



LA TROBE
UNIVERSITY

**Living with
Disability**
RESEARCH CENTRE
Supporting inclusion of people
with cognitive disability



Effective Programs to Support Community Participation

Christine Bigby

Sian Anderson & Nadine Cameron

In collaboration with NDS and our Voice

Community participation – Enduring policy aim

to support people with disability to live “as valued and participating members of the community”

(1986 Disability Services Act)

‘full and effective participation in the community’

(UNCPRD, 2006)

“support the independence and social and economic participation of people with disability”

(NDIS, 2013)

Absence of consistent conceptual frameworks used in research

(Verdonschot *et al.* 2009; Simplican *et al.* 2015; Overmars-Marx *et al.* 2014; Cobigo, *et al.* 2012)

Ambiguous Concept – Terminological Forest

- **Interchangeable words**
 - Inclusion, integration, participation
- **Spray on words and prefixes 'social' 'community'**
 - **The** community,
 - **A** community,
 - **My** community
- **Based on**
 - Place, Interests, Politics, Identity, Ethnicity
- **Expansive or narrow**
 - Multiple or single life domains - leisure, work, domestic
 - Different arenas – social political, economic

Why is conceptual clarity important?

- **For People with Disability**

- Understand what might be on offer
- Parameters of choice

- **For Service Providers**

- Intended purpose, or outcomes of program
- Design and delivery of support/interventions
- Accountability delivering what intended

- **For Governments and funding bodies**

- Targeting, costing and decision making
- Enable accountability

- **For researchers**

- Measure and evaluate success
- What interventions work for whom

Overarching Aims

- Develop a typology of community participation programs.
- Investigate, compare and contrast features of promising Australian programs.
- Implications for design and funding

Three parts

- Scoping review of literature*
- Case studies of promising programs in Vic and NSW*
- Cross case study analysis

Scoping review (Bigby et al., 2017)

- Interventions to facilitate community participation
- Empirical, published, peer reviewed papers 2000- 2015
- 17 papers - 13 discrete studies

Analysis

- **Aims** -different conceptualisations of community participation
- **Strategies** to achieve aims
- **Mapped** ICF components *activities, place and interactions*

Overview of findings

- Small scale research, qualitative, little robust evidence re outcomes, effectiveness, program logic, costs.
- Claims not backed by evidence “qualitatively the services in the study lived up to their reputation as being a good thing” (Heslop, 2005, p.33)
- Diversity of experiences framed as community participation
- Similar outcomes claimed irrespective of model
 - personal development, skills, self-esteem or confidence, increased social networks, subjective experiences of enjoyment or happiness.
- 3 broad program approaches

Community participation as social relationships (4)

Aim

Building social relationships between people with and without disabilities – and between people with disabilities (e.g. Heslop (2005), befriending)

- Logic – more relationships lead to engagement in activities

Strategies

- Matching volunteers to seek friendship
- Creating connections to places of common interest
- Teaching social relationship skills to people with disabilities
- Privileges some types of relationships – unpaid, people without disabilities, reciprocal
- Limited data re durability or quality of new relationships
- Value on interaction –little emphasis on place and activities

Community participation as convivial encounters (4)

Aim

Creating opportunities for fleeting, intermittent, episodic convivial encounters (e.g. Active mentoring Bigby et al., 2015)

- Logic - encounters important & may lead to lasting relationships

Strategies

- Facilitating participation in community groups – volunteering – being in regular places
- Distinguished by place
 - Public non segregated or community organisations where there are others without disability
- Equal value to diverse combinations of place, interaction and activities incorporates an experiential element of conviviality or pleasantness.
- Most robust evidence - Potential for scaling up

Community participation as belonging & identity (6)

