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IDA

INTELLECTUAL DISABILITY AUSTRALASIA

Magazine for the Australian Society for Intellectual Disability



**KEY POINTS WHEN
WRITING ACCESSIBLE
INFORMATION**

**SHAKING IT UP
WORKSHOP FEEDBACK**

**WHAT DO YOU KNOW?
QUIZ**

ACCESSIBLE INFORMATION



Hilary Johnson

IDA Editor

Welcome to the June edition of IDA Magazine

This edition focuses on ways to provide written information that is inclusive of people with an intellectual disability. Once again – no one size fits all, people with intellectual disability are as diverse as people without intellectual disability. [Bronwyn Newman](#) has contributed an insightful paper on providing accessible information from an organisational point of view. Considerations include the reason for the documentation, the diversity of the target population, the rights of people to receive information they can understand, the need to recognise the shortcoming of the current research and the dilemmas of producing easy to read or easy English documentation. She emphasised the importance of considering what to put in the document and what to leave out. Caroline Livanos echoes Bronwyn's points and provides 5 practical considerations when writing easy English including what is nice to know and what the reader needs to know ([page 12](#)). We also have an interview with Catherine Caterinich who talks about her views on easy English and her role as a consumer tester ([page 12](#)). The final paper from Cathy Basterfield points out the difference between easy English and Plain English and the intended audiences ([page 15](#)).

Aine Healey has contributed a joint developed report from a workshop at the 2018 ASID Conference called Shaking It Up – Where does research fit? Apart from the wonderful photos the content is rich with contributions from researchers, people whose lives are the focus of the research and researchers with an intellectual disability ([page 19](#)). We also have a summary of an exciting workshop presented by Dr. Nicola Grove on Storysharing. In the workshop 20 participants were taught techniques so that everyone can share stories, you just need to learn how to support this to happen.

Arrangements for the next ASID conference in Adelaide in November are unfolding with the acceptance of papers well underway and the registration is open www.asidconference.com.au/registration. We have brief bios of the speakers and will hear more from them in the next IDA edition.

We also have our regular features including the NSW inclusive researchers ([page 37](#)) on what is research, our quiz ([page 39](#)) and some arts reviews ([page 40](#)).

The next edition will be in early September and the theme will be "Individualised funding in different contexts". Examples of contexts may be early intervention to ageing; cultural and linguistic diversity and the National Disability Insurance Scheme. Articles, comments and feedback are very welcome. See the back page of IDA for more details ([page 46](#)).

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PRESIDENT'S REPORT

On the 16th March, I had the pleasure of co-hosting the launch of the ASID Intellectual Disability and Complex Support Needs Position Paper with my fellow Board Director Mr Paul O'Dea from Queensland.

A wide range of leaders in intellectual disability were invited to come together to learn, discuss and debate the topic, as well as to network with like-minded colleagues. Attendees included representatives from service providers, practitioners, academics, peak bodies, and state and federal government (Australia only).

Professor Leanne Dowse (Chair in Intellectual Disability Behaviour Support, UNSW and lead author of the background paper) kicked off with a thought-provoking presentation exploring:

- What we mean by complex support needs,
- Estimating the population of people with intellectual disability who have complex support needs,
- The cost of unaddressed complex support needs,
- Effectively responding to people with intellectual disability who have complex support needs and,
- Key principles for future action

Dr Jeffrey Chan (Senior Practitioner, Behaviour Support, NDIS Quality and Safeguards Commission, Australia) presented on behalf of Mr Graeme Head (Commissioner). In addition to a brief presentation on the roles and responsibilities of the Commission, we were honoured that the Commission affirmed the ASID Position Statement.

Following our two formal presentations, we moved to our panel presentation. Our panellists were invited to provide a brief response to the Position Paper from their own area of expertise as follows:

- Mr Morrie O'Connor (Coordinator, Community Living Association, Queensland), response based on being a service provider for people with intellectual disability and complex support needs.
- Mr Michael Sullivan (Director, NSW Council for Intellectual Disability), response based on the importance of the voice of people with intellectual disability being heard in planning.
- Mr Adrian Higgins (Researcher, Aotearoa New Zealand), response based on differentiating complicated from complex.

Our panellists were then joined by Professor Dowse and Dr Chan for an audience question and answer session. Together we debated and discussed what good support looks like for this population, policy and funding directions, the role and place of case managers in the disability sector, and the skill set required of the sector.

The evening was a great success! We are thankful to our wonderful presenters and panellists for their time, energy and eloquent statements on this important topic. We are also thankful to our participants in

showing a powerful collective commitment to a topic and population that is all too often put in the 'too hard basket'.

Complex Support Needs is a 'Hot Topic' for our ASID Divisions over the next few months so keep an eye out for upcoming events. For those who were unable to attend the launch, I invite you to reflect on the series of questions posed by Mr O'Connor regarding whether our systems offer the things required by people with complex support needs:

Do our systems:

- 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?
- 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 voices? and
- Seek to support the person to find their voice

The event provided a space to bring likeminded leaders together and we look forward to continuing the conversation with this group and others across our Australasia.



Laura Hogan

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THE RESPONSIBILITY OF MAKING INFORMATION ACCESSIBLE

Bronwyn Newman

Introduction

Agencies such as health and disability services have an obligation to provide accessible information, this is articulated in the UN Convention on the rights of persons with disability (UNCRPD). Easy read, also known as easy English, is one strategy used by agencies to support people with intellectual disability to understand information. Disability organisations use easy read in many aspects of service provision, for example planning service goals or in brochures about their service. The purpose of easy read is to make information easier to understand by distilling difficult or complex messages into simple, short sentences with corresponding pictures.

In recent years there has been much debate about the technicalities of easy read design and effectiveness that have been acknowledged internationally (Chinn & Homeyard, 2017; Sutherland & Isherwood, 2016). Putting aside the design and technical dilemmas, there are other considerations about how easy read is made and used that are worth contemplating. Questions about who has decided what information to translate into easy read and/or how to frame the messages within accessible documents are important to consider. This article focusses on the responsibility that rests with agencies in supporting information access and the need for greater transparency when simplifying information.

The right to information

The UNCRPD sets out that everyone has a right to accessible information as a foundation on which many other rights rest. For agencies, this understanding of accessible information moves the task of creating accessible resources from an administrative activity to a legal and ethical obligation. Information provided in accessible formats has far reaching potential to enhance knowledge and broaden options available for people with intellectual disability to consider. Information is a platform for activities such as understanding more about health, service options, planning and making decisions. The potential for accessible information to enable inclusion reinforces the responsibility of agencies who create easy read to provide appropriate resources to support information access.

Agencies need to provide accessible information suitable for the people with intellectual disability who use their services. The communication needs of service users vary, and for some people with intellectual disability, easy read is not their preferred communication strategy. However, for other people with intellectual disability easy read enables them to access information independently or with support. UK experience using easy read highlights the importance of easy read, yet also cautions against viewing easy read documents as a tool which facilitates information access for all people with intellectual

disability (Kean, 2016). UK researchers have demonstrated that providing easy read as a standalone tool is not sufficient to meet the obligation to provide access to information articulated in the UNCRPD. (Mander, 2016). Agency obligation to provide access to information, with easy read as one of many communication strategies available, underpins the discussion which follows.

Who decides which information is made accessible?

