

INTELLECTUAL DISABILITY **A**ustralasia

37th National Conference Organising Committee



Government House Tasmania

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Editorial

As I'm sure most of you would agree there is a strange phenomenon where suddenly it's half way through the year, although it still feels as though the year has just begun! And so I find myself, with those around me, marvelling at where all that time went as we prepared this edition of IDA. On that note, keep your eye out in this edition for the **Expression of Interest to be the Editor** for this wonderful magazine. I recommend that anyone with an interest in intellectual disability and perhaps, a creative talent (not mandatory) take a look at the requirements and added benefits of becoming IDA Editor.

In this edition you will find 2002 Conference Convenor, Daryleen Wiggins' Report of the National Conference in Hobart as well as information about the Memorandum of Understanding between New Zealand and ASSID. Of course there are accompanying photographs; so take a look to see if you have been *published!*

One article in this edition presents issues in the development of a Code of Ethics for the Direct Support profession, a topic that is timely in light of increasing interest in this group of workers. What is also of interest about this article is the authors' (Keith McVilly, Tracy Martin-Nixon & Carolyn Neville) use of a 'bottom-up approach' originating from discussion on ASSID-L.

Included in this edition is a South Australian Communiqué prepared by Richard O'Loughlin that clearly presents key issues confronting the disability sector today. This will undoubtedly have implications for the future. What is clear from the Communiqué is the real risk of losing the social gains that were made in the area of intellectual disability during the 1980's and 1990's. People with all kinds of disabilities compete for limited resources, an over reliance on families for on going support and a decrease in the number of professionals with skills specific to intellectual disability, that together, challenge the South Australian disability sector to effectively meet the needs of people with intellectual disabilities. At this point, I would like to draw your attention to a similar situation that is currently occurring in Victoria. The State is reviewing legislation that over ten years ago established government services to support people with an intellectual disability living in the community. The review is aimed at amending the legislation to provide for services for people with all kinds of disabilities from the almost exclusive standpoint of accessing generic community services (Disability State Plan, 2002-2012). Meaningful community integration is our preferred service outcome, yet there will always be people for whom specialised support will be needed to achieve this. In Victoria, as in South Australia, there is the potential for the specific needs of people with intellectual disabilities to be minimised in an effort to meet the needs of people with other disabilities, and for an over reliance on generic services regardless of ability to meet individual need. Future directions listed in the South Australian Communiqué ring true for Victoria, and no doubt will for other Australian States. The South Australian Communiqué is a 'must read' beginning on page 4 of this edition of IDA.

Overall this is a very exciting edition of IDA, and readers will hopefully become compelled to advocate for the support needs of people with an intellectual disability in their state.

Alex Phillips
Victorian President ASSID

PS:
The September release of IDA will be include issues 2 & 3
AP

Never forget that you are invited to contribute.

Send your news, views, letters, reports on best practice to hmoore@med.usyd.edu.au

President's Report

Key Points from the Presidential Address presented at the 2002 National Conference

The theme of the 2002 National Conference, held in Hobart was 'Developing and Enriching Communities'. There was a great deal of discussion during the course of the conference about the topic of community and what that really meant to us all. The following notes are taken from the Presidential address and in many ways set the tone for the conference:

Building and developing community can mean many things and I have been very interested in some of the paths that have been taken recently by some local communities who have decided to move away from the traditional way of looking at things and have started to focus on the positives in their community, not the deficits.

Asset-based Community Development. (ABCD) focuses on the capacities, skills and assets of members within each community, rather than identifying the needs, deficits and failings. Such an approach is very empowering, as by identifying and focussing on the assets, people start to consider ways to build on and utilise the strengths that already exist within the community, rather than looking to the outside to meet needs. Creative solutions can be tried and new enthusiasms found. Once a community starts to focus on assets as opposed to deficits there is a natural progression towards inclusivity and consideration of all the gifts that each individual has to contribute. No individual within the community can be defined by their supposed deficit or disability once the gifts and assets of all are 'mapped'.

For me, the very simple concept of asset mapping, has to apply not just to the community at large, but to smaller communities such as the one we have in ASSID. It is the members and their gifts which are the assets in any organisation or community and this year has shown me just how important those assets are. Some of the assets I could identify include experience; for without the experience of some of our councillors we could waste many hours reinventing ourselves, knowledge; both about ASSID, but the field as well, comes from members who are service providers, academics, family members or people who may have disabilities. Commitment, enthusiasm, interest, curiosity, special skills and insights are all assets that add to the community that is ASSID.

