

# **Making moves in disability support work**

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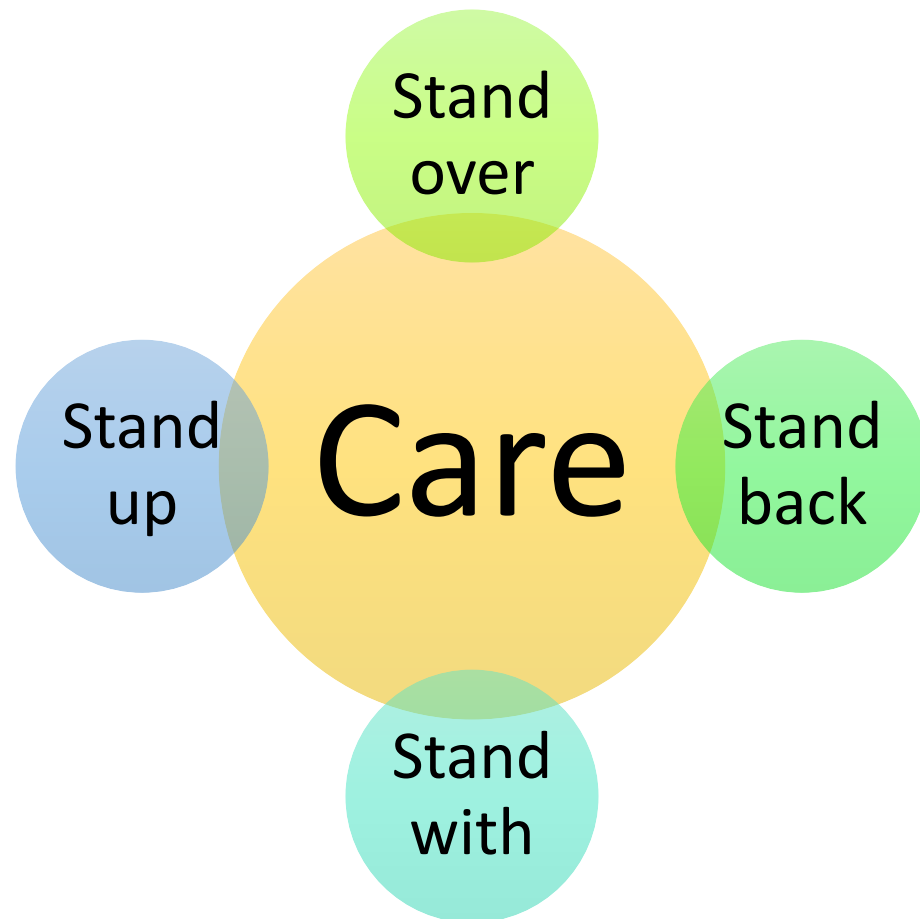
# Outline of presentation

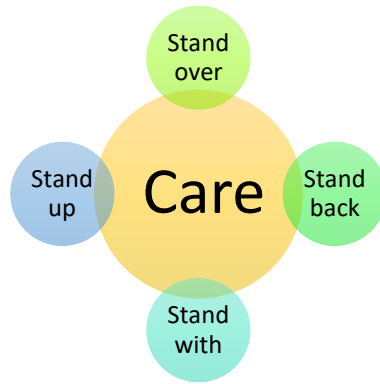
1. Typology of Care – the four moves
2. “Making moves” pilot project workshops to share the typology of care with support workers
3. What’s next

# Typology of Care

## The four moves

# Typology of Care: four moves of care practice





# “Making moves” pilot project workshops

to share the typology of care with support workers

# Pilot Project - workshop content at Site 1:

## Session 1:

- We established trust and a safe environment to share
- We read and discussed narratives from my PhD research
- I introduced the four moves in the typology of care
- Support workers shared experiences at work and discussed:
  - 'what's working' for individual clients? What needs to change?
  - what's 'important to' and 'for' individual clients
- Support workers planned to provide support for something which is 'important to' a client that is 'not working' or not available currently

# Pilot Project - workshop content (Site 1):

## **Sessions 2 and 3:**

- Review previous session
- Share stories about how they supported people with intellectual disability since last session
- Use the typology of care to analyse their practice

# Examples of what two support workers explored with people with intellectual disability at Site 1

## Shared stories

- Train trips with Pete (Tony)
- Lego with Jimmy (Stella)

**All names have been changed to ensure confidentiality**

# **Train trips with Pete**

**Tony's story**

# Train trips with Pete (18 years old)

“Pete loves trains.

He has seizures all the time, [so] support workers are scared to go on the train with him.

[I said to them] you’re doing him a disservice, we’ve boxed him in.