Many agencies create easy read information to meet the needs of people with intellectual disability, but how these easy read documents are produced is often unclear. Decisions about which information is needed in accessible formats and key messages to be included or omitted are often not clearly articulated or documented. Chinn (2019) found that in the UK, the way that decisions about easy read content are made are often ad-hoc. At times easy read material was created as an administrative obligation, which determined the content. On other occasions, easy read was made in response to advocacy group requests and at other times the origin was unclear. The issues raised in the UK highlighted that the ways decisions were reached about who created easy read material, why and how were often unclear (Chinn, 2019). Similarly, in Australia there is little consistency or guidance available about the content decisions for creators of accessible resources.

Decisions about how to frame accessible messages are often left with the creators of easy read with varying outcomes. The messages that easy read creators choose to convey can be determined by many pressures and influences. Factors such as agency priorities, funds, skills, time pressures, the creator/s' values -either deliberately or inadvertently, can all influence easy read content. Simplifying information from complex concepts to brief sentences is difficult and capturing the depth of issues can be challenging (Buell 2015). UK researchers have found that accessible information often omits background information, creating a list of things to do and limiting choice rather than enhancing it (Bunning & Buell, 2012). Sometimes easy read creators have the end user in mind or work with end users, but at other times they are not aware of the audience, or exactly how the document will be used (Buell 2015; Chinn, 2019). This is often the case when external agencies contract for translation of information to easy read, for example. The often ad-hoc nature of easy read development has potential to limit the information contained in the document to that which the creator/s have deemed essential.

Including people with intellectual disability in easy read development is one way that agencies seek to ensure the accuracy and appropriateness of messages contained in easy read documents. Many easy read developers are committed to engaging people with intellectual disability in the process of developing easy read material in Australia and internationally. For example, NHS easy read guide in the UK or Scope Easy English Guide in Australia. Chinn (2019) noted that in practice people with intellectual disability were often consulted about aesthetics or technicalities such as suitability of picture type to convey a specific message rather than the broader content suitability or accuracy. Additionally, Chinn and others have noted that people with intellectual disability are sometimes treated as a homogenous group when consulted about the suitability of documents despite the vast variation in preferences and needs (Buell, 2015; Chinn, 2019). Collaborating with people with intellectual disability is recognised as important when developing appropriate information, but often their role in easy read creation is unclear.

Transparent processes

Without guidance about how to decide what to include in easy read documents the responsibility often rests with people who create it. In the UK the lack of consistency and transparency in how easy read is developed has been reinforced by researchers (Chinn, 2019). Easy read creators in Australia reflected the UK experience, emphasizing the weighty responsibility that rested upon easy read developers. They

highlighted the need for greater guidance and accountability when determining the content of easy read documents. The key issues raised about how easy read content is determined can be divided into four areas. These related to transparency about origin, collaboration, quality and the potential role of supporters. Each of the areas are listed below with some examples of questions which may be worth asking:

- **Origin** Who requested the easy read document? Was it funded? Does the requester have any governance over content or use?
- **Collaboration** Were people with intellectual disability consulted in the development of the document's content? Were they representative of service users who will use the easy read ?
- **Quality:** Is the document evidence based? Where was the evidence obtained? Did a subject matter expert read over the finished document? Are the authors and date of production included in the easy read document?
- **Support:** How do the document creators envisage it will be used? How can the document be used independently? What is the potential role of supporters?

The purpose of this article is to raise these issues to encourage discussion rather than to provide a comprehensive framework. The questions above are provided as examples to encourage greater consideration of how easy read content is determined. Transparency about the origin, collaboration, quality and role of supporters could act as both a safeguard for people with intellectual disability and easy read creators. Greater transparency could provide an opportunity for experienced easy read developers a platform to share their knowledge. Most significantly, greater transparency and collaboration could increase the availability and quality of resources available to people with intellectual disability.

Conclusion

There is a growing awareness that guidelines and transparency about how the content of easy read is determined is lacking. More transparency in the processes surrounding easy read development could go some way to providing wider access to accurate, appropriate information. The obligation of agencies to provide accessible information suitable for people with intellectual disability underscores the need for greater accountability when developing easy read information.

Key points

- People with intellectual disability have a right to information and agencies have an obligation to provide it
- Using easy read is one way agencies make information easier to understand
- Decisions about what to include in easy read and what to leave out can significantly impact people with intellectual disability's access to information
- Researchers in the UK have found that there is very little transparency about how the messages included in easy read are decided upon
- It would be good to do more research about what Australian agencies do to decide what to include in easy read documents and how people with intellectual disability are involved in this process

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Bronwyn Newman

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Her PhD explored how easy read is used to make information about mental health

Bronwyn's PhD was funded within the NHMRC Partnerships for Better Health Project Improving the Mental Health Outcomes for People with an Intellectual Disability (ID:APP1056128). Her PhD supervisors are Professor Karen Fisher and Professor Julian Trollor at UNSW, Sydney.

IS IT EASY TO WRITE EASY ENGLISH?

Caroline Livanos

YES! ANYONE CAN WRITE EASY ENGLISH. ALL YOU NEED TO DO IS LEARN THE STYLE AND PRACTISE.

There are a number of key features that are commonly found in Easy English documents produced in Australia and overseas. For example, simplified language and grammar; key messages; good formatting; and images to aid understanding of difficult concepts.

But we won't focus on these features now. You can read more about them in Scope's *Clear Written Communications* style guide or the [Research to Action guide](#), which was based on research conducted by Scope and the University of Melbourne in 2017.

If you want to write Easy English documents for your organisation, these five practical tips will help you get started.

1. Think about your audience

- When planning your document, consider what people with low English literacy really need to know. How can you help them understand key messages? What do you want them to do with the information?
- Think about the length of your document. Reading can be hard work for people with low literacy – even if it is written in Easy English. Based on feedback from our own consumer testers, we recommend a maximum of 20 pages of Easy English.
- Also, involve your readers in the process whenever you can. Their input is invaluable.

2. Get the structure right

- Read your document a few times before you get started. Think about what is 'nice to know' versus 'need to know' information. Internally-focused information like mission and vision statements or corporate achievements is a good place to start hitting delete.
- Think about your key headings. You can be organised and start with a draft heading hierarchy, then move information into relevant sections, or you can edit the document as you go. There's no right or wrong approach – it just comes down to your own writing style.
- We like to start our documents with an introduction about 'hard words' and 'how to get help'. We usually follow the introduction with trusted themes of 'who, what, when, where and why'. And we always conclude with a call to action such as a 'more information' or 'contact' page.
- When you restructure a document into a logical flow with clear headings, it's easy to identify repetitive or unnecessary information.

3. Get writing!

- It's a good idea to use Easy English formatting when you write your document. For example, large font, white space and bullet lists. This helps to get your head into the Easy English writing style.
- If you get stuck, why not refer to some Easy English documents that have been written about similar topics for inspiration?
- As you write or edit information, remember to simplify language and unpack hard words and concepts using definitions, examples and bullet lists where needed.
- If you identify that your document is missing some key information, make sure you add it under appropriate headings or sub-headings.



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Accessible Information
Coordinator

4. Images must add meaning

- Only add images next to text when you are trying to explain hard words or concepts.
- If you add images that don't explain the text you risk confusing your reader.
- Too many images can also make a page look cluttered and take up valuable white space.
- PS: make sure you get permission to use images and logos in your Easy English documents.