Aims

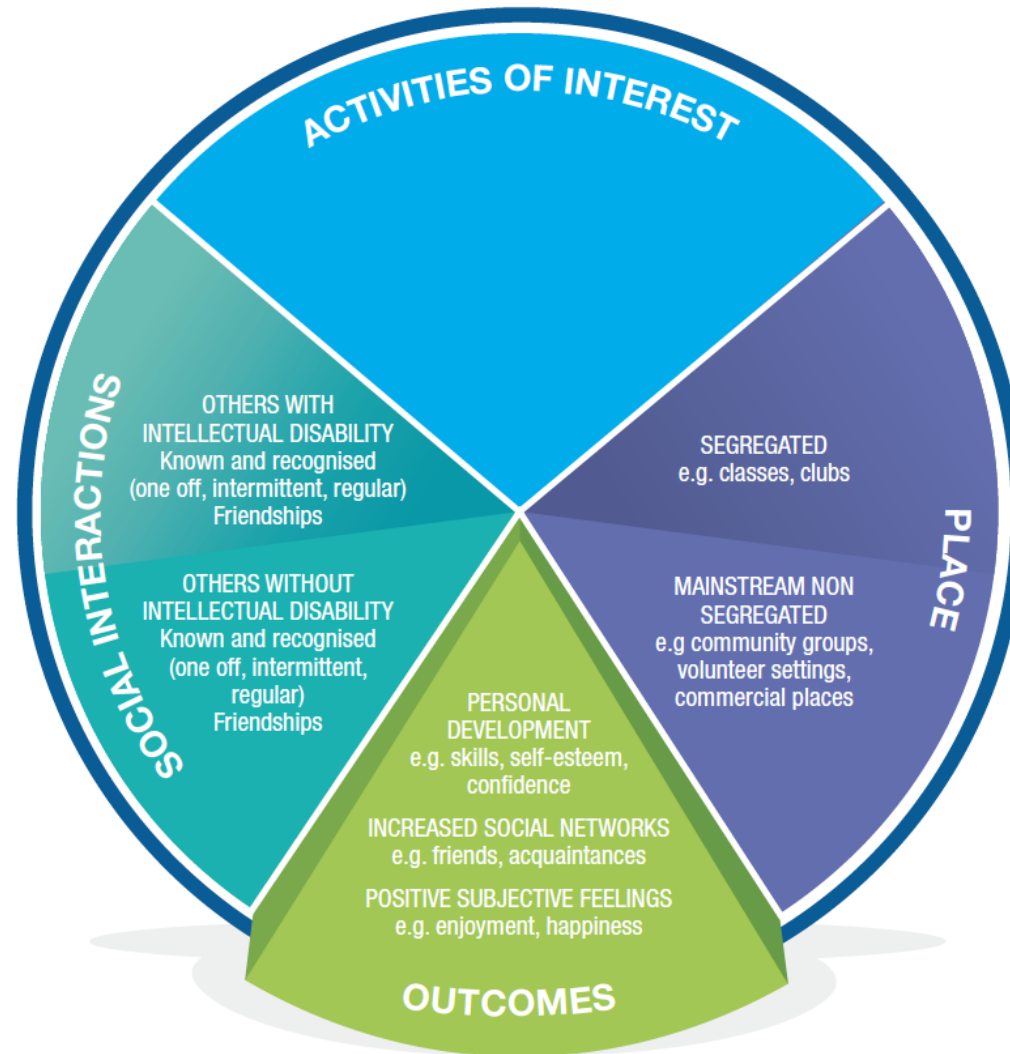
- Places where people with intellectual disability share an identity based on their skills, talents, interests - Transformative process “towards a sense of attachment and belonging to proximate and distant others” (Hall, 2013,p259) (e.g. Darragh et al., 2015 Tutti Arts)
- Logic - belonging important - identity provides a catalyst for relationships with others in the mainstream – avenue for shared activities

Strategy

- Segregated groups, drama, sports or self-advocacy
- Connections to mainstream groups with similar interests
- Positive outcome re increased skill and confidence
- Little evidence of flow on effects re social interactions or status
- Emphasis on activity

From an ICF perspective choosing or designing community participation

3 core elements combined & emphasised differently





LA TROBE
UNIVERSITY

**Living with
Disability**

RESEARCH CENTRE

Supporting inclusion of people
with cognitive disability



Community participation as a sense of belonging and identity – a case study of Arts Project Australia, Northcote, Victoria

Sian Anderson, Christine Bigby, Nadine Cameron
Living with Disability Research Centre
La Trobe University

Case Studies of Promising Community Participation Programs

Selection

- One of each of the three program approaches
- Mix of locations - inner and outer urban and regional
- Reputation for quality and effectiveness –advice from reference and consumer groups and past research