The people who contribute their assets come and go. It is with sadness that the ASSID National Council said goodbye this year to Phil Foreman as editor of the ASSID Journal. Phil has made a major contribution to the journal, ensuring it has gained its well deserved reputation as an internationally

respected professional resource. Farewells were also said, to Bill Taylor, Karen Nankervis and Ann Penhallurick. The contribution made by all of these ASSID members is immense. Bill has held executive office as ASSID National President, Registrar and most recently as Treasurer. Bill must be congratulated for his tenacity in identifying and recommending strategies to ensure ASSID meets its GST commitments.

Karen has held office as editor of the National Magazine, Vice President and President. As President, Karen must take credit for moving ASSID from a national to an international organisation. Ann is of course immediate past editor of IDA, and last year's publication is a tribute to her energy and commitment. It is encouraging, however to welcome new members to the ASSID community and in particular, welcomes are extended once again to the newly incorporated ASSID branch in New Zealand. The opportunity to learn from and share information with colleagues and friends there is a great asset. We also welcome and look forward to benefiting from the assets that Dr Roger Stancliffe brings to his new role as editor of the Journal.

Welcome is also extended to Carolyn Neville, who has kindly taken responsibility for production of this and the winter edition of the IDA.

ASSID gains from the skills and experience of members old and new. Thanks are extended not only to the people mentioned above, but to all who share their gifts and assets to the benefit of the ASSID organisation. Your contribution to ASSID can only be an asset to the broader community as well.



National President:
Sue Peden

**Keep your contact details up to date
with your State Councils
at the main ASSID database.**

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South Australian Communiqué

From ASSID South Australia Workshop '20:20 Vision'

By: Richard O'Loughlin State President on behalf of State Council

Introduction

This communiqué results from a recent ASSID workshop, "20:20 Vision", where two nationally recognised leaders in the field of intellectual disability, Professor John Taplin and Mr Peter Millier, examined the progress that has been made in the past twenty years and identified issues that will influence directions for the next twenty years.

Many worrying signs exist which forecast a bleak future for people with intellectual disability.

It is time for political leaders, families, services, advocates and communities to confront these issues if people with intellectual disability are to truly participate in and contribute to the South Australian community. Overwhelmingly, the workshop came to the conclusion that political and moral leadership was vital if much of the progress of the past twenty years was to be built upon rather than lost.

The Past

The late 1970s and early 1980s produced two reports in South Australia that set the ground for significant reform in the field of intellectual disability. "The Law and Persons with Handicaps" (the Bright Report) and the "Intellectually Retarded Persons Project" (the McCoy Report) were ground breaking documents, not only in South Australia, but within Australia generally, and set the scene for dramatic changes to the lives of people with intellectual disability. Until that time, services were institutional, disjointed and there was no locus for planning and development.

The reports led to the formation of the Intellectually Disabled Services Council (now the Intellectual Disability Services Council) guided by a set of principles that have lost none of their relevance in the ensuing twenty years.

The South Australian experience was strengthened by the passage of the Commonwealth Disability Services Act 1986 which espoused a number of positive developments "to assist people with disabilities to integrate into the community", "to achieve positive outcomes" and "to promote in the community a positive image of persons with disabilities and enhance their self-esteem".

The foundation of the two reports and the Commonwealth Act, supported by political leadership and will, saw a revolution in the provision of services to people with intellectual disability, much of which was focused on the role of IDSC, which was given the task of reshaping services for people with intellectual disability. As a moral underpinning, the principle of normalisation gave significant impetus to services that included provision within the community, access to generic services, involvement of people with intellectual disability in decision-making about their lives, and the move away from segregated service provision.

This movement continued until the mid 1990s when this direction was sidetracked by the prevailing economic rationalism paradigm implemented through the funder /

purchaser / provider model (Options Coordination).

The Present

Whilst recognising the past gains in the field of intellectual disability, the forum realised that, in many areas, the impetus of the 1980s had slowed or stopped. In particular, it noted that:

- the lives of many people with disabilities are still characterised by isolation, loneliness and rejection;
- there is a lack of developmental opportunities in the lives of many people with intellectual disabilities;
- the prevailing Options Coordination system tends to promote the purchase of personal care and respite over the provision of developmental and behavioural services;
- people with intellectual disability are now more likely to be seen as problems to solve than as citizens to support;
- there are still many examples of exploitation, neglect and abuse;
- most people with disabilities still have their lives managed by others;
- most people with disabilities networks tend to consist of service providers and professional relationships rather than friendships;
- education provisions and prospects for people with disabilities are still not very good;
- some people with intellectual disabilities have real jobs but most do not;
- there is a disproportionately higher percentage of people with disabilities in the mental health and criminal justice systems;
- the needs of many people with intellectual or physical disability are currently not being met by the service systems – much of the burden still falls on ageing parents / carers;