5. Shout about your Easy English communications

- You've recognised that people with low English literacy are an important part of your audience and you've created Easy English documents to address their needs. Now you just need to make the documents available in places and formats that are easy to access.
- Bottom line: Writing Easy English is easy. Just follow these practical tips and get started!

ACCESSIBLE INFORMATION: CATHERINE'S EXPERIENCE

Catherine Catarinich

My name is Catherine Catarinich. I have low vision and I find it hard to read and understand complicated information. I live on my own now that my son has moved into his own place.

Do you get any help to understand information?

When I get a letter in the mail that's full of small text, I either call the company to ask what it's about or, if I don't think it's important, I throw it in the bin.

It's hard to get help when I don't understand things because my son and my sisters have a busy life.

There aren't many people in my neighbourhood who can help either. I am starting to make a few friends at the Vision Australia social groups who might help if I ask.

I could also use NDIS funding to get help to explain bills and letters but I haven't organised that yet.

What do you find hard to read?

I find lots of things hard to read. For example, understanding bills, instructions, food ingredients, train timetables and emails.

So much information is written in small print with nothing to break it up, like space and pictures.

I prefer to read things on paper, not on the computer. I think companies should give people different options, like Easy English. I wish they would make it easier to find Easy English information too.

Why do you prefer Easy English?

Easy English helps people to read and understand small bits of information at a time.

I understand information better when documents are shorter and only have really important points. When



documents are too long I get sore eyes. I get physically tired and lose concentration. I can't remember what the document is about.

I don't like it when a sentence is broken up over two lines. I have to really look hard to find the rest of the sentence.

Sometimes with bullet lists I forget what the topic is about. That's why it's good not to have too many points. I lose my train of thought.

Scope's Easy English documents have changed over the years. Now they have less text and lots of good pictures. I like to read a sentence and look at the picture to get a better understanding.

At the end of a good Easy English document I have a much better understanding of the topic and what I might need to do.

Tell us about your role as a consumer tester

About 14 years ago I started to work for Scope as a consumer tester. I really love working with staff to read documents and give feedback. I hope it helps to make the documents better for people who find it hard to read.

Because I have low vision, staff know to print the documents at a larger size on A3 paper with size 16 or 18 text.



I might give feedback about:

- images that don't make sense
- confusing images - I might say an image needs to change and explain why
- hard words that haven't been explained
- information that is repeated or not important
- my own personal experiences - sometimes I even give new ideas

I've also given feedback in focus groups about the best pictures and words to use in Easy English documents. It's good that I can give my ideas to make Easy English better.

How often do you do consumer testing?

I do lots of activities now I'm in the NDIS, so I can't do as much consumer testing. I can work one morning a week. I think I do a good job because I keep getting asked to come back!

Tell us about your awards

Last year I won three awards for the work I've done at Scope. I won two Scope awards: a seasonal and annual award. I also won a DHHS Victorian Disability Award as part of Scope's Accessible Information team. The award was called Excellence in Employment Outcomes. It was wonderful to have my family, including my sisters and son, come along and see me accept the awards on stage.

I was also given a beautiful painting by an artist called, Barb Edis, who is part of the Scope community. I love it. It's a painting of trees in a paddock. It's hanging up in my kitchen so I can see it when I'm preparing dinner. It makes me feel proud of the work I've done.

Catherine Caterinich in conversation with Caroline Livanos

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PLAIN LANGUAGE; EASY ENGLISH. WHAT DOES IT ALL MEAN?

Cathy Basterfield

Summary

- Plain Language and Easy English are two different ways that we can create Accessible Written Information.
- Everyone has different literacy skills.
- Our ability to read, understand and interpret what that information means for us can also be different. It can depend upon the topic, and our lived experience of that topic.
- The format used (plain Language or Easy English) will depend on the literacy needs of the intended audience.

Over the years, organisations and governments are becoming more aware of the need for Accessible Information. The term Accessible Information is not universally understood and means different things for different individuals. For example for someone from the Deaf community, it may be interpreted to mean having Auslan video clips of information. For someone who has low vision it may mean having the information in a large font such as size 18 font. For everyone in our community it is about having information that is easy to read and understand, irrespective of the topic and irrespective of the person's literacy.

Unfortunately, most content written for the public does not meet the basic criteria of being easy to read and understand. The language used is often very technical or only understood by people who work in that industry, for instance, medical staff. Sentence construction is often complex with many unwieldy embedded phrases, and multiple ideas in one sentence. Most sentences are constructed in a passive manner, Eg: 'The man was seen by the shark.' A simpler, easier sentence is an active one Eg; 'The shark saw the man.'

Plain Language is one means of adapting information for the audience. But, what is Plain Language? And who is the audience for Plain Language?

The current definition of Plain Language internationally is:

A communication is in plain language if its wording, structure, and design are so clear that the intended audience can easily find what they need, understand what they find, and use that information.' (International Plain Language Federation, 2019; International Plain Language Federation, 2019.)

For examples of Plain Language go to US Centre for Plain Language.

www.centerforplainlanguage.org/learning-training/before-after-examples/

Although the definition for Plain Language is all inclusive, currently there is no evidence Plain Language practitioners routinely consider or develop publications for the needs of people with limited literacy. Instead Plain Language writers develop materials for specific topic areas. This information can be described as 'Medical Literacy,' 'Legal Literacy,' 'Financial Literacy,' or 'Mental Health Literacy.' The intended audience being described is someone from the general community. It is suggested that Plain Language materials are effective for the average 14 or 15 year old (Year 9 Australian school) reader and older. Plain Language writers are developing content for the 56% of the adult Australian population 'who **do** have the literacy to manage a range of day to day reading tasks.' (ABS, 2013. #4228).

So what about access to written information for the other 44% of the adult Australian population who **do not** have the literacy to manage a range of day to day reading tasks? (ABS 2013, #4228). Plain Language is not enough.

Easy English has been developed in Australia for the last 15 years. It provides the opportunity for many adult Australians for whom Plain Language is too complex to access information in a more meaningful manner. Internationally, the term Easy Read is common. The term has been used for at least 20 years in the UK, US and Scandinavia.

What is Easy English? At this time there is no accepted definition of Easy English. (See Appendix A for an example of Easy English.) Plain Language and Easy English are often confused. However, they are not the same. The target audience for Easy English may include a person who has limited literacy and:

- has a cognitive disability, or
- has poor educational outcomes, or
- reads English as a second language, or
- is from the Deaf community.

An individual can demonstrate a range of different literacy skills, depending upon things such as

- the topic they are reading about;
- life experience of that topic;
- current stress levels;
- time available to read the information;
- support to talk about the content, as it relates to themselves.

For an example of Easy English go to www.wdv.org.au/wp-content/uploads/2018/08/FINAL-for-web.pdf

As with Plain Language, Easy English has a set of guidelines. However, Easy English guidelines although not universally agreed on in the research literature, are similar across a range of countries (Anderson, J., et al. 2017). It is in the detail of an Easy English document that it becomes clear why a document is an Easy English one, rather than a Plain Language one. Checkpoints in the Easy English guidelines include:

- short sentences of 5-8 words each;
- all sentences in active tense;
- use of bullet points, rather than paragraphs or lengthy prose;
- one idea per sentence;
- everyday words of the audience;
- use of examples from the life experience of the audience;
- lots of white space;
- a minimum of size 14 font.