Methods

- Interviews participants, staff, family members
- Open ended observations
- Document review
- Participant level data – socio-demographics

Analysis

- Structured content – re program logic –aims, inputs, program activities, outputs, outcomes
- Thematic re perspectives on quality and experiences
- 5000 word descriptions and 1 page summaries

Conceptualizations and Strategy

	Gig Buddies	Arts Project	Melba	Shepparton	Spiders
Concept	Social relationships	Belonging and identity	Convivial encounter	Convivial encounter	Belonging and identity
Primary Strategy	Recruiting buddies Matching for shared interests	Support to create, display and sell art	<p>Creating tailored mix activities and engagement in specific tasks</p> <p>Collaborating with groups in the locality</p> <p>Maximising social interaction and reciprocity</p>	<p>Creating tailored mixture of daytime activities</p> <p>Involve interacting with community members, skill development, supported work</p> <p>Goal greater independence</p>	Playing in football league and associated social activities

ICF Components

	Gig Buddies	Arts Project	Melba	Shepparton	Spiders
Activities	Interest in context of matched relationships or part of a program groups	Create, display and sell pieces of art	Skills training Group activities (cooking, food distribution) With peers or others Individual activities Part of social enterprises or micro businesses.	Skills training Group activities with peers or others in locality Individual activities, Part of social enterprises, micro businesses or paid employment	Training and playing football, social activities, social skills training
Place	Mainstream community places	Segregated and some community places	Locality Mixture of segregated and community places	Locality Mixture of some segregated and community places	Segregated activities in community places
Social	Fleeting and convivial encounters with matched volunteer, peers and others at mainstream venues. Friendships with volunteers	Fleeting and convivial encounters with peers in the program, artists and the wider arts community. Friendships with peers.	Fleeting and convivial encounters with peers and others without disability in the local community.	Fleeting and convivial encounters with peers in the program, and people with and without disability in the local community Friendships with peers	Fleeting and convivial encounters with peers, and people without disabilities such as committee members, volunteers, players family members and others interested in football. Friendships with peers



Credit: Miles Howard-Wilks (2016) Rockpools with sharks eggs. Arts Project Australia.

Case study: Arts Project Australia

“We’re not a disability organisation, we’re an arts organisation, where the artists happen to have a disability. That’s how I prefer to look at it. So, we don’t bang on about the disability, we bang on about the art.” (Gabrielle, staff)

An overview of the program.



Arts Project logic model

Theory of change:

If we create a space in which individuals with intellectual disability are supported to produce art, then they will develop a sense of belonging to the arts community, and an identity as a working artist.



Arts Project logic model

ARTS
PROJECT
AUSTRALIA

Inputs

- Funding: Commonwealth Government, State Government
- Fundraising
- Grants
- Sponsorship
- Donations
- In-kind contributions
- Facilities, equipment
- Staffing 10 EFT Qualifications in fine arts
- Organisation; management, supervision, staff meetings, recruitment, training.

Arts Project logic model



Program Activities

- Selection process
- Artist studio and 'hand in glove' support
- Curation of exhibitions
- Collaboration with external artists
- Organising gallery visits and art appreciation sessions
- Selling art works or supporting commissions

Arts Project logic model

Key points about activities at Arts Project Australia

- Participation is voluntary
- The way in which support is provided is particular to the organisation and differs from other art programs. A 'hand in glove' approach. Staff never touch the works being created by participants.
- Avoiding 'tokenism':

"I think it's treating the people as adults in this community and not being tokenistic about what we do. Not everybody gets a poster for participating. We think that that's part of being an artist, and you don't always have success, and you don't always get recognised, and sometimes you get pushed down and down and down again and again and again, and so long as we're there to make sure that we support them through that process, it's an important part of being an artist, I think. So, avoiding that tokenism that you can get in a lot of disability services..." (Fiona, staff)

Arts Project logic model



Outputs

- Serious art practice and production of art
- Sale of art, placement in exhibitions at Arts Project's own or other galleries
- Exposure of artistic community to the talents of people with intellectual disability and collaborative opportunities

Outcomes: Strong identity and enjoyment of being an artist and artistic skill development