South Australian Communiqué

... continued from page 4

- the health needs of people with disabilities are greater than in the population generally;
- people with disabilities are now living much longer and will need to access generic aged care services;
- institutions are being reinvented as aged care and forensic units;
- the new understanding of the human genome may be used to justify sterilisation and euthanasia;
- problems will be created through any merging of administrative responsibility for services to people with all kinds of disability, or merging disability services with aged care services in a broader model of community care (if this was to occur);
- the implications of larger societal changes (e.g. pressures on families, human service professionals, government budgets and universities with their role in generating a research agenda and evidence based practice) are affecting and will continue to affect people with intellectual disability;
- inclusive/integrated approaches to service delivery, whilst very desirable, reduce the quality of data on people with intellectual disability;
- a reduction in specialist knowledge resulting from reduced numbers of professional staff.

Many of these issues are already affecting the lives of people with intellectual disability overseas and interstate, and their effects are similarly impacting on service delivery in South Australia. Interestingly, although both Commonwealth and State legislation and various policy documents espouse choice, the grim reality is that there is no choice and that the move of a person with intellectual disability from the family home rarely occurs before family breakdown.

Many of the current "solutions" within the sector seem to have their genesis in cost cutting. Testimony to this are:

- the move to larger services – the SNAP assessment is based on a five-person group home model;
- the move to dealing with the problems associated with intellectual disability (keeping bad behaviour off the streets), rather than assisting people with intellectual disability towards citizenship;
- the bringing together administratively of people with disparate disabilities when their needs are quite different and when overseas evidence clearly identifies the negative effect this is having on people with intellectual disability;
- the placement of many "difficult" clients in Strathmont Centre, often in makeshift accommodation;
- the misuse of "normalisation" arguments to justify cost

cutting (e.g. cutting services specifically for people with intellectual disability based on arguments for the use of generic community-based services without consideration of whether such services can adequately meet the needs of this group).

The Future

In examining how the field could move ahead, there was agreement that the following should be addressed:

- the importance of demonstrating positive outcomes i.e. through evidence-based service delivery;
- the need for recognition that positive outcomes should focus on service user outcomes in addition to economic based outcomes;
- the need for methodologies to show that services are cost effective;
- the need for new and more genuinely flexible, client focussed approaches to service provision;
- the need for service providers to work with parents and advocates (e.g. to overcome parental fears about deinstitutionalisation);
- the continuing need for effective partnerships between people with intellectual disability, parents, professionals and academics;
- the need for training and employment of more professionals so that current standards of specialised knowledge are enhanced;
- the continuing need for community education and good access to information about the place of people with intellectual disability in the South Australian community;
- the continuing need for research;
- a reaffirmation of values that see the person with intellectual disability as a citizen who needs support rather than a societal problem to be solved;
- real resourcing in early intervention services – not only focused on the preschool years but enabling the early intervention work done in the preschool years to be carried on so that the gains made by children with disabilities are not then lost. We already know that early intervention services can have both clinical and economic outcomes, reducing reliance on long term and often life long care.

In Conclusion

Drawing upon the experience of the past while engaging in a clear analysis of the present situation enables us to project into the future. The directions we take and the outcomes we choose depend on the decisions we make today.

To regain the momentum of the 1980s, there needs to be a rekindling of political will and leadership.

Professionalising Support Work: towards a Code of Ethics for Australia

Keith R. McVilly (University of Sydney, Centre for Developmental Disability Studies)
Tracy Martin-Nixon (Learning & Development Unit, DADHC Disability Services, NSW)
Carolyn Neville (RMIT University, Department of Psychology & Disability Studies)

In the December 2002 edition of IDA, Damon Young and Ruth Quibell called on those engaged in support work for people with disability to develop and make explicit their 'tradition'; and in turn to realise their professional identity. Young and Quibell suggested that in asserting a professional identity, those involved in direct support work could gain the recognition and respect they rightly deserve (e.g., socially, industrially and financially), and in turn empower themselves as effective agents of change, in the pursuit of excellence and quality services for people with disability.

What is a 'professional'?

People who provide a service to the community; people whose service is based on knowledge and skills requiring specific training, extended practice and continuing education; people who are accountable for their good conduct to both their peers and the community. (cf. Bass, DeMers, Ogloff, et al., 1996).