In addition, the selection and use of images is an important part of Easy English. Images are used to support a paragraph of content, or individual points. Images need to be clear and simple with white space around them.

Consumer engagement is critical and one of the most important parts in the development of Easy English documents. Getting feedback from the intended audience of the document will guide its development. For instance, assumed knowledge and logic of the document is explored with consumers. Other features such as the selection of words used. Eg: Which word is the consumer more likely to use in their everyday conversations: cinema, movies or pictures? The choice of vocabulary and images assist the individuals to relate to the information from their own lived experience.

Plain Language and Easy English are both highly relevant to any discussion about Accessible Information. It is in knowing who your audience is, that dictates the selected format. There maybe a need for both Easy English and Plain language in any suite of publications. Below is an example of a short paragraph translated into Plain Language and Easy English

Complex Language

We have recently implemented an enhancement to our computer system that will enable us to provide better service to our valued customers. This has resulted in a slight delay in the processing of your renewal. The difference you will notice is in the payment schedule. Your annual policy premium has been divided over 11 (eleven) months, and as a result your monthly payment will have increased due to the reduced number of monthly instalments.

Rewritten in plain language

We are a little late in sending your renewal documents because we have made a change in our computer system in order to provide better service. Your annual premium will now be divided over 11 months instead of 12 so the monthly payment will increase slightly.

Easy English



In **2009** you

- paid \$ 50 each month
- paid this 12 times
- paid \$ 600

In **2010** you

- will pay \$ 54.55 each month
- will pay this 11 times
- will pay \$ 600



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ASID 2018 SHAKING IT UP – WORKSHOP FEEDBACK

Aine Healy

ASID 2018 WORKSHOP REPORT

This is a report from people who came to a workshop called Shaking It Up – Where does research fit? at the 2018 ASID Conference.

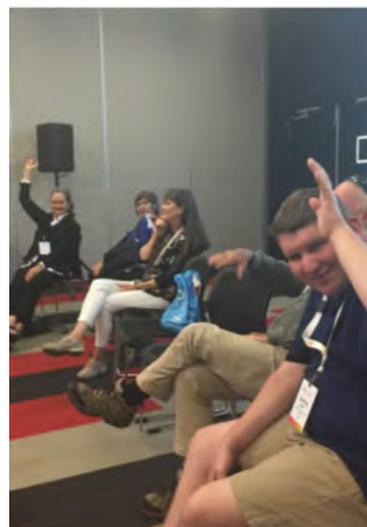
It was run by Dr Chis Hatton, Dr George Julian and Aine Healy.

People who took part in the workshop were:

- Key note presenters
- Self advocates
- Researchers
- Advocates
- People with intellectual disability
- Parents of children with intellectual disability

The workshop talked about the research at the conference and what would happen next.

In the workshop people asked if the ideas from the workshop could be sent to ASID. This is what was sent



What have you heard about that was useful?

- How comfortable conference was to include people with disabilities – we could understand the keynotes
- Ann FS role-play – everyone was very interactive
- Nothing without us
- Self advocates presenting
- Photo booth
- Practical information, especially from Day 2 keynotes
- Finding out about the BeatIt programme
- Energy of the self-advocates and long term view towards progress; also their political influence and activity
- Everyone is very friendly and there was lots of coffee
- Lots of people with intellectual disabilities
- I was asked to join the project design advisory group to do with parents with intellectual disability
- Hot Topics granted money for digital stories
- Really valued Ann's presentation on using photos
- Learning four things about depression
- Positive support to, and with, researchers working together
- Andrew's presentation was inspiring for Kiara
- Lessons to learn for Canada – we don't have anything like this there
- Try Anything film at the beginning was fantastic and the opening really set the tone for the conference
- I liked inspiring people with my have a try video
- Appreciated the NDIS planners from Queensland sharing challenges for service providers and people using services
- Presentation from CDS where everyone took turns equally – all had a go
- Learned practical things from each of self advocates and presenters
- In every session people with intellectual disabilities asked questions
- Action research symposium reinforced doing good research needs a big team and takes time – need to persuade funders of that
- Meeting lots of people
- Good to learn about relational practice / taking time to get to know people and each other well
- International speakers
- Was good thing to be reminded that movements for inclusion and diversity must be diverse and inclusive
- If you don't have people to help you with information it's hard and relationships are important
- Liked being interviewed
- People learned that discrimination is just awful
- There is good and bad stuff, it can make you sad on the inside in response to telling and hearing stories



What didn't you hear about?

What was missing?

- So much to choose from but could only go to one thing; too many clashes in the timetable
- Often there are still some people feeling left out and sometimes it is hard to get to meet new people – it's an ongoing challenge to fully include more people, more 1-1 conversations would help
- Don't get anyone submitting posters anymore and that's the only way some people can access – discussion about short films, videos and video booths and easy read posters
- Hearing experiences of Aboriginal people was missing (only one paper submitted and that was presented)
- Dinner/dance at the end like the Speak Out conference – that is what's missing
- What to do and what next steps to take when there is energy in the room to shake things up about an issue
- More easy read information about the NDIS
- More from family voice and family perspective – was much more prevalent previously and has become less so – discussion about whether families are supporting people with intellectual disability to attend as presenters instead – discussion about family and the issues that they face at different ages, different experiences and with different cultural backgrounds
- Children are missing; children might want to speak about their parents with intellectual disability and how it impacts on them
- Love and belonging and where people feel that they are wanted
- Opportunity for researchers to hear from self-advocates about what they'd liked to see researched – discussion referenced NZ 2012 report to ASID NZ Conference on this topic; also Tassie conference where families from Singapore spoke with their families and children
- Self-advocates experiences as being (co)researchers and doing research
- Discussion about using Skype to bring (co)researchers from overseas into the conference
- Excursions to local universities or local tour of town guided by people with intellectual disability – what you need to know about our place
- Use of outdoor space
- No-one was asked 'if you were the boss of ASID what would you do'?
- More practical stuff on the NDIS
- Learn about fundraising and finding resources



What could we do now?

What action can we take?

- Find money for Speak Out's project – Sonia would like help with fundraising and getting money
- Put Shake it Up song on so we can dance (and we did)
- Share 'Shut Your Bollocks'
- Tell everyone how fantastic this conference has been – it feels like it's been effortlessly fantastic for those of us attending
- Share information on Facebook / Facebook groups with ASID
- Hand this workshop feedback to the ASID Board – vote taken and agreed to do so (workshop facilitators will write up and then self-advocates will identify if they'd captured everything and how/when they wanted to share with the Board)
- Hear more about the IASSIDD19 conference
- Looking forward to shaking a few things up in my workplace – day services get complacent and I'll shake it up, even if I may end up losing my job
- Share some of what learned with others
- Email workshop attendees to decide how to stay in touch – options included Facebook and email group
- Work out how much money it takes to get to conferences
- Queensland is the most horrible as people with intellectual disability can't have a partner – can we change the laws?