Being an artist

I asked Ian, "Are you an artist?" He says, "Yes, I think I am. Yes, I am. I'm an artist," which was really quite nice. And his parents told me when he's at home, his language about coming to Arts Project is, "I'm off to work. I have to go to work." (Fiona, staff)

I am an artist. People like my stuff. They buy my stuff. Mum likes it, it's a better place than other places I've been in the past. Now I am an artist. (John, artist)

His art, working there. It gives him a reason to get out of bed in the morning (Laura, parent)

Putting in the work to become an artist and have a career

...once they get in and they start working towards a career - I mean an art career for any artist is a long, it's a lifetime commitment, and these are any other artists, and they recognise it as well. (Fiona, staff)

I just enjoy those small moments of success, just when someone has a little breakthrough, or when someone's spent a long time trying to accomplish a goal of theirs and they achieve that. (Stephen, staff)

Outcomes: Exhibiting and selling works of art

...I get paid for what I'm good at. (Connor, artist)

*When someone buys it I know that someone loves it more than I do!
(Connor, artist)*



I've been longer than most. My work is popular. I sold a few at the pop up we had [at the Sofitel] and everyone said they liked my [ceramic] ladies. The manager bought a painting. (John, artist)

*I had a solo show at the front.
I've been doing my art for years.
(Elisabeth, artist)*

Outcomes: Sense of belonging to the artistic community



So, it is very much – it's the studio that people come to, and make art, and that goes out into the community and people come in. (Emma, staff)

He just fits into that art wanker world. (Laura, parent)

Artists like [A] have their work in the National Gallery, people collect his work, he is acknowledged as an artist by other artists. (Gabrielle, staff)

I know art people very well since I come here. I'm an artist as well. (Carol, artist)

Convivial encounters with peers, others in the arts community and shopkeepers in the local neighbourhood



Belonging in the local community

The people in the coffee shop and other shops are friendly towards me. I get my lunch sometimes and they smile at me, maybe hello sometimes. (Carol, artist)

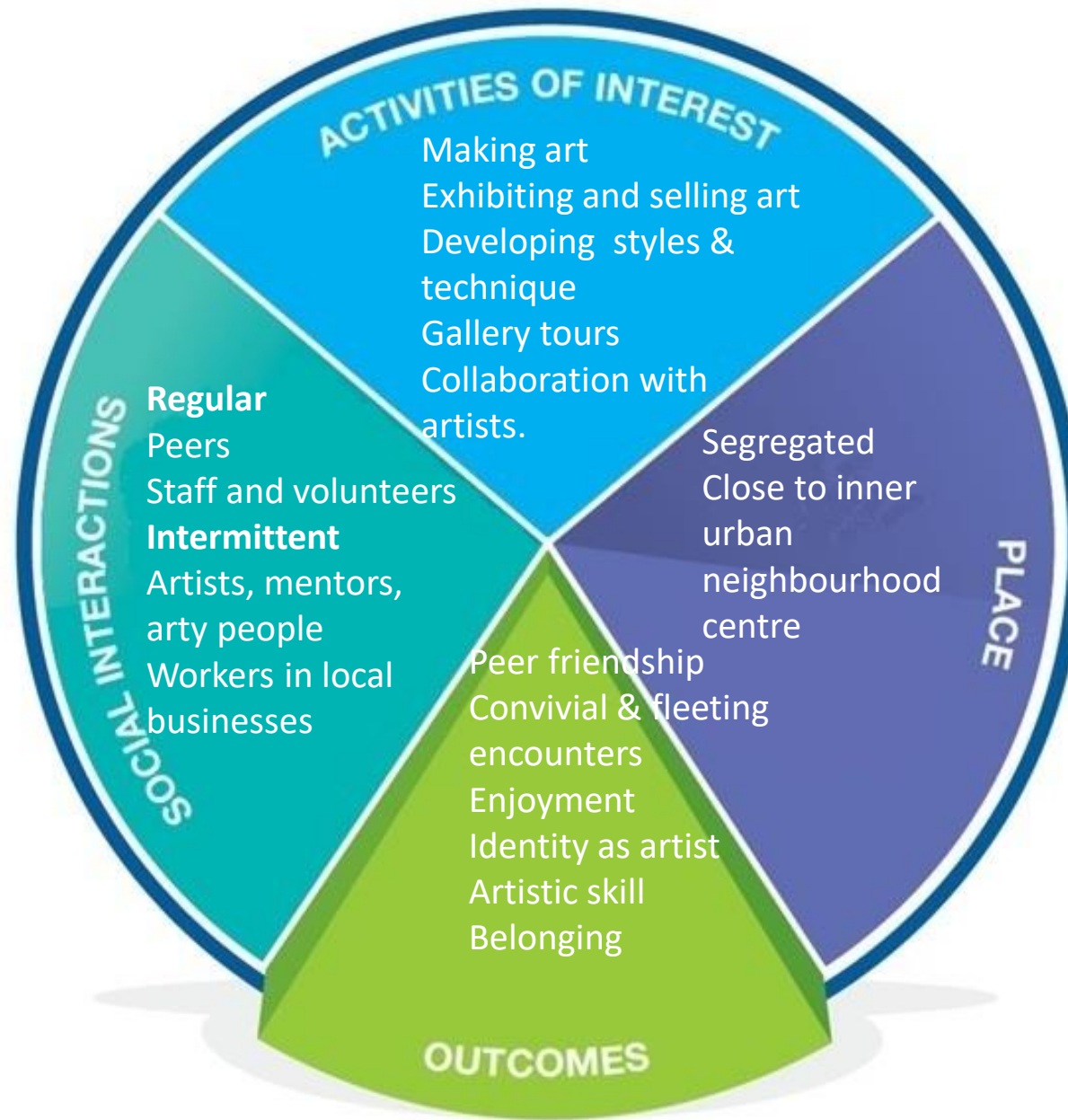
It's safe around here. Arts Project is nearby, [Stephen] is always there in the office to talk to. The shops are nice. I bring my lunch but I can go up there to the café. Quite friendly people. (Elisabeth, artist)