In a similar vein, earlier last year there was considerable discussion on the ASSID-L electronic list serve concerning the 'professionalisation' of support work and how such a process could contribute to the provision of quality services for people with disability. Discussion included the need to promote formal education for direct support personnel, to complement and build upon their practical experience. The ASSID-L discussion also identified the importance of developing a 'code of ethics' to describe the values and accepted practices of those engaged in the provision of direct support, in much the same way as health and allied health professionals have established codes of ethics to inform and guide their practice. As Owen, Sales, Griffiths and Richards (2001) assert, "developing a code of ethics is a vital step in the professional evolution of a rapidly changing and highly pressured field in human services [i.e. the support of people with disability]. Without it, community professionals, their managers, supervisors and administrators are left to address complex dilemmas on a functionally ad hoc basis. Such circumstances, at best, fuel confusion and, at worst, invite abuse" (p. 167).

The important role that a 'code of ethics' can play in mediating a diverse range of values and facilitating their transformation into quality outcomes for clients is shown in

Figure 1. This figure suggests that to achieve quality outcomes for clients we need to identify the range of values influencing direct support professionals, from which we can then develop a code of ethics. This code of ethics can then be used to inform organisational codes of conduct, which in turn inform day-to-day decisions and, together with the knowledge and practical experience of direct support professionals, shape actions that contribute to quality outcomes for clients.

The debate on ASSID-L reflected an international trend in the development of a professional identity for those with a career committed to the direct support of people with disability. In the United States, as part of developing a professional identity for those engaged in 'direct support' the National Alliance of Direct Support Professionals has been formed. 'The Alliance' published a "Code of Ethics" in 2000 (www.nadsp.org). Also, the American Association on Mental Retardation published its "Guidelines to Professional Conduct" in 2001 (www.aamr.org). And, in September 2002 a resolution was put to the United States Congress to introduce the Direct Support Professional Recognition Act (US Congress, Resolution 477). Similarly, in the United Kingdom, the General Social Care Council established a "Code of Practice for Social Care Workers" in 2002 (www.gsc.org.uk). The UK Code of Practice is

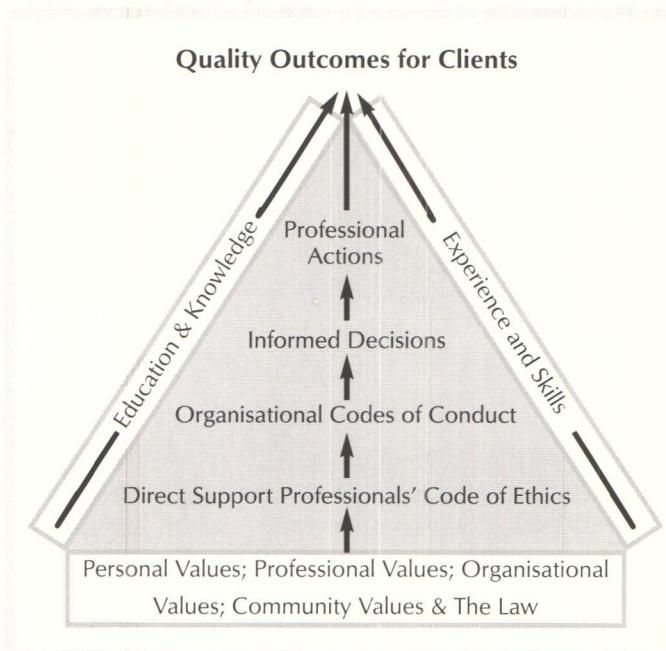


Figure 1. The contribution of values, ethics, education and experience to quality outcomes for clients

Professionalising Support Work:

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recognised in legislation, and adherence to The Code (together with the attainment of prescribed educational qualifications) forms the basis of the conditions of formal registration for those to be employed as Social Care Workers.

In Australia, the question of ethics and ethical conduct is emerging as a priority issue in the delivery of human services. For example, the aged care sector has developed a formal code of ethics and guide to ethical conduct for both direct care staff and employers (Commonwealth of Australia, 2001). The aged care sector guidelines also provide an outline of the rights and responsibilities for clients of aged care services. The integrated aged care sector 'code of ethics and code of practice' makes clear the accepted practices for the sector and reasonable expectations that all involved in the sector (staff, employers, clients) can have of each other.

In the disability sector in Australia, individual government departments and some non-government organisations have 'codes of conduct' for their staff. These 'codes of conduct' sometimes include guidelines on ethical decision making and highlight principles such as respect, fairness and equity as well as actions that should or should not be performed by staff. However, there is no nationally agreed code nor a professional body to guide the work of those involved in direct support of people with disability. Furthermore, where 'codes of conduct' are in place, these are more commonly statements of 'thou shalt not...', rather than affirmations of accepted practice; or, as Young and Quibell (2002) would have it, statements that make explicit the tradition of support work in a professional context: "We believe..., therefore we act in to ...".