**Swap shop – who can help?
What’s 1 thing you can help with?
What’s 1 thing you’d like help with?**

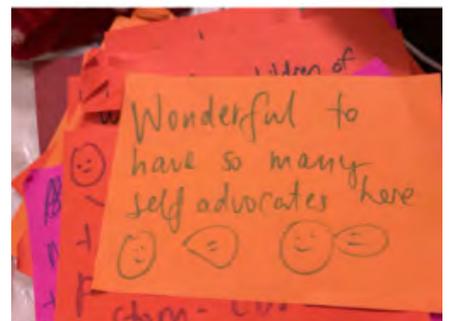
We have taken people’s names out of this bit.

They wanted to help each other in lots of ways

- with funding information on research
- help with connecting with self-advocates
- help with listening and writing
- help with helping people because life is better when you help someone
- sharing feedback
- get the information out there
- sharing research
- help with Try Everything
- I can help others with trying new thing and bring there for them
- help with finding and sending research
- with info on co-operatives and social enterprises
- with research, campaigning and connecting people
- with twitter, social media, sharing information and connecting people
- with projects or ideas that they want to get started
- finding information, and I can help people plan how to do things
- I could help with finding research that might be useful, and with connecting self-advocates from Canada with self-advocates from the UK and Australia.

They also wanted help with

- grant writing that actually gets money (all that wasted effort in NHMRC over 3 years)
- expanding my life, like more public speaking and making more money
- fundraising
- connecting self advocates to each other across Australia and the UK
- promoting advocacy causes and what matters to people with disabilities
- shaking up beliefs and attitudes
- making connections in self-advocacy groups
- parents with intellectual disability; young people with intellectual disability leaving care/juvenile justice
- stop people with intellectual disabilities dying early
- bringing people together for learning skills about campaigning



How would people like to stay connected?

- Facebook Group
- LinkedIn
- Email
- Other (please say)
- Some people said they didn't mind.
- Some people said email.
- Facebook was talked about in other parts of the workshop.

But most people want to stay in touch!

Aine Healy

■ aine@ideasinfoaction.com



DIVISION REPORT

JUNE 2019

Queensland

It has been a busy few months for the committee members. Morrie O'Connor and Paul O'Dea travelled to Sydney to assist with the launch of the ASID Position Statement 'Intellectual Disabilities and Complex Support Needs' being held at the University of Sydney. Paul co-chaired the launch with Laura Hogan. Morrie participated in a panel discussion responding to the position paper.

Morrie has also been leading the organisation of an event coming up later this month. On 21st June 2019, ASID QLD is supporting a Community Living Association (CLA) and Peakcare Roundtable on Young People with Intellectual or Cognitive Disabilities and Complex Needs: Understanding and Supporting Transition. The event is being held in New Farm, Brisbane. The guest speakers are Professor Leanne Dowse, Dr Kathy Ellem, and Self Advocates. They will be discussing and promoting the ASID position paper mentioned above and their Lost in Transition research project. For further information or to RSVP for this Roundtable by contacting CLA on 07 32665633 or reception@communityliving.org.au. You can also check [this link](#) for further information.

www.qcoss.org.au/events/roundtable-young-people-with-intellectual-or-cognitive-disabilities-and-complex-support-needs-understanding-and-supporting-transition/

Victoria Tucker

■ victoriat@wwild.org.au

Victoria

Brief Update

There have been a few changes to the Vic ASID committee in recent months. We warmly welcome Angela Dew to our committee. Angela recently moved to Melbourne to take up a position at Deakin University. Angela has kindly stepped into the role of Board Representative for us. Our long serving committee member, Sophia Tipping has tendered her resignation. Sophia on our joined in us in 2015 as we prepared for the "Making It Real Together" ASID conference. During her time on the committee she brought the ASID podcasts to life, recruited new members to ASID and helped out in various committee roles including the position of Victorian Board Representative. We wish Sophia well for her new career and completion of her PhD. Sophia will continue to help ASID with recording podcasts and hopefully for the next conference in Adelaide with a talking booth. We had a great send off dinner for Sophia at the La Trobe Golf Club on the 23rd May.



New Vic ASID committee member, Richard Zylan has kindly volunteered for the position of membership officer for our committee. We welcomed a visit to our April committee meeting from Hille who is in Melbourne on a study tour from the Netherlands. We also welcomed Nicola Grove from the UK to introduce us to Storysharing® an innovative, evidence based, collaborative approach to helping children and adults with intellectual and communication difficulties to recall and share stories about their lives. www.openstorytellers.org.uk/what-we-do/storysharing/. This workshop was organised by Scope (Aust) in conjunction with ASID Vic and Living with Disability Research Centre, La Trobe University. We had 17 attendees with 13 attending for the whole day and becoming licensed tutors in storysharing. Please [see article X](#) for more details.

With the recent changes to our committee, it has made me pause to reflect on the value of the contributions made by each and every person who joins the committee. Sometimes it is hard to see this at the ground level. However, the knowledge and skills that each committee member brings, enables ASID to thrive and develop. Thank you to everyone for all that you bring to the table.

End of life workshop

Our year is well underway with preparations for our upcoming workshop on End of life and people with disabilities. Michelle Wiese will be presenting the workshop. We are looking forward to her visit to the eastern suburbs of Melbourne. The event is scheduled for 26th June.

Coral Farr

■ VICchair@asid.asn.au

New South Wales / Australian Capital Territory

By: Bernadette Curryer & Sarah Wagstaff

Farewell to Angela Dew

Since the last issue of IDA, ASID NSW/ACT have said farewell to our Chair, Dr Angela Dew, who has accepted an Associate Professor Disability and Inclusion position at Deakin University in Melbourne. We are all sad to see Angela go, but wish her all the best and look forward to catching up at this year's ASID Conference. While our new Chair, Linda Ward, has big shoes to fill, we are confident that ASID NSW/ACT will continue to be a robust group engaging in exciting projects and activities.

Disability Scholars Connect

One such exciting project was identified at ASID NSW/ACT's planning day as a way to engage with new and emerging researchers. Thanks to generous funding from ASID's board, our division has been able to support a new initiative led by research students from UNSW, Sydney University and UTS called Disability Scholars Connect. This group is running a series of events to support students, from any university or faculty, as they undertake research with a disability focus. The first event was held on the 15th May, at UNSW, with over 20 attendees, half of whom expressed a specific interest in intellectual disability. The afternoon included a chance for students to connect based on research topic as well as stage of candidature. Three guest speakers then spoke to the group about their own experiences of 'Knowledge Mobilisation'.

- Dr Kathryn Boydell spoke about an innovative study of young people experiencing psychosis, in which art-based methods were used to create, translate and disseminate research results (partnership between The Black Dog Institute and NIDA)
- Michele Wiese described her experiences during and post-PhD, identifying the importance of mentorship and having a passion for your topic. She spoke of one outcome of her research, a free web-based resource for supporting people with intellectual disability to understand and plan for end-of-life (Talking End of Life - www.caresearch.com.au/TEL).
- Julie from the Diversity Disability Alliance spoke of the importance of peer mentoring and her experiences from a CALD perspective.
- Two more events are planned — a structured writing day at UTS in July and a session at Sydney University towards the end of the year focussed on developing post-PhD pathways and connections towards academic, disability service provision or government policy positions.



*Angela Dew,
Exiting NSW Chair*



Sallie-Anne Moad (PhD student from UNSW) as MC



Students discussing their different areas of research

Other Events

The day after the inaugural Disability Scholars Connect event, many of our members attended the launch of ASID's position paper on people with intellectual disability and complex support needs, which was a huge success.