Friendships with peers

I think I might meet my next girlfriend here, the people are quite friendly. I've got the same ones I chat to every day. They're good mates of mine the other artists upstairs [in the studio]. (Connor, artist)

I've got good friends here and we all love doing out art. (Elisabeth, artist)

What does community participation look like in this case example?



Theory of Change

If we create a space in which individuals with intellectual disability are supported to produce art, then they will develop a sense of belonging to the arts community, and an identity as a working artist.

References

- Ager, A., Myers, F., Kerr, P., Myles, S., & Green, A. (2001)_ Moving home: Social integration for adults with intellectual disabilities resettling into community provision. *Journal of Applied Research in Intellectual Disabilities*, **14**, 392-400.
- Amado, A. (2014) Building relationships between adults with intellectual disabilities and community members: Strategies, art and policy. *Research and Practice in Intellectual and Developmental Disabilities* **1**, 111-122.
- Amado, A., Stancliffe, R., McCarron, M., & McCallion, P. (2013) Social inclusion and community participation of individuals with intellectual/developmental disabilities. *Intellectual and Developmental Disabilities* **51**, 360-375.
- Anderson, S., & Bigby, C. (2015) Self-advocacy as a means to positive identities for people with intellectual disability: 'We just help them, be them really'. *Journal of Applied Research in Intellectual Disabilities*, **1**-12. doi:10.1111/jar.12223
- Arksey, H. & O'Malley, L. (2005) Scoping studies: towards a methodological framework. *International Journal of Research Methodology* **8**, 19-32.
- Bates, P., & Davis, F. (2004) Social capital, social inclusion and services for people with learning disabilities. *Disability & Society* **19**, 195-207.
- BBC (2016) *Rio Olympics 2016: Refugee Olympic team competed as 'equal human beings'* <http://www.bbc.com/sport/olympics/37037273> (accessed on 18 October 2016)
- Beadle-Brown, J., Bigby, C., & Bould, E. (2015) Observing practice leadership in intellectual and developmental disability services. *Journal of Intellectual Disability Research* **59**, 1081-1093.
- Bigby, C., Bould, E., & Beadle-Brown, J. (2016) **Conundrums of** supported living: The experiences of people with intellectual disability. *Journal of Intellectual and Developmental Disability*, doi.org/10.3109/13668250.2016.1253051.
- Bigby, C. & Fyffe, C. (2010) More than community presence: social inclusion for people with intellectual disability. *Proceedings of the fifth annual roundtable on intellectual disability policy*, 3-11. La Trobe University, Bundoora.
- Bigby, C., & Wiesel, I. (2011) Encounter as a dimension of social inclusion for people with intellectual disability: Beyond and between community presence and participation. *Journal of Intellectual and Developmental Disability* **36**, 263-267.
- Bigby, C., & Wiesel, I. (2015) Mediating community participation: Practice of support workers in initiating, facilitating or disrupting encounters between people with and without intellectual disability. *Journal of Applied Research in Intellectual Disabilities* **28**, 307-318.
- Bigby, C., Wilson, N., Stancliffe, R., Balandin, S., Craig, D., & Gambin, N. (2014) An effective program design to support older workers with intellectual disability to participate individually in community groups. *Journal of Policy and Practice in Intellectual Disabilities* **11**, 117-127.
- Bigby, C., Clement, T., Mansell, J., & Beadle-Brown, J. (2009) 'It's pretty hard with our ones, they can't talk, the more able bodied can participate': Staff attitudes about the applicability of disability policies to people with severe and profound intellectual disabilities. *Journal of Intellectual Disability Research* **53**, 363-376.
- Bigby, C., Fyffe, C., Balandin, S., Gordon, M., & McCubbery, J. (2001) *Day support services options for older adults with a disability*. National Disability Administrators Group, Melbourne.