To advance debate in Australia concerning the professionalisation of support work and the development of a national code of ethics, a workshop was conducted during the 2002 ASSID National Conference, at Hobart. Over 40 conference delegates from around the country opted to attend the ethics workshop – and many others

had to be turned away due to a lack of space (sorry folks). Workshop participants included direct support staff, team leaders, organisational managers, public sector bureaucrats, health and allied health professionals, educators, researchers and some parents. Regrettably, there were no people with disability in attendance.

Workshop participants at the ASSID National Conference 2002 affirmed the importance of developing a professional identity for those involved in the provision of direct support and, as part of this process, the development of a national code of ethics for direct support personnel.

Recognising the small number of direct support personnel who had an opportunity to participate in the Hobart workshop (reflecting the small number of direct support personnel attending the conference), a second workshop was conducted during ASSID Victoria's Direct Support Workers' Conference, held at Melbourne later in November 2002. Again, workshop participants affirmed the importance of establishing a national code of ethics to inform and guide both the training and work of those engaged in the direct support of people with disability, and their hope of being able to make a positive change through a career in a direct support role.

Ethics Workshops for Direct Support Professionals are planned for:

ASSID (Qld) 'Sharing The Road' Direct Support Conferences -

Townsville 10th & 11th July and
Brisbane 21st to 23rd July, 2003
Contact: Chris Montgomery (07) 3404 3086
cmontgom@families.qld.gov.au

&

The Life Activities International Conference on Disability

Newcastle 21st to 24th September, 2003
Contact: (02) 4973 6573 laicod@willorganise.com.au

What are 'ethics'?

- "A set of guidelines that provide directions for conduct" (Koocher & Keith-Speigel, 1985; p. xiii)
- "...moral principles adopted by an individual or group to provide rules for right conduct...aspirational goals, or the maximum or ideal standards set by a profession" (Corey, Corey & Callanan, 1998; pp. 3-4)
- "Ethics serve to identify good, desirable or acceptable conduct and provide reasons for those conclusions" (National Health & Medical Research Council, 1999; p.1)

Participants from the workshops at Hobart and Melbourne expressed the view that the needs of people with disability were in many instances very complex and subsequently the role of those involved in direct support activities were extremely multi-faceted and at times very demanding. Subsequently direct support personnel needed more than just 'procedural manuals' to guide their work. Furthermore, workshop participants expressed the view that workers needed readily accessible and easily understood guidelines (i.e. Plain English) that were not just a list of 'do's and 'don't's, but that addressed 'bigger picture issues'; including

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the values and accepted practices underpinning quality services for people with disability.

It was acknowledged that people with disability come from many different backgrounds and that similarly those providing support come from diverse backgrounds. Subsequently, values and beliefs about 'right' and 'wrong', 'acceptable' and 'unacceptable' practices can differ significantly. For this reason, it was felt that a 'code of ethics' could help by both promoting debate around critical issues and at the same time identify common ground on which to build productive working relationships; both between workers and between workers and clients.

An issue of concern raised by conference participants was the belief that values guiding work practices were generally

formulated by 'management', and could vary either due to a change of management within an organisation, or between organisations. This latter issue was particularly of concern to those who worked on a casual or part-time basis, between different agencies. For these reasons, a code of ethics was seen as a way of establishing some consistency in basic practices across the sector, minimising confusion for workers and managers alike, as well as minimising confusion for clients (and families) accessing multiple services.

In Particular, when working with other professionals, a 'code of ethics' for direct support personnel was seen as a way of clearly identifying their role and the boundaries of that role. Furthermore, developing such a code was seen as one way of establishing the credentials of direct support

Values generally held by support staff:

- Accountability
- Honesty
- Respect
- Integrity
- Justice and Equity
- Competence
- Common courtesy / humanity
- Partnership & collaboration

Beliefs commonly expressed by support staff:

- The role of a support worker is to -
 - (a) Support and educate
 - (b) Promote the dignity of the individual
 - (c) Support choices for the individual
 - (d) To promote interdependence, independence & autonomy
 - (e) Balance duty of care and dignity of risk
- The client is at the centre of the support workers' role
- The client sets the agenda of what the worker needs to do
- The support provided should be focused on individual needs
- You need to ensure that the support received is the best available no matter which organisation is currently providing the support
- It is important to promote seamless services & collaboration across organisations
- You need to value collaboration with people and their families
- Effective outcomes arise from team work and collaboration with others

Practices typically endorsed by support staff:

Practices in direct service to a person with disability:

- Implementation of the Disability Services Standards, inc.: ensuring confidentiality and consent; protection of rights; support access to the community; and to do no harm
- To work towards understanding the person, so that a person-centred approach supporting the clients' agenda can be taken
- Apply evidence-based practice
- Promoting physical and psychological well-being
- Supporting positive and meaningful relationships
- Ensuring people have access to advocacy

General professional practices:

- Participate in on-going education and training to ensure contemporary knowledge
- Self-care (taking responsibility for fatigue; avoiding burn-out)
- Acknowledge and manage conflict in the workplace & conflicts of interest
- Duty to report misconduct and to respect / support those who do report misconduct
- Adherence to organisational policy & procedures, where they are in the best interests of the person being supported
- Raise concerns and discuss organisational policies and procedures if they appear to not be in the best interest of the person being supported
- Work collaboratively and form positive relationships with families, advocates & others in the client's life
- Seek to understand the position of significant others in the life of a person with disability
- Managing personal behaviour both within & outside of work
- Managing relationship issues with clients, between clients and with other workers
- There is a need to balance roles & responsibilities to clients, employers & the community

Table 1:
Values, Beliefs and Practices of Support Staff

personnel, as informed colleagues and respected partners with educational, medical and allied health professionals involved in the support of people with disability (all of whom assert their credentials with reference to established codes of professional ethics).

The growing recognition of the importance of formal training and education for direct support personnel was considered a very positive sign; e.g., the establishment of a set of National Competency Standards for Disability Work through the Community Services Training Package (CSTP) and the increasing recognition by organisations of the importance of having 'qualified staff', such as those with qualifications from the CSTP. Here though it was also noted by workshop participants that they found it rare for direct support professionals to be given a chance to attend national or even state conferences, with organisations giving preference to managers and clinical staff. Workshop participants identified that when direct support professionals do get to attend conferences, it is often as a result of continued lobbying, rather than a result of an organisation's commitment to the professional development of direct support staff (congratulations to those organisations that encourage the professional development of their direct support staff, including the pursuit of qualifications and conference attendance).

It was suggested that a 'code of ethics' for support personnel could contribute to educational processes by highlighting key material to be covered in organisational induction programmes, as well as guiding assessment tasks in competency based assessment. A 'code of ethics' could also promote debate among support personnel, facilitating self-education, and inform the curricula of tertiary institutions responsible for the formal education of direct support personnel.

Where organisations currently have a 'code of conduct / ethics', a national code was seen as a standard against which individual codes could be reviewed and, where necessary, enhanced. Where organisations do not as yet have a code of conduct / ethics, a national code was seen as a useful model that could either be adopted or adapted.

Discussion to date has identified a number of key issues that could be considered and debated when developing a code of ethics. These issues appear to fall into 3 broad categories: values; beliefs; and practices. Comments made by workshop participants are grouped in Table 1, according to these three categories. What do you think of these; what might you include?

The development of a professional identity for those involved in supporting people with disability is an important part of the process of enhancing the quality of services for

people with disability in Australia. However, developing a professional identity will itself need to involve a number of key activities:

- Recognising and promoting a 'tradition' or 'vocation' (as Young and Quibell, 2002 put it), that others will respect and seek to follow, is one such key activity;
- Reaching agreement nationally on the basic training and qualification requirements for those who are to provide direct support to people with disability is another;
- Formulating a national code of ethics, to make explicit the values of the 'tradition', and that will inform the every day practice of workers in the field, is also a priority activity.

To assist with the development of a national code of ethics, further work is needed; e.g., the preparation of a discussion paper and draft code of ethics to be sent for comment to government and non-government service providers, advocacy groups, people with a disability and their families, and importantly to direct support professionals themselves. To do this we need to identify direct support staff who would be willing to become involved in such a project.

Furthermore, to drive these activities, the formation of a national association of direct support professionals would also appear to be an important step. While such a step could possibly be supported in some way at the outset by an organisation such as ASSID, this is surely a step that will need to be taken by direct support personnel themselves.

Note - Thank you to Joni Condos and Meghan Coulter for their assistance and support in the presentation of the workshop at Melbourne.

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Queensland

'Imagination and Innovation' are the themes for the 38th National Conference which will be held in Brisbane from 17th to 20th November.

In addition to planning the direct care workers conference held annually in Queensland, the ASSID Queensland members are focussed almost exclusively on the mammoth task of planning and preparing for what will prove to be a huge and exciting conference.

With a wide array of national and international key note speakers and a fantastic venue at the Brisbane Convention and Exhibition Centre this is an event not to be missed.

