australia website page www.adaaustralia.com.au/supporting-financial-decisions, or we are happy to have a chat with you if you would like to know more.

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'YOU DESERVE TO BE SAFE' – A SIMPLE ENGLISH BOOKLET ABOUT SEXUAL ASSAULT

Leona Berrie

WWILD Sexual Violence Prevention Association is a service that provides counselling case management and group support to people with intellectual, cognitive and learning disabilities who have experienced sexual violence and other forms of abuse and exploitation. We also provide information, community education and training and resources to clients, and their families and/or support people.

WWILD has developed an easy read booklet to support Queenslanders to understand what is sexual violence, how it might make you feel, and what are your safety options, with support from the 2019 Queensland Government Sexual Violence Prevention Grants program.

This booklet was developed with the support of WWILD women and a range of colleagues from the Queensland Sexual Assault Sector.

This booklet is similar to an easy read booklet created in 2017, 'You Deserve to Be Safe' – A Simple English Booklet about Domestic and Family Violence. One of WWILDs aims the last couple of years has been to make our resources more accessible to people with intellectual, cognitive and learning disabilities, and these projects have been useful in creating these resources.

The process for creating easy read/ simple English documents at WWILD happens over several stages. WWILD workers created a draft to present to a focus group of women with intellectual disabilities. We often ask the people who receive support from us to assist us in consultation when developing resources for our client group. They provide feedback about the information that has been included, what's missing and point out where we have used words or phrases that are difficult to understand. The focus group members provide suggestions for what kinds of images will help people understand what the words are trying to express. The WWILD worker will go away and incorporate all the feedback and then invite the focus group back to give further input about whether the worker has understood their feedback and incorporated it properly. This process may occur a few times until everyone is happy.

At WWILD if we have received funding to create a resource like this, it is important that those participating in the focus groups are also paid for their contribution to the development of the booklet. We rely on their expertise in helping making the resource as easy to understand as possible for anyone who might want to read it.



[Click to download a copy](#) or if have any questions, please contact info@wwild.org.au.

Leona Berrie

Manager (Usually Tuesday-Friday)

WWILD- Sexual Violence Prevention Association

■ 07 3262 9877

ROSANNA'S STORY OF BEING ON THE CONSULTATIVE COMMITTEE FOR THE DEVELOPMENT OF THE SUNNY APP

Rosanna Smith

My name is Rosanna Smith. I am a self advocate who has an intellectual and visual disability.

I became involved with the development of the Sunny App when Leona (the WWILD-SVP Association Inc. Manager) mentioned last year about how 1800 Respect were developing an App designed for People with Disabilities to have information to help them know what to do with their experiences with violence.

The Sunny App was designed to help people learn about violence and abuse. They were looking for self-advocates who could be on a consultation group to advise the designers of the App. I agreed to do it. Leona and I went to Melbourne for a meeting where we met the 7 other consultation group members and Libby who was in charge of the project. We looked at a few different draft designs of the App, gave some feedback and brainstormed a name for the App. After the meeting we had telephone conferences about once a month, but I found coming together was good because you get to meet people properly and hear their ideas and points of views.

Some parents were hard to understand but they explained it in easier language. I spoke about the need for the App to be helpful for people with vision impairments – like needing enlargement of the words on the screen of the phone. I also helped with improving the easy English and use of images to go with the words. Libby stayed in contact with us all and made sure we were ok. We were paid for the meeting times but I was also happy to do extra work to help out with the project. I learned quite a lot more about broader types of violence that can happen, which I wasn't aware. One of the really good things is the 'Tell Your Story Option' which is interactive. It asks you questions, gives you options for answers and then puts the story on the screen to show someone you trust or the police. I learned so much throughout this project and have gained more knowledge around what can happen. I have also become more confident and it has helped me open up, understand more about the different experiences of women and what they can go through. It has helped me become a better self advocate.