References

- Bigby, C., & Beadle-Brown, J. (2016) Improving quality of life outcomes in supported accommodation for people with intellectual disability: What makes a difference? *Journal of Applied Research in Intellectual Disabilities*. doi/10.1111/jar.12291/epdfin
- Bredewold, F., Tonkens, E., & Trappenburg, M. (2015) Urban encounters limited: The importance of built-in boundaries in contacts between people with intellectual or psychiatric disabilities and their neighbours. *Urban Studies*, 1–17. doi: 10.1177/0042098015616895
- Clifford Simpican, S., & Leader, G. (2015) Counting inclusion with Chantal Mouffe: a radical democratic approach to intellectual disability research. *Disability & Society* **30**, 717-730.
- Clement, T., & Bigby, C. (2009) Breaking out of a distinct social space: Reflections on supporting community participation for people with severe and profound intellectual disability. *Journal of Applied Research in Intellectual Disabilities* **22**, 264-275.
- Clement, T., & Bigby, C. (2011) The development and utility of a program theory: Lessons from an evaluation of a reputed exemplary residential support service for adults with severe intellectual disability and challenging behaviour in Victoria, Australia. *Journal of Applied Research in Intellectual Disability* **24**, 554-565.
- Cobigo, V., Ouellette-Kuntz, H., Lysaght, R., & Martin, L. (2012) Shifting our conceptualization of social inclusion. *Stigma Research and Action* **2**, 75-84.
- Commonwealth of Australia (2011) *2010-2020 National Disability Strategy*. Commonwealth of Australia, Canberra.
- Craig, D & Bigby, C. (2015) “She’s been involved in everything as far as I can see”: Supporting the active participation of people with intellectual disability in community groups, *Journal of Intellectual & Developmental Disability* **40**, 12-25.
- Craig, D. (2013) *“She’s been involved in everything as far as I can see”. Supporting the active participation of people with intellectual disabilities in community groups*. Unpublished doctoral dissertation, La Trobe University, Bundoora, Australia.
- Cummins, R., & Lau, A. (2003) Community integration or community exposure? A review and discussion in relation to people with an intellectual disability. *Journal of Applied Research in Intellectual Disabilities* **16**, 145-157.
- Darragh, J., Ellison, C., Rillotta, F., Bellon, M. & Crocker, R. (2016) Exploring the impact of an arts-based, day options program for young adults with intellectual disabilities. *Research and Practice in Intellectual and Developmental Disabilities* **3**, 22-31.
- Disability Services Act 1986 (Cwth). Austl.
- Dusseljee, J., Rijken, P., Cardol, M., Curfs, L. & Groenewegen, P. (2011) Participation in daytime activities among people with mild or moderate intellectual disability. *Journal of Intellectual Disability Research* **55**, 4–18.
- Fincher, R., & Iveson, K. (2008) *Planning and diversity in the city: redistribution, recognition and encounter*. Palgrave Macmillan, Basingstoke.
- Frawley, P., & Bigby, C. (2015) Reflections on being a first generation self-advocate: Belonging, social connections, and doing things that matter. *Journal of Intellectual and Developmental Disability* **40**, 254-264.