Let’s go out all together, [but]be prepared to have a fail.

If he has a seizure, we follow procedures.”

(Tony, support worker)

# What did Tony say about the experience?

“You get more out of failing than a 'win'.

A win [to managers] means you got through the day with no [client] behaviours – [you do the] same routine, you get through the day.”

(Tony, support worker)

# Tony's story illustrates these aspects of the typology of care:

- **standing over/control** – other support workers avoided risk to the detriment of Pete's enjoyment of life - "boxed in"
- **standing with** – Tony listened to and supported Pete to do what he loves, get out and about, be included in daily life
- **standing up** – Tony thought critically about managers' limiting beliefs

# **Lego with Jimmy**

## **Stella's story**

# Lego with Jimmy (8 years old)

“Jimmy really learns fast and is very intelligent in specific areas, for example in lego, blocks, construction things....[but] he does not have many activities.

I understand how boring it is for Jimmy.... It's about engaging, getting his attention. But people are sitting, on their phones, doing their own business, they are standing back.

(Stella, support worker)

# Lego with Jimmy (8 years old)

“Jimmy throws things, like pads. So I made my own goals at the beginning, based on what I read in progress notes and the ABC incident charts. I read about his severe behaviour, but I haven’t seen it myself.

I started by challenging the number of times he might throw things in front of me.

I know you can learn from mistakes, I’m not afraid of mistakes, but I don’t want to make the same mistakes.”

(Stella, support worker)

# Lego with Jimmy (8 years old)

“Jimmy can’t have lego at home because his house mate puts it in his mouth and might swallow it.

The team leader said ‘don’t even talk about lego’ when I suggested going with Jimmy to a lego workshop for people with disability.

They cut my words.”

(Stella, support worker)

# What did Stella learn from the workshops?

“Standing up was the area that I needed to improve a lot.

I have seen there are so many mis-communications. For example, we had a behaviour therapist meeting, [but] we wasted our time. I feel we stand back.

[At the meeting], I didn't care if I lose my job or not, I believed in myself, they know how I have been working with Jimmy, so I bravely spoke up.

I showed the [incident management] chart, and I asked **do we really read it?** I said to them, have you ever **thought** about it?”

(Stella, support worker)

# Stella's story illustrates these aspects of the typology of care:

- **standing back** – other support workers ignore Jimmy
- **standing with:**
  - Stella understands what life must feel like for Jimmy and she searches for ways to change it
  - Stella reads the reports that others have written about Jimmy's "severe" behaviour and tries to find ways to reduce it
  - Stella searched for new opportunities for Jimmy
- **standing up** – Stella had the courage to question support workers inattentive practices in a meeting

# Discussion

# Discussion

## **Stella is:**

- empathetic
- committed to reading and analysing incident reports
- critically aware that other team members “stand back”
- “brave”
- resilient

## **Stella:**

- learns from her mistakes
- proactively searches for new opportunities and connections

# Discussion

## **Tony is:**

- curious
- competent
- supportive of other team members
- a positive risk-taker

## **Tony:**

- follows procedures
- learns from failure

# Drawing together some thoughts

**The typology of care may help support workers to :**

- be creative
- learn from their own efforts – success and mistakes
- take positive risks which can have big benefits for people they support
- be resilient – keep trying

**The typology of care is:**

- easy to understand and remember
- a useful evidence based framework to help support workers to plan/take action/reflect

# What's next?

# What's next?

- Journal article about pilot project at 2 sites
- Easy Read version
- Workshops with support workers that enable learning from and with each other: sharing, discussion
- Self-study resources
- Recruit peer educators to deliver workshops – paid and trained

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# **“Making moves” pilot project workshops at site 2**

**to share the typology of care with support workers**

# Pilot project at Site 2

**Still in progress – delays due to holidays and rostering**

## **Additional workshop content in session 1:**

- **Input from family member about what's 'important to' Catrina and 'what's working'**
- **Family member's perspective on how to support Catriona**
- **Narratives from Catrina and her favourite support worker Diane**

# Discussion

- “risk averse” – and after all that is a clear message in policies etc. eg The NDIS Workforce Capability framework (attitudes, skills and knowledge of all workers funded under NDIS) where “risk” is mentioned 31 but only 4 mentions of SW positive risk taking, the rest are risk averse practices.
- “If I’m working with an easy client, I can help other staff if they are working with a more difficult client. But we don’t work together as a team. “
- Tony says “at [that site] it’s every man for himself”, no team work.
- Influence of workplace culture on way SW embraced typology?

# **How I built the theory**

**from my PhD research findings**

# Key findings from my PhD research

**1) Control**

**2) Relational solidarity**

**3) Radical mutuality**