Rosanna Smith

contact c/o info@wwild.org.au

For further information about the sunny app go to www.1800respect.org.au/sunny

or download it from Apple app store or Google play store

ROYAL COMMISSION INTO VIOLENCE, ABUSE, NEGLECT AND EXPLOITATION OF PEOPLE WITH DISABILITY

So far the Royal Commission has held workshops in Sydney, Brisbane and Melbourne with legal practitioners and advocates. Commissioner Alastair McEwin and Special Senior Counsel Assisting, Chris Ronalds, facilitated three workshops bringing together over 40 professionals who shared their views on significant legal issues and barriers for people with disability. The four key areas of focus addressed by the workshop were: homes and living, education and learning, economic participation and justice. A copy of the Chair's [introductory remarks](#) and [observations](#) from the three workshops are now available.

In June 2019, Commissioners welcomed disability advocates from across Australia to the Commission's first workshop in Melbourne. As part of his opening remarks, the Chair of the Commission confirmed this workshop would be the first of many to be held throughout Australia.

- [Easy English version of the Melbourne disability advocates workshop](#)
- [Opening Remarks - Commission Chair - 18 June 2019](#)
- The Disability Royal Commission web site can be accessed www.disability.royalcommission.gov.au/Pages/default.aspx

In August the Royal Commission met in Sydney to facilitate a workshop with first nations people.

www.disability.royalcommission.gov.au/news/Pages/talks-with-first-nations-groups.aspx

This is what it says on their website:

- On Tuesday 6 August 2019, Commissioner Andrea Mason facilitated the sixth workshop, and the first workshop to be held with First Nations peoples, in Sydney.
- Opening the workshop, Chair of the Disability Royal Commission, the Hon Ronald Sackville AO QC, noted that First Nations People with disability experience physical violence and other forms of abuse at a much higher rate than non-Indigenous people with disability.
- "First Nations people with disability are especially vulnerable to abuse in its many forms. This can cut across different areas of people's lives, including health, education, justice, economic agency and housing.
- "For example, First Nations people with severe disability are twice as likely to experience homelessness as First Nations people without a disability, and are three times more likely to have trouble finding a place to live because of violence, abuse or neglect."

- Commissioner Mason said the purpose of the workshops was to give the Disability Royal Commission the opportunity to talk with community leaders, Elders and key advocates about issues the Commission should be giving early attention to.
- The workshop was attended by more than 20 participants. Importantly, the majority were First Nations People with disability who spoke strongly about their experiences across a number of areas including ableism, racism, discrimination and racial stereotyping. There was also a clear expectation expressed that the Commission must prioritise the voices of people with disability and their families in all settings including youth detention, residential settings and in out of home care.
- Two senior First Nations leaders Dr Jackie Huggins AM and Adjunct Professor Muriel Bamblett AO raised a number of key questions and considerations that provided valuable insights into the broader context of issues that were discussed during the day.
- Commissioner Mason thanked workshop participants for their important contribution.
- “We have heard compelling personal stories, and clear and frank advice about how this Royal Commission should approach issues of violence and other forms of abuse against First Nations people with disability.”

[Opening remarks](#) from the Chair are available and a summary of the workshop findings will be published on the Disability Royal Commission website shortly. Easy Read and Auslan versions will soon be available.



ASID 2019 KEYNOTE SPEAKERS

DEVELOPMENT OF PBS THROUGH CONSENSUS AND COLLABORATION: WE'RE IN THIS TOGETHER

Dr Nick Gore

In 2011 the abuse of people with intellectual and developmental disabilities who display behaviours that challenge was exposed in a UK broadcast following undercover investigation of Winterbourne View (secure) Hospital. The horrific scenes prompted media attention, public outcry and governmental commitments to safeguard and ensure better support for people with disabilities, through improved community services and a radical reduction in use of inpatient facilities (Department of Health, 2012).

These events were certainly not the first scandal in UK services for people with disabilities. National attention did however, present a renewed opportunity to build upon previously developed guidance (i.e., Mansell, 2007), service/staff development models (i.e., Mansell, & Beadle-Brown, 2012) and research concerning person-centred and behavioural approaches more broadly to drive enhanced implementation. In particular, there appeared the potential to promote better quality lives for people with disabilities by advancing Positive Behavioural Support (PBS) as a shared framework for ethical, system-wide and evidence-based practices in the UK.