The deadline for submission of papers has been extended, and last minute enquiries should be made to Dr. Lesley Chenoweth on (07) 3365 1252.

The conference organisers are pleased to invite the Special Interest Group on ethics and intellectual disability from the International Association for the Scientific Study of Intellectual Disability to participate in a special stream at the conference. This will be of interest to many delegates who will have the opportunity to hear the latest research and debates from a range of eminent international practitioners and researchers in the field.

Western Australia

In April Mark Rapley presented a very successful and well received half day workshop on communication entitled "Getting Connected". This appealed to a wide range of people and the workshop was oversubscribed. A "repeat performance" has been arranged for 22nd August.

The committee is now focusing on the State Conference in September with the theme of "Developing and Enriching Communities". This one day event is usually the highlight of the ASSID year for Western Australian members who find it difficult to make the long (and expensive) trek to the other side of the continent for the national conference. The State Conference is an opportunity to network, meet consumers and families, and hear about areas of endeavour and excellence in our home state, as well as catch up with some presentations from the national conference. This year a change of conference venue sees us all gazing out at the Indian Ocean from the WA Aquarium at Hillarys Boat Harbour and visiting the large fish tanks - dolphins, sharks, etc. - during the lunch break.

The conference programme is still in the planning stages, but it is proposed that a one hour forum on cultural diversity and the way cultural factors impact on service delivery in ID will be a major feature of the morning

WA continued

session. We hope to invite a number of multicultural speakers to present their perspectives and answer questions from the floor. The conference will close with our AGM, following which some of us will no doubt progress to one of the taverns or restaurants at the Hillarys Marina for a well earned glass or two.

Mark Rapley
President

South Australia

At the end of 2002 the SA state council electronically circulated a document (alternatively a hard copy was sent if such facilities were not available) to participants in the 20:20 vision event that examined developments over the last 2 decades in the field of intellectual disability and attempted to identify issues that need to be considered when setting the agenda for the next 20 years. The feedback received was incorporated into a communiqué that was sent to 22 decision makers and people of influence in the government, non-government, academic and advocacy sectors.

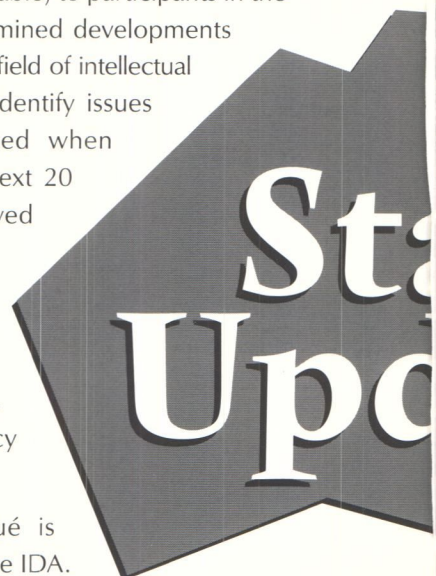
A copy of this communiqué is presented in this edition of the IDA.

The state council have managed to 'pin down' a date for a 'Meal with Minister' ie. a dinner with the state government Minister who currently holds the disability portfolio amongst a range of other responsibilities. This is scheduled for 8 April at the 'Bombay Bicycle Club' - a most interesting venue - where The Hon Stephanie Key will be presenting on her government's vision of services for people with an intellectual disability. Flyers will be circulated and attendance will be strictly via RSVP (there will be limited places available). The state council would like to make this an annual event.

The state council has commenced the initial stages of planning for the ASSID national conference in 2004 to be held in Adelaide. (We are considering venues themes and keynote speakers). More news on this as it comes to hand.

Other events we hope to organise this year include holding on-campus events in association with each of Adelaide's 3 universities. We are also planning a day long state conference in October 2003.

Richard O'Loughlin
For the SA branch



Master of Disability Studies Master of Disability Studies (Honours)

Graduate Certificate in Educational Studies (Disability Studies)

Coursework awards in disability studies are offered at the Graduate Certificate and Master's levels. The awards provide a mix of theoretical and practical content. They are designed for professionals who are either working, or who aspire to work, in the disability industry in either a "hands-on" or a managerial capacity.

The awards are offered only by distance learning, and are delivered by staff from the Centre for Special Education and Disability Studies, who have demonstrated expertise in the disability area.

A Master of Disability Studies (Honours) award is also available if the 40 unit research strand is completed in addition to the 80 units of the Master of Disability Studies award.

Duration

One year part-time for the Graduate Certificate, and two years part-time for the Master's. The additional honours program can be completed in one additional semester full-time or part-time equivalent.