References

- .Gray, K., Piccinin, A., Keating, J., Taffe, J., Parmenter, T., Hofer, S., Einfeld, S., Tonge, B. (2014) Outcomes in young adulthood: are we achieving community participation and inclusion? *Journal of Intellectual Disability Research* **8**, 734-745.
- Hall, E. (2013) Making and gifting belonging: creative arts and people with learning Disabilities. *Environment and Planning A* **45**, 244-262.
- Harada, C., Siperstein, G., Parker, R. & Lenox, D. (2011) Promoting social inclusion for people with intellectual disabilities through sport: Special Olympics International, global sport initiatives and strategies. *Sport in Society* **14**, 1131-1148.
- Harlan-Simmons, J., Holtz, P., Todd, J. & Mooney M. (2001) Building social relationships through valued roles: three older adults and the community membership project. *Mental Retardation* **9**, 171-180.
- Heslop, P. (2005) Good practice in befriending services for people with learning difficulties. *British Journal of Learning Disabilities* **33**, 27-33.
- Human Rights Commission (2006) *What's the score? A survey of cultural diversity and racism in sport in Australia*. Available at: <https://www.humanrights.gov.au/our-work/race-discrimination/publications/whats-score> (accessed on 10 October 2016).
- Jones, M., & Goble, Z. (2012) Creating effective mentoring partnerships for students with intellectual disabilities on campus. *Journal of Policy and Practice in Intellectual Disabilities* **9**, 270-278.
- Lante, K., Walkley, J., Gamble, M & Vassos, M. (2011) An initial evaluation of a long-term, sustainable, integrated community-based physical activity program for adults with intellectual disability. *Journal of Intellectual and Developmental Disability* **36**, 197-206.
- Laurier, E., & Philo, C. (2006) Possible geographies: a passing encounter in a café. *Area* **38**, 353-363.
- McClimens, A. & Gordon, F. (2009) People with intellectual disabilities as bloggers: What's social capital got to do with it anyway? *Journal of Intellectual Disabilities* **13**, 19-30.
- McConkey, R., Dowling, S., Hassan, D. & Menke, S. (2013) Promoting social inclusion through Unified Sports for youth with intellectual disabilities: a five-nation study. *Journal of Intellectual Disability Research* **57**, 923-935.
- Mansell, J., Beadle-Brown, J., Whelton, B., Beckett, C. & Hutchinson, A. (2008) Effect of service structure and organization on staff care practices in small community homes for people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities* **21**, 398-413.
- Milner, P. & Kelly, B (2009). Community participation and inclusion: people with disabilities defining their place, *Disability & Society* **24**, 47-62.
- National Disability Insurance Scheme (NDIS) (2013) Act 2013 (Cth). Austl.
- O'Brien J., & Lyle, C. (1987) *A framework for accomplishment*. Responsive Systems Associates, Decatur, GA.
- Overmars-Marx, T., Thomése, F., Verdonschot, M., & Meininger, H. (2014). Advancing social inclusion in the neighbourhood for people with an intellectual disability: An exploration of the literature. *Disability & Society* **29**, 255-274.