Whilst multiple definitions concerning PBS existed, I argued that refreshed conceptualisations that reflected other best practice in the UK and fitted the national context were called for. In 2013, I connected a small group of researchers to collaborate with this common aim, and as a first step, co-authored 4 publications. These were published as a special edition of the International Journal of Positive Behavioural Support (Autumn, 2013) and made freely available.

The first article (Hastings et al., 2013) provided a conceptual model for PBS based on a functional account of behaviour that challenges, incorporating a broad range of bio-psycho-social variables. The second, (Gore et al, 2013) provided a component-based definition of PBS that clarified 10-core values, theoretical/evidence-based features and practices considered fundamental to the framework.

Both of these publications achieved promising impact (voted very useful/useful by over 95% of people surveyed; Scott, Denne & Hastings, 2018) and influenced policy documents and guidance (i.e., Ensuring Quality Services, 2014). Building upon this momentum I supported establishment of the PBS Academy (www.pbsacademy.org.uk), connecting multiple stakeholders to develop resources that support PBS delivery and are freely available under a creative commons licence.

These included a comprehensive competencies guide that makes explicit the range of skills those operating throughout an organisation/system require to create supportive environments, conduct assessment and develop/implement support plans. The guide is closely aligned with the previously developed definition of PBS and prompted the further development of resources created for and with people with disabilities, family caregivers and professionals.

The full realisation of PBS in the UK undoubtedly still has a very long way to go but these actions have helped us take a few solid steps further forward. They have also helped identify important areas for research within the field which present continued priorities for the work I am involved in. More lately this has concerned development of an outcomes framework for PBS; collaboration with caregivers and direct engagement with people who have disabilities (Gore, McGill & Hastings, 2019; Bradshaw, Gore & Darvell, 2018) and support for the mental health needs of people with disabilities, staff and caregivers within the context of PBS (Baker & Gore, 2017).



Dr Nick Gore

Clinical Psychologist and
Senior Lecturer

Tizard Centre,
University of Kent

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ASID 2019 KEYNOTE SPEAKERS

PERSONAL INSIGHT: INTELLECTUAL DISABILITY RESEARCH CONTRIBUTION

Stacy Clifford Simplician

Stacy addressed the following questions to provide a personal insight into her research contribution in the area of intellectual disability.

What led you to work in this area?

In 2006, I began pursuing a Master's degree in political science with a specialization in political philosophy. I discovered that prominent political philosophers had, at times, excluded people with intellectual and developmental disabilities from their definitions of personhood and citizenship. As a sibling of an autistic person, I found this exclusion problematic; I also believed that these theoretical exclusions impacted policies and practices in the world around me. Hence, if we wanted to change policies and practices, we also needed to change the ways we think theoretically. That premise guides my work.

What have been your highlights?

One of the biggest highlights for me has been to work and dialogue with researchers who conduct empirical work on the social inclusion of people with intellectual and developmental disabilities, and with professionals in the field of supports and services for people with intellectual and developmental disabilities. As a political theorist who works primarily with abstract concepts and texts, it has been gratifying to know that my work has resonated with people in different academic disciplines, particularly those who work more in applied fields.

How has your work changed practice and what needs to change?

I hope that my work helps support two kinds of changes. First, I hope my work makes visible the lives of people with intellectual disabilities, their families, and support staff to disciplines not focused on intellectual disability, including my home disciplines of political science and women's and gender studies. To make widespread change, I think more people need to be invested in the quality of life of people with intellectual and developmental disabilities. The second aim of my work has been to invite people within the field of intellectual and developmental disabilities to think more theoretically: to consider how feminist and political theory offers the field of intellectual disability a rich theoretical history that complicates and expands how we define key concepts. For me, thinking conceptually opens up our imaginations, inviting us to think about the world in new and inspiring ways.

What you will be presenting at ASID and how it might help attendees practice/thinking?