Linda Ward

■ NSWchair@asid.asn.au

South Australia

We are busy preparing for the ASID Conference being held in Adelaide in November but had time to run an event in March and one scheduled for the 25th June.

Our first event for the year was held on March 13th.

Learn about a well-researched Therapeutic Accommodation Support model using a Human Rights Framework, contribute to a discussion on success support models, enjoy a light meal and a glass of wine with like-minded people.

Over 40 people attended the event and there was a great deal of interest particularly how the model is being funded in the NDIS framework.

One of the identified issues with NDIS is the compartmentalisation and transactional view of funding. For those with complex needs a more fluid approach is required.

Although it is early days Community Living Options (CLO) are having some success in having their model of support funded. This has taken significant negotiating and has been assisted by the support of the Chief Psychiatrist.

Those that attended the event supported the idea of inviting Dr David Caudrey to participate in an event. Dr Caudrey is the Disability Advocate to support NDIS implementation in South Australia. Dr Caudrey has a long history working in the disability sector, having held positions including Executive Director of Disability SA and CEO of Novita Children's Services. The Advocate is independent of disability service delivery, with responsibility to identify and improve any systemic issues as a result of the disability reform process, including the introduction of the NDIS.

Members felt there would be value in hearing Dr Caudrey's findings so far in relation to those living with an intellectual disability and to provide him with feedback.

At this event we will also be discussing the ASID Position Paper Intellectual Disability and Complex Support Needs.

Denice Wharldall

■ dwharldall@homeplace.com.au

Aotearoa, New Zealand

The Aotearoa New Zealand Division met by Zoom May 27 2019. Discussion was centred around plans for New Zealand hosting the Australasian event late 2020. Two of our division members, Hamish Taverner and Rickardt van Dyk agreed to promote ASID's profile at the New Zealand Disability Providers (NZDSN) network conference held in Wellington on May 29 & May 30 2019. Hamish and Rickardt represented us well as the attached photo illustrates. We are sure their efforts will attract new members and increase attendance at the Adelaide 2019 conference and at the Australasian conference to be held in New Zealand next year. Two of our committee members Dr. Brigit Mirfin -Veitch and Dr Carey- Ann Morrison gave papers at the NZDSN conference. The four working groups tasked with the portfolios of communication, family, whanau and people with intellectual disability, events and partnerships all reported on activities at the recent Zoom meeting in May. The Division is meeting again at the end of July and the 2020 Conference themes will be decided by then.

Debbie Espiner

■ NZchair@asid.asn.au



STORYTELLING PROMOTES SOCIAL WELL-BEING

Marion Van Nierop

I attended Dr Nicola Grove's Introduction to Storysharing® workshop in March, in Melbourne this year. Storysharing® is a narrative intervention program to encourage and enable storytelling with people with severe communication difficulties. Using evidence-based communication techniques, Storysharing® practically applies the principles of good communication within a narrative framework.

Storysharing® provides a way that people can express their significant experiences.

Michael has a story:

One Saturday Dad was watering the front lawn and Maggie flew down onto the fence. Dad called 'Maggie, come and have a shower'. Maggie jumped onto the lawn and Dad lightly sprayed water into the air. Maggie hopped around, did a little dance with feathers all fluffed out while warbling. She flew away and back a few times to do the same little song and dance. The whole family came out to watch.

Michael can share his story with others.

Mum is narrator. His brothers use a cardboard cutout bird to swoop into the sprinkler, and shake to ruffle their feathers.

Michael calls "bye Maggie" as it flies away.

As well as learning from Dr Nicola Grove's own experience, video examples, books and websites were shared, as were articles on the narrative and socio-emotional evidence base of Storysharing®.

Most people take storytelling for granted. We all discuss our days with those closest to us and particular events and stories are told again and again. The desire to tell stories is innate and we do this without a second thought. Those with communication difficulties often miss out on the joy of storytelling.

Storytelling involves relating interesting events to others, such as rushing the laundry in from the rain or going on a thrilling hot air balloon ride.



FIVE REASONS FOR STORYTELLING

Friendship

Friendships reduce isolation yet for people with severe communication difficulties, challenges to forming friendships are common. Too often we hear that people with severe disabilities predominantly engage with others on a needs basis and much of the engagement involves requests and directives. The use of story sharing can allow people to share themselves with others and tell stories together. Storytelling is a way we can relate our experiences and discover commonalities with others, which builds connections.

Self-expression and self-advocacy

Storytelling is an important part of social development. It involves connecting with others forming our own personal identities. Sharing personal stories allows people to express themselves, what matters to them and how they feel about events in their lives. We often talk about significant things again and again. Going over these stories and sharing them with others enables everyone to reflect and grow.

Storysharing can be used to support self-advocacy. Telling a story could be a powerful way to tell an NDIS planner, a new teacher or a friend about what is important to you.

Mattie was scratched by a cat and he loved to tell the story to visitors. He needed his mum to do most of the telling but he participated and it was very important to him that people were aware he didn't respond well to cats.

Sharing experiences

The shared experience is the basis of any storytelling. Listeners empathise. For example, if something affects the storyteller, others will join in by gasping when there is a surprise or covering their ears when a loud noise is described. This might even help a person process a negative experience or share laughs over a positive experience long after the event.

Telling a story helps us see others in a new light. It can also change our perspective of a person.

Fun

Storysharing® is fun! Telling stories together is fun and it can reinforce personal relationships. In this busy world, it may seem counterintuitive for support workers or family members to stop and share a moment and act out a story, yet these are such important moments to enjoy. Carers should be able to nurture a person's cognitive and emotional wellbeing as well as their physical wellbeing. Telling a story together builds social closeness and promotes healthy relationships.

Participate

The smoke alarm went off during cooking!

This example is a great story for sharing with others as lots of dramatic movements and facial expressions can be incorporated into the re-telling. People can participate in different ways. For example, a narrator may tell the story, one contributor might trigger the Big Mac switch to say "Fire!" others might stamp their feet to indicate running away, or sound the fire engine's siren. Props can be used to make the story come to life. Each person can be supported differently to tell their story.

It may even be that with time, fun and repetition a person becomes increasingly engaged in telling their story and sharing others.

What makes a good story?

- Choose a meaningful moment.
- Decide who will tell which part of the story. You could involve several people in the retelling.
- Script everyone's parts.
- Make the story engaging:
 - Use a prop
 - Have a repeated sound or word for a critical element
 - Be dramatic and overplay emotions - imagine you're in a play!
 - Go over it together. Practice it lots!
 - Tell the story together, in front of someone else
 - Once you get it right, tell the story again – and again.
- Use good communication techniques. Remember to allow time, use repetition, make comments rather than ask questions, use communication aids and visual supports where appropriate, and have fun!

IF YOU ARE INTERESTED IN LEARNING MORE:

- Visit www.openstorytellers.org.uk
- Attend the Introductory Storysharing® workshop or Practitioner Level training
- Join a community of practice

Marion Van Nierop
NECAS and Kids Chat coordinator, Scope

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ASID 2019 CONFERENCE

Keynote Researchers

NATIONAL

Alanna Julian

Alanna Julian is the first permanent employee with an intellectual disability at Council for Intellectual Disability (CID), where she works as an Inclusion Projects Officer.

She joined CID after graduating from the project My Choice Matters Become A Leader program.