References

- Parliament of Australia (2016) *The National Disability Insurance Scheme: A quick guide*. Retrieved October 10, 2016, http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1617/Quick_Guides/DisabilityInsuranceScheme
- Ratti, V., Hassiotis, A., Crabtree, J., Deb, S., Gallagher, P. & Unwin G. (2016) The effectiveness of person-centred planning for people with intellectual disabilities: A systematic review. *Research in Developmental Disabilities* **57**, 63-84.
- Reidy, R., Swerisson, H. & Bigby, C. (2010) Increasing social inclusion in local settings: priorities for disability policy. *Proceedings of the fifth annual roundtable on intellectual disability policy*, pp. 52-57. La Trobe University, Bundoora.
- Rogers, E. (2003) *Diffusion of innovations* (5th ed.). Free Press, New York.
- Rossi, P., Lipsey, M., & Freeman, H., (2004) *Evaluation: A systematic approach*, (7th edition) Sage Publications, New York.
- Scope (2016) *On the fast train to communication access with V Line*. Retrieved October 10, 2016, <http://www.scopeaust.org.au/on-the-fast-train-to-communication-access-with-vline/>
- Simons, K. & Watson, D. (1999) *New Directions? Day services for people in the 1990's: a review of the research*. Centre for Evidence-based Social Services, Exeter.
- Simplican, S., Leader, G., Kosciulek, J., & Leahy, M. (2015) Defining social inclusion of people with intellectual and developmental disabilities: an ecological model of social networks and community participation. *Research in Developmental Disabilities* **38**, 18-29.
- Simpson, M. K. (2007) Community-based day services or adults with intellectual disabilities in the United Kingdom: a review and discussion. *Journal of Policy and Practice in Intellectual Disabilities* **4**, 235–240.
- Sinason, V. (1992). *Mental handicap and the human condition: New approaches from the Tavistock*. Free Association Press, London.
- Stancliffe, R., Bigby, C. Balandin, S., Wilson, N., & Craig, D. (2015) Transition to retirement and participation in mainstream community groups using active mentoring: a feasibility and outcomes evaluation with a matched comparison group. *Journal of Intellectual Disability Research* **59**, 703-718.
- Stickley, T., Crosbie, B., & Hui, A. (2012) The Stage Life: promoting the inclusion of young people through participatory arts. *British Journal of Learning Disabilities* **40**, 251-258.
- Tedrick, T. (2009) Growing older in Special Olympics: meaning and benefits of participation – selected case studies, *Activities, Adaptation & Aging* **33**, 137-160.
- United Nations (2006) *Convention on the rights of persons with disabilities*. Available at <http://www.un.org/disabilities/convention/conventionfull.shtml> (accessed 18 October 2016).
- van Alphen, L. M., Dijker, A. J., van den Borne, B. H., & Curfs, L. M. (2010) People with intellectual disability as neighbours: Towards understanding the mundane aspects of social integration. *Journal of Community & Applied Social Psychology* **20**, 347-362.
- Verdonschot, M., De Witte, L., Reichrath, E., Buntinx, W. & Curfs, L. (2009) Community participation of people with an intellectual disability: a review of empirical findings. *Journal of Intellectual Disability Research* **53**, 303–318.

References

Wiesel, I., Bigby, C., Carling Jenkins, R. (2013) 'Do you think I'm stupid?: Urban encounters between people with and without intellectual disability. *Urban Studies* **50**, 2391- 2406.

Walker, P. (1995) Community based in not community: the social geography of disability. In: *The Variety of Community Experience. Qualitative Studies of Family and Community Life* (eds. S. Taylor, R. Bogdan, & Z. Lutfiyya), pp. 175-192. Paul H. Brookes, Baltimore.

Walker, P., (1999) From presence to sense of place: Community experiences of adults with developmental disabilities. *Journal of the Association for Persons with Severe Handicaps* **24**, 3-32.

Ward, K., Windsor, R. & Atkinson, J. (2012) A process evaluation of the friendships and dating program for adults with developmental disabilities: Measuring the fidelity of program delivery. *Research in Developmental Disabilities* **33**, 69-75.

Ward, K., Atkinson, J., Smith, C. & Windsor, R. (2013) A friendships and dating program for adults with intellectual and developmental disabilities: a formative evaluation. *Intellectual and Developmental Disabilities* **51**, 22-32.

Wilson, N., Stancliffe, R., Gambin, N., Craig, D., Bigby, C. & Balandin, S. (2015) A case study about the supported participation of older men with lifelong disability at Australian community-based Men's Sheds. *Journal of Intellectual and Developmental Disability* **40**, 330-341.

Wolfensberger, W. (1972). *The principle of normalisation in human services*. National Institute on Mental Retardation.

World Health Organization (2001) *International Classification of Functioning, Disability and Health*. Retrieved October 10, 2016, <http://www.who.int/classifications/icf/en/>

Thank you

Contact

C.Bigby@latrobe.edu.au