My keynote address will focus on the concept of social inclusion and show how feminist theorists help complicate the ways in which we imagine inclusion. Similarly, my workshop will draw on feminist theories of freedom and apply their insight to recent work on the concept of encounter. A major part of my work has been to consider how a lot of our concepts, like inclusion and freedom, have been based on the experiences of people without intellectual or developmental disabilities. Bringing in the experiences of people with intellectual and developmental disabilities, I believe, helps us expand and refine the meaning of these concepts. I hope that my presentations will give attendees new ways to think about inclusion and freedom that can then inform their practices, and hopefully, continue the work of improving the lives of people with intellectual and developmental disabilities.



**Stacy Clifford
Simplician**

Senior Lecturer in Women's
and Gender Studies



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NEW ZEALAND OMBUDSMAN

[Investigations by NZ Ombudsman about persons with intellectual disability](#)

The Chief Ombudsman Peter Boshier has commenced two investigations into the Ministry of Health's oversight of facilities and services for intellectually disabled¹ people with high and complex needs.

The **first investigation** will look into the quality of the data collected by the Ministry relating to the deaths of intellectually disabled people in forensic and residential care. The investigation will consider what data the Ministry is collecting about the deaths of people in this group, the extent and quality of this data, and how it is analysed, used and reported.

The **second investigation** concerns the facilities and services provided by the Ministry for people with an intellectual disability, particularly those who are subject to the High and Complex Framework. This investigation will cover the role of the Ministry in planning, resourcing and co-ordinating facilities and services for those people.

Specifically, whether the facilities and services provided by the Ministry are adequate for those referred by the courts for assessment as well as for long-term clients, women and youth. The investigation will also look at how much workforce planning is being done to make sure there are enough appropriately trained staff.

The investigations also reflect the Ombudsman's role in protecting and monitoring disability rights in New Zealand under the United Nations Convention on the Rights of Persons with Disabilities

RESEARCH IN SUPPORTING PEOPLE WITH COMPLEX COMMUNICATION NEEDS

Teresa Iacono

As a new speech pathologist working in the western suburbs of Sydney, I found that seeing individual clients in a sterile therapy room somewhat uninspiring. Rather, I was drawn to local special schools and found myself working with children with intellectual disability, many of whom were non-speaking. At my first Speech Pathology Australia Conference, held in Brisbane – maybe around 1981 – I attended a workshop on Makaton sign vocabulary and its use with people with intellectual disability. By the time I got off the bus in Sydney (flights were out of grasp for a new graduate), I had learned all the signs in the Makaton booklet and was eager to convince the principal of the local special school that signs were the way to go. As I explained what and why, I realised this principal was busy practising the signs from the booklet I had put in front of him. Within the first sessions, we were seeing children who, up to that point had not been able to make their basic needs understood, suddenly communicating. Use of signs and other forms of augmentative and alternative communication (AAC) became my clinical focus, but I didn't want to just implement this intervention, I wanted to move the field forward as it was so new to speech pathology.

A little while later I moved to Melbourne to enrol in a Master's degree. I completed a study that demonstrated that children with severe-profound intellectual disability could learn to sign. For some of their teachers, the real surprise was that they could demonstrate learning at all. What next? Obviously a PhD, but there was no-one in Australia with expertise in AAC to supervise. I was fortunate to be awarded a Rotary Scholarship, then secure a place at the University of Madison-Wisconsin, US. But by the time I got there, the professor working in AAC had moved on. Luckily, after completing a year studying under child language researchers – Robyn Chapman and Jon Miller, I was offered a position at the University of Nebraska – Lincoln, where I joined a group of PhD students working with David Beukelman and Pat Mirenda (these names will be meaningful to those who work in AAC). The earlier work with Chapman and Miller really spoke to my passion for language development, so it seemed natural to explore through my PhD how AAC would support language development in young children with intellectual disability.