She currently sits on the CRPD Shadow Report Working Group, helping to review how Australia is implementing the United Nations Convention on the Rights of Persons with Disabilities.

One of Alanna's roles is co-facilitating inclusive practice training workshops where she teaches interpersonal communication skills.

She proudly represents CID at many different conferences and events including the 2019 United Nations Conference of State Parties to the CRPD in New York.

In her recent work, Alanna spoke at the VALiD Having a Say Conference in Geelong, and at the Department of Social Services in Canberra to share the CID report "A Pathway Through Complexity".



Jim Simpson

Jim Simpson is a lawyer and advocate who has worked in the disability field for 35 years. He took a central role in establishing the Intellectual Disability Rights Service in Sydney. He is a Senior Member on the Guardianship Division of the NSW Civil and Administrative Tribunal and does systemic advocacy work for the Council for Intellectual Disability. He is a member of the Intellectual Disability Reference Group of the National Disability Insurance Agency.



Jim has had a leading role in many areas of service system and legislative reform including well supported alternatives to gaol for offenders with intellectual disability and legislation covering guardianship, disability services and independent complaints and monitoring bodies. In recent years, Jim's work has particularly focused on improved health care for people with intellectual disability and the development and implementation of the NDIS.

Jim is a recipient of the Justice Medal of the NSW Law and Justice Foundation.

Scott Avery

Research and Policy Director, First Peoples Disability Network

Scott Avery is descendant from the Worimi people and is the Research and Policy Director at the First Peoples Disability Network (Australia), a non-Government Organisation constituted by and for Australian Aboriginal and Torres Strait Islander Peoples with disability. He has eight years experience of advocacy and applied policy research in Aboriginal and Torres Strait Islander community-controlled organisations which has informed national policies including the National Disability Strategy and Closing the GAP. He is currently undertaking a PhD at UTS on social inclusion and disability in Aboriginal and Torres Strait Islander communities which is nearing completion, and has recently published the book 'Culture is Inclusion: A narrative of Aboriginal and Torres Strait Islander people with disability' based on this research. He has been awarded a research scholarship by the Lowitja Institute for Aboriginal and Torres Strait Islander Health Research, and is an Ambassador for the Mayi Kuwayu study on the value of Aboriginal and Torres Strait Islander cultures to health and wellbeing.



INTERNATIONAL

Dr Jennifer Clegg

Dr Jennifer Clegg is Adjunct Professor, La Trobe University, Australia, & Honorary Associate Professor, University of Nottingham UK. She has been a long-term member and sometime office-holder of both the BPS History and Philosophy of Psychology Section, and of IASSIDD's Ethics SIRG which she currently co-chairs. Until 2015 she also worked as a Consultant Clinical Psychologist supporting adults with ID who were acutely distressed or disturbed. Publications include empirical research into child-adult transition, and conceptual research concerning attachment, history, and ethics of practice. She



is Editor of the Journal of Intellectual and Developmental Disability.

Dr Nick Gore

Nick is a clinical psychologist, senior lecturer and researcher at Tizard Centre University of Kent. His work focuses on supporting children and adults with intellectual and developmental disabilities, together with their families and staff teams. Nick has a special interest in early intervention, behavior that challenges and development of a Positive Behavioral Support Framework. He has produced a range of research, conceptual and practical publications in these areas, helped to develop and maintain stakeholder networks and the implementation of PBS in the UK and Norway through workforce development and policy initiatives. Nick is the lead developer for the Early Positive Approaches to Support programme for family caregivers, co-founding member of the PBS Academy and a member of the Sharland Foundation Developmental Disabilities Research and Impact Network.



Stacy Clifford Simpican

Stacy Clifford Simpican is a Senior Lecturer in Women's and Gender Studies. She received her PhD in Political Science from Vanderbilt University in 2011. Her book, *The Capacity Contract: Intellectual Disability and the Question of Citizenship* (2015), analyzes the role of intellectual disability in political theory, American history, and the political strategies of self-advocates with intellectual and developmental disabilities. As a postdoctoral research fellow at Michigan State University and the National University of Ireland Galway, Stacy developed an interdisciplinary research agenda on the social inclusion of people with intellectual and developmental disabilities, and her work in this area appears in *Research in Developmental Disabilities*, *Disability & Society*, and *Research and Practice in Intellectual Disability*. Overall, Stacy's work uses insights from democratic and feminist theory to rethink key concepts in the field of intellectual disabilities, while also using the experiences of people with intellectual and developmental disabilities to revise ideas and norms around democratic citizenship.



INCLUSIVE RESEARCHERS COLUMN

The Inclusive Research Network in a Nutshell

At our last Inclusive Research Network meeting we decided to brush up on our research skills by imagining that we were coming up with a research project from scratch. To do this we needed a research title for our project, a question, and a method for answering our question.

Title: What is the Inclusive Research Network?

We began by discussing things that it might be easy for us to research as a group over a two-hour meeting. We thought “what better to research than ourselves?!” After all our motto is “nothing about us, without us!” So we chose the title ‘What is the Inclusive Research Network?’ for our mini project. Research Question: How do we as a group understand the purpose of the Inclusive Research Network? After deciding on a title, we then needed to come up with a question or topic that we would set out to answer. This was tricky because it couldn’t be something so specific that it could be answered by just saying ‘yes’ or ‘no.’ It also couldn’t be so broad that we wouldn’t know how to answer it. We decided on ‘How do we as a group understand the purpose of the Inclusive Research Network?’



Method: Interview

After having a title and a question we then needed a way to answer the question. This is called a 'method.' We decided the best way to answer this question would be to interview our members. This meant that we had to come up with a series of questions to ask. After coming up with the questions we realized that we didn't have time left to interview everyone so we decided to interview just one of us (Jack). This is called a 'sample.'

Analysis:

After completing the interview we then had to do an 'analysis' of the information we got from Jack. This means boiling down everything that he said to a few key points. We learnt that:

- The Inclusive Research Network was started by Professor Patricia O'Brien
- They met at the Centre for Disability Studies
- It's a group made up of both people with intellectual disability and people who don't have intellectual disabilities who do research on things to do with disability
- It comes from the belief that if people are doing research about disability then people with disability should be involved at every step
- The Inclusive Research Network doesn't just want to know things about disability, it also wants to help make the world a more inclusive place for people with disability

And there you have it!

A whole research project in one meeting! We hope this has given you an idea about who we are and what we do. If you would be interested in being a part of the Inclusive Research Network you can find information out about us at cds.org.au.



QUIZ

Answers on page 41

1

In recent good news out of the USA, it was announced that a state governor had appointed an Americans With Disabilities Act Coordinator to improve employment outcomes in the public service for people living with a disability. Which state is it?

- | | |
|---------------|----------|
| A. California | D. Ohio |
| B. Florida | E. Texas |
| C. New York | |

2

Actually, sometimes acronyms can be very useful, because we can get our tongues twisted if we have to keep saying the full name of things all the time...here are some acronyms that are common in our world – what do they stand for?

- | | |
|--------|---------|
| A. AAC | D. PBS |
| B. TTW | E. CALD |
| C. DAP | F. SRV |

3

Rockingham screenwriter Tina Fielding recently announced that her story, Sparkle, is being made into a short film after receiving funding from the Western Australian government. What is the story about?