In my academic career, my research focus has broadened, but always with a view to supporting people with intellectual and developmental disabilities. Sometimes their communication difficulties have been the focus of that research, at other times, it is a characteristic of a participant group – part of their back story. My research has included evaluating the efficacy of specific AAC intervention strategies for young children, and resulted in valid and reliable assessment tools (e.g., the Awareness of Phonological Awareness and Reading, the Triple C, and the General Practitioner Depression Checklist). More so, I'd like to think that this research has brought into focus how lack of knowledge about how to support someone who communicates using means other than speech can interfere with access to health care or reduce the opportunity to participate in research because of problems with demonstrating capacity for consent. And of course, this research and that of many talented clinicians and teachers whose research masters and doctorates I have been fortunate to supervise have addressed how we can reduce those barriers. We have explored how to best increase awareness of communication difference and knowledge, support a person's use of AAC, and read difficult-to-interpret communication signals, which may not be formal words, but do carry meaning. In fact, my early work in intentional communication in children with severe and multiple disabilities was really a highlight of my research career in that it provided a means to understand their communication attempts through simple careful and detailed observation, and pattern analysis. My work, and that of my research students, has demonstrated the

many ways AAC can support a person's communication, including to extend the language of a young child who may have no or even a few words, or adults in shared supported accommodation to be engaged and enjoy social interactions.

Recently, AAC use seems to have narrowed in focus, such that its full potential is not realised. There is a need for organisations such as ASID to help spread the message about all forms of communication being valued. If we apply the Social Model of Disability, we realise that the best intervention is directed at others in a person's environment. We need to notice, interpret and respond to all communication attempts. We need to learn about how a person communicates, and then integrate those means into our everyday interactions with that person. Finally, we need to educate broader society to be communication savvy: that is, to give power to subtle signals, recognise the meaning behind challenging behaviours, and learn to understand words expressed using means other than speech.



Teresa Iacono

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SALLY ROBINSON

Sally is the new Professor of Disability and Community Inclusion at Flinders University. Her research is focused on promoting the rights and wellbeing of people with disability, particularly children and young people.

What led you to work in this area?

I've worked alongside people with disability my whole working life. In that time, I've been lucky enough to have colleagues with intellectual disability who gave me really important direction. My first piece of research in the mid-1990s was as a practitioner researcher alongside self-advocacy leaders Robert Strike and the late, great Kim Walker – what an introduction to how research could be! Without their guidance, I wouldn't have taken on my PhD research, which was about the emotional and psychological abuse of people with intellectual disability in disability services. Since then, pretty much all of my work has been co-produced with people with disability, and I've tried to make sure it is generated from their priorities. This has taken us into such interesting and important territory – relationships, violence and abuse, loneliness, belonging, quality of support – and also translated into the way we conduct research and evaluation for government and NGOs.

What have been your highlights?

Being a part of focused communities working to raise expectations of a better life for people with intellectual disability has been very important to me. I really don't enjoy doing things by myself - collaboration with Disabled Peoples Organisations and advocacy groups, other academic colleagues and key change makers in and out of government has meant that I've been part of some really rich partnerships.

Working in teams which include people with intellectual disability as research team members has deepened and enriched my understanding of research, and my ability to talk about it more clearly. Most recently, working alongside my colleague Jaimsie Speeding was really important in changing my practice and lots of other people's. Jaimsie worked with us for three years on ARC research about working relationships between young people with disability and paid support workers, until her death this year. She really raised the bar - working on theory, applying it to practice, and holding us to account for the way we spoke about what we were finding out in our work. She often reminded our team that what might be exciting conceptually could also feel like crap in real life.



Sally Robinson

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How has your work changed practice and what needs to change?

We started our program of research about abuse and personal safety with children and young people with disability at an important time. I found the work that we did for the Royal Commission into Institutional Responses to Child Sexual Abuse very fulfilling. Our research included children with high and complex support needs due to disability, and it was immensely satisfying to see the experiences of those kids reflected in the Commission's final recommendations and the policy and practice changes following. Our current ARC Discovery project is extending this work by exploring ethical practice involving children in disability, out-of-home-care and education contexts.

As the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability moves into its active phase, it is critical that its work is underpinned by evidence. That evidence needs to be grounded in the experience and priorities of people with disability, and people with intellectual disability need to be front and centre here. This is a unique opportunity to ask people what matters to them about their safety (and the lack of it), and to listen and respond carefully to their responses.

What could ASID do to implement the findings of your work?