- A. A 19-year-old woman enters a magical world while diving for pearls.
- B. A 37-year-old woman runs away from home and embarks on journey from Kalgoorlie to Perth.
- C. A 58-year-old woman is on the run from the police after a jewellery heist in Perth.
- D. A 25-year-old woman quits her job as a lawyer to start a new job working in a mine.

4

Fellow of ASID, Robert Martin MNZM, is a current member of the United Nations Committee for the Rights of Persons with Disabilities after being elected in 2016. From which city in Aotearoa New Zealand does he come from?

- | | |
|---------------|-------------|
| A. Rotorua | D. Hamilton |
| B. Whanganui | E. Tauranga |
| C. Wellington | |

5

The original organisation that has become ASID (after a number of name changes) held its first conference in which year?

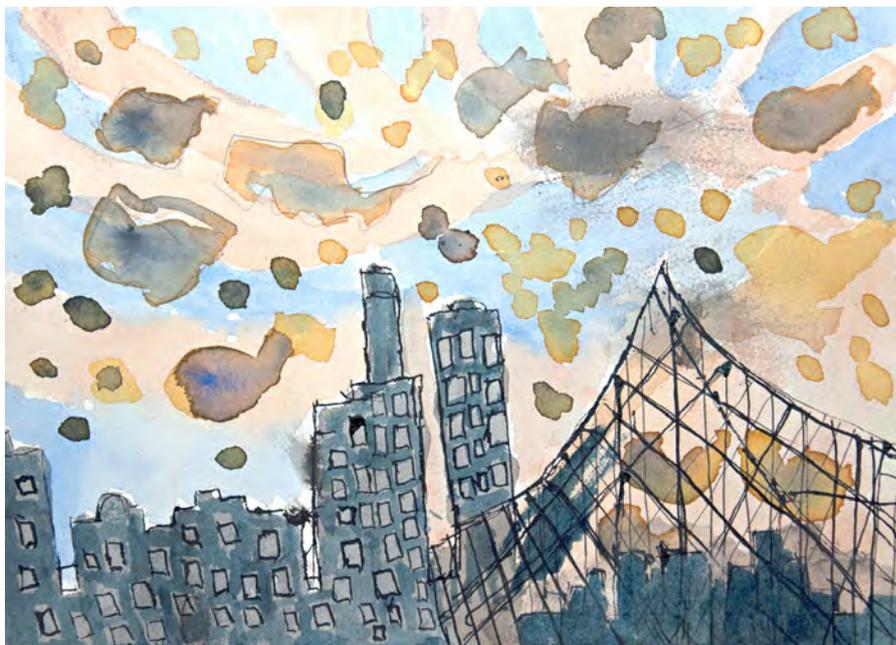
- | | |
|---------|---------|
| A. 1985 | D. 1971 |
| B. 1979 | E. 1959 |
| C. 1965 | |

ARTS PROJECT AUSTRALIA

3X3: BOBBY KYRIAKOPOULOS, FIONA LONGHURST, MALCOLM STURROCK

The [Arts Project Australia](#) gallery, located not far from Westgarth railway station on the Hurstbridge line, is a highlight of my visits to Melbourne. It is where I first saw the vivid work of Cathy Staughton and on one visit a piece by Emily Dober caught my eye, now it is hanging in my lounge room.

Arts Project regularly host a 3x3 exhibition featuring individual shows from 3 of their large group of talented artists in the 3 main spaces of the gallery. I really enjoyed all 3 shows on my last visit. I saw images of things that were familiar to me, but shown in a way that made them new to me all over again.



Brooklyn Bridge by Malcolm Sturrock

Bobby Kyriakopoulos' Movies and Songs featured scenes and images from some great films and a number of pieces on Alessia Cara – I'd listened to 'How Far I'll Go' that day so this was exciting and a bit spooky. The paintings each have a strange tilt that makes you feel that Kyriakopoulos wants you to see these familiar references from a personal and passionate angle, like if you were lying on a couch, propped on a pillow, while watching Star Wars.

Fiona Longhurst's work in Home Among the Leaves seemed to be full of secrets, like there is a hidden code behind the shapes and colours of domestic life - the circles of cakes and plates, and the brown of our dogs and laminated surfaces. You could ask Longhurst to tell you more, maybe even help you understand the letters and numbers that tease you with possible obvious meaning, but it is also fun to stay in the dark and guess.

Some of my favourite pieces in the exhibition were included in Malcolm Sturrock's From the city to the sea. Buildings, bridges, and boats, all seeming to be moving – either because you're on the train or because you are standing still and they are fading away. City towers rise from the ground like meerkats, window eyes looking for danger, so alive that you expect them to blink. A boat floats.

The exhibition will be over by the time you read this, but the Arts Project website has some information about other exhibitions coming up, including the very exciting FEM-aFFINITY exhibition, curated by Catherine Bell. You can also purchase artworks online and browse the work of all the excellent contemporary Australian artists who work with Arts Project.

■ **Ben Crothers**

FILM REVIEW

Sanctuary

This is a beautiful and moving film utilising a cast almost completely of actors with an intellectual disability. This film was released in 2017 and highlighted the laws in Ireland that legally forbade people with an intellectual disability from having a sexual relationship outside marriage. The law was repealed in 2017. This is a complex film and highlights the dilemmas of support workers in supporting people to have fun, choice and control in their lives.

filmireland.net/2017/07/07/irish-film-review-sanctuary/sanctuary680x384-2/

QUIZ ANSWERS

Question 1: (D) Ohio

The new coordinator's name is James Clinkscale and the governor of Ohio is Gov. Mike DeWine.

Question 2:

- A. Augmentative and Alternative Communication
- B. Transition to Work
- C. Disability Action Plan
- D. Positive Behaviour Support
- E. Culturally and Linguistically Diverse
- F. Social Role Valorisation

Question 3: (B) A 37-year-old woman runs away from home and embarks on journey from Kalgoorlie to Perth. *More information about the film and the funding it has received can be found here:*

www.screenwest.com.au

Question 4: (B) Whanganui

Attitude Pictures (who, btw, won the 2014 ASID Media Award) produced a documentary about the journey to the committee: www.attitudelive.com/watch/Robert-Martin-Makes-History

Question 5: (C) 1965

It was held in Melbourne, Australia. This year's conference in Adelaide will be the 53rd ASID conference and a detailed history of ASID can be found on our website.

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

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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Editor: Hilary Johnson
Email: idaeditor@asid.asn.au

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

40/3
Individualised funding in different context e.g indigenous/age
Copy due August 28th

40/4
ASID Conference. The journey to a good life taking control.
Copy due November 24th

Advertisers: Rates are available, on inquiry, from secretariat@asid.asn.au

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■ www.asid.asn.au

WHY ADVERTISE IN IDA?

Intellectual Disability Australia (IDA) is ASID's full-colour, electronic downloadable magazine. Published quarterly, it is distributed to ASID's members and subscribers and made available free to all readers of the Association website.

Artwork Specifications

All artwork must be supplied as high-resolution (min 300 dpi) electronic files: jpeg, TIF, PDF or eps, with all fonts embedded. A4 portrait PDF would be easiest for us. If you have pre-made ads, we can just place these in without too much time. If you require artwork to be created for you, please contact us to confirm the cost and the time allocation.

A broad range of advertising options are available in IDA to suit your specific needs.

Please email secretariat@asid.asn.au for further information about rates, specifications and our advertising policy.