I would love to see ASID supporting the leadership of people with intellectual disability who are working or studying in research areas by promoting accessible opportunities for professional development. As more research teams are working on inclusive data analysis, knowledge exchange and co-authorship, it would be great to share and learn from each other's experiences.

I would also like to see ASID building momentum around key evidence issues in our field – areas where a collective voice around the importance of data gaps could be helpful. This might be around big national issues, such as health disparity for people with intellectual disability, or the absence of data around violence and abuse – I'm sure readers will have many other examples where a collective voice could be influential.

FRIENDSHIPS AND RELATIONSHIPS FOR PEOPLE WITH INTELLECTUAL DISABILITIES

An Inclusive Research Project by The Inclusive Research Network

Loneliness is a big problem in lots of parts of the world including Australia. According to one study 1 out of 6 Australians said that they felt lonely for long periods of time. Loneliness and isolation affects everyone but people with disabilities face many additional challenges to forming close lasting relationships. This is very troubling because many studies have shown that having close social connections is important for staying healthy and having good mental health.

The Inclusive Research Network decided that we would like to use our lived experience of disability to let people know more about what helps us form relationships and what gets in the way of people with disabilities having relationships. We also wanted to look at what it meant to have a relationship and what the difference was between romantic and non-romantic relationships.

First we had to come up with a research questions. We decided on “what are the barriers and facilitators for people with disabilities forming meaningful relationships?”

Next we had to come up with a “method” or a way of coming up with an answer to this question. We decided to do a focus group where we could all give our ideas about this topic. To do a focus group we needed to come up with some questions that we would discuss. The questions we decided to ask for the focus group were:

- What is a friend?
- How do you know when a person is a friend not just someone who is an acquaintance?
- What do friends do together?
- Why do we need friends?
- What can get in the way of making friends?
- What needs to happen to keep friendships going?
- When does a friendship become a romantic relationship?
- What gets in the way for people with intellectual disabilities making a romantic relationship?
- What can be done to overcome the barriers for long lasting romantic relationships?

We would then write up a report based our discussion which we will present at the ASID Conference in Adelaide in November. You can come and hear what we found out by doing this study there!

In the future we hope to build on this study by working with a group of people with disabilities in Singapore and looking at whether they have similar or different experiences than us. Hopefully we will be able to present about what we found out from talking to them at the ASID conference next year.

For more information contact **David Taylor** at david.h.taylor@sydney.edu.au.



WHY JOIN ASID

ASID was established over 50 years ago and is still committed to the ideals that led to its creation to improve the quality of life for people with an intellectual disability. It is a strong and vibrant association comprising people working or studying in the area of intellectual disability, organisations providing services to those with intellectual disabilities and people with an intellectual disability and their families or carers.

Membership of ASID provides you with access to invaluable information, resources and the opportunity to develop contacts to better inform and equip your organisation to provide the best quality service to those with intellectual disabilities. We believe that this work has never been more important than it is today and ASID membership provides the opportunity, through a united society, to influence developments in the area of intellectual disability.



Free Journal Subscriptions

Individual members receive online and print access and organisational members receive online access to the leading journals in intellectual disability: Research & Practice in Intellectual and Developmental Disabilities (RAPIDD) and the Journal of Intellectual & Developmental Disabilities (JIDD). Organisational members have discounted access to 6 other journals and individual members have online access to two other journals. Individual Members have free online access to two other leading journals.



Discounts to attend workshops, conferences and other events

ASID members enjoy significant discounts on the ASID Annual Conference, divisional events and workshops delegate fees. Organisational members are entitled to discounts for several staff to attend according to their level of membership.



ASID Monthly E-News.

Don't have time to keep up with the intellectual disability news and social media world each day? Don't worry, this fortnightly service will arrive in your inbox and tell you what you have missed.



Intellectual Disability Australia Magazine (IDA)

Each quarter you will be emailed a copy of IDA that includes articles of general interest, stories from the intellectual disability community, forthcoming workshops and events.



Use of our Logo

Organisations are entitled to use the ASID logo on their organisation websites and promotional material (Subject to conditions).



Opportunity to meet and exchange ideas

Our membership will also provide you with eligibility to be a decision maker and participate within the organisation, membership of a division that meets on a regular basis to pursue issues of local, national or international relevance together with locally organised regional conferences, seminars, workshops and social gatherings. It will also offer opportunities to meet and exchange ideas with people having similar interests in other parts of your region and the country.



Become involved in the governance of ASID by being a member of the board, your local division committee or on a board committee

Membership of ASID entitles you to join your local division committee and give you the opportunity to contribute and influence the development of ASID. As a divisional committee member you may stand for election to be a member of the board of ASID Ltd. You can also join one of the board committees.

For information on how to join, membership types and rates www.asid.asn.au/members

ASID COMMITTEES

Committee	Chair and Email	Role of Committee
Membership	Allyson Thomson membership@asid.asn.au	<ul style="list-style-type: none"> To review and monitor ASID Ltd membership To recommend membership fee rates to the Board To attract and retain members as a part of the company's income generation strategy
Finance	Ben Crothers treasurer@asid.asn.au	<ul style="list-style-type: none"> To review and monitor financial processes To help the board generate more income To help the board spend less money To help the board decide how to invest our money
Events	Denice Wharldall events@asid.asn.au	<ul style="list-style-type: none"> Develop and oversee guides and procedures Oversee appointment of Event Management Ensure ASID events promote and demonstrate inclusion of persons with lived experience of intellectual disability
Publications	Angus Buchanan vicepresident@asid.asn.au	<ul style="list-style-type: none"> Develop and oversee policies and procedures related to ASID's peer-reviewed journals Provide interface between the ASID and contracted publishers (Taylor and Francis) Develop processes, for and oversee appointments of Editors and Editorial Board Chairs
Position Papers	To be appointed	<ul style="list-style-type: none"> To establish and document definitions, processes and guidelines for the development and endorsement of position statements, for presentation to the Board for approval Develop a strategy for the widest possible dissemination of position The committee will formulate a timely response to any reactions to position statements
Communication	Hilary Johnson communications@asid.asn.au	<ul style="list-style-type: none"> Produce and publish IDA 4 x per annum To develop and distribute high quality, responsive, accessible communications with external stakeholders including members, consumers and stakeholders we wish to influence
Partnerships and Projects	Bernadette Curryer bcur3628@uni.sydney.edu.au	<ul style="list-style-type: none"> To identify partnerships currently in place, at both a divisional and national level, sharing what is happening and strategies used across all divisions To identify and link with potential partners, ensuring mutual benefit eg. shared memberships

WRITING AN ARTICLE FOR IDA

Articles are read by a range of people so please avoid the use of jargon and acronyms (always provide the name in full for the first time).

Use size 12 font. Don't worry about specific indenting or spacing as your article will be set up by the publisher. If you use references please use APA 6th style. An example of a journal article and book chapter are as follows:-

Johnson, H., Solarsh, B., Bloomberg, K., West, D. (2016). Supporting people with complex communication needs through community capacity building: the Communication Access Network. *Tizard Learning Disability Review*. 21, 130-139.

Iacono, T., & Cologon, K. (2014). Inclusion of children through AAC supports In K. Cologon (Ed.), *Inclusive education in the early years* Melbourne: Oxford Press.

Write your article separate to your email. Include a title on your article, your name or a contact, work position and website (if appropriate), an email address and a clear head and shoulders photo.

For on theme articles of 1400-1900 words include an abstract of up to 65 words; References maximum of 100 words and a summary box 100 words – (dot points of key messages). For shorter articles omit the abstract but include a summary box.

We are also interested in book, film, theatre and art reviews, please keep these to 300 words but include a photo relating to the event.

Please see past issues of IDA on the ASID website for examples of different types of article accepted. Please contact the editor idaeditor@asid.asn.au with any questions.

Hilary Johnson

■ idaeditor@asid.asn.au

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Email: idaeditor@asid.asn.au

The following are themes for our next magazine editions. Please contact idaeditor@asid.asn.au with any contributions.

40/4

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41/1

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