Mode of Delivery

Courses are delivered through distance learning. All courses are offered at Master's level. Some learning materials are also available on-line. There is no residential or exam requirement. Distance learning courses commence three weeks after the on campus semester to allow for distribution of teaching materials. Not all courses are offered each semester.

Entry Requirements

For the Graduate Certificate a three year diploma, or equivalent, is required. Those holding other relevant qualifications together with appropriate work experience will also be considered, and are encouraged to apply. Applicants should note that courses are at the Master's level.

For the Master's a relevant university degree is required. However, students who have successfully completed the Graduate Certificate are eligible to enrol and may receive up to 40 units credit in the Master of Disability Studies.

In both awards, the assumed knowledge for study would be equivalent to two years relevant professional experience.

Articulation

On successful completion of the Graduate Certificate graduates will be eligible to apply for entry into the Master of Disability Studies and to seek up to 40 units credit.

Cost*

For Australian students the cost is \$750 per course or \$3000 for the Graduate Certificate award, \$6000 for the Master's award and \$9000 for the Master's honours award. A General Service Charge will also apply. Course fees may be a legitimate tax deduction as a self-education expense. Prospective students should seek independent advice in relation to taxation issues regarding fees. You may be eligible to use the Postgraduate Education Loans Scheme

(PELS) which is an interest-free loans facility for fee-paying postgraduate students undertaking non-research courses. It is similar to the deferred payment arrangements available under HECS, and is operated by the Commonwealth Government. Information can be obtained by visiting the website at www.hecs.gov.au/pels.htm or calling the PELS enquiry line on 1800 020 108.

International students should contact International Admissions (email: Int-Admin@newcastle.edu.au) for details of international study and in-country training costs.

* The fees listed are in Australian dollars (AUD) and are the average price of a program per year. They are INDICATIVE only. The actual program fee may vary depending on course selection. This means that if two students enrol in the same program, but study different courses during the year, they may pay different program fees.

Graduate Certificate in Educational Studies (Disability Studies) Program Description

To qualify for the award students must successfully complete a total of four courses (40 units), made up of three compulsory courses and one elective course.

Compulsory Courses

EDUC6001 Disability Studies: Perspectives on the individual, family and community

Provides an introduction to the study of disability, its definitions and social construction, and its impact on the individual, family and community.

EDUC6002 Disability Support and Services: Management and evaluation

Provides an overview of the philosophical basis for disability services, the legislation associated with disability services, and the implications of both for the management and evaluation of disability services.

EDUC6003 Programming for Support in Disability Services: Issues and strategies

Provides an introduction to the area of programming principles and strategies used in the design of support programs for people with disabilities.

Elective Courses

EDUC6004 Collaboration, Planning and Interpersonal Skills in Disability Services

Examines interpersonal communication processes, which are required for collaborative/planning roles in disability services. In particular, skills will be developed in the areas of listening, interviewing, conflict resolution, and collaborative problem solving.

EDUC6083 Communication Intervention

Introduces theory, research and implementation protocols, which support the design and evaluation of communication interventions and programs for challenging behaviour for individuals with high support needs.

Disability Studies

EDUC6087 Educating Students with Developmental Disabilities

Overviews a number of common developmental disabilities, examines the social, emotional and physical health issues of these disabilities, and critically analyses contemporary approaches to the support of individuals with a disability.

Master of Disability Studies

Program Description

To qualify for the award students must successfully complete a total 80 units, made up of four compulsory* and four elective courses.

Master of Disability Studies (Honours)

To qualify for the award students must successfully complete a total of 120 units made up of 80 units of coursework as specified for the Master of Disability Studies and the 40 units of the Research Strand.

Service Management Strand

*EDUC6002 Disability Support and Services: Management and evaluation

Provides an overview of the philosophical basis for disability services, the legislation associated with disability services, and the implications of both for the management and evaluation of disability services.

*EDUC6003 Programming for Support in Disability Services: Issues and strategies

Provides an introduction to the area of programming principles and strategies used in the design of support programs for people with disabilities.

*EDUC6004 Collaboration, Planning and Interpersonal Skills in Disability Services

Examines interpersonal communication processes, which are required for collaborative/planning roles in disability services. In particular, skills will be developed in the areas of listening, interviewing, conflict resolution, and collaborative problem solving.

Professional Issues Strand

*EDUC6001 Disability Studies: Perspectives on the individual, family and community

Provides an introduction to the study of disability, its definitions and social construction, and its impact on the individual, family and community.

EDUC6051 Industry/Work-Based Project

Conducted in a workplace, the project provides students with the opportunity to design, conduct and analyse research focusing on an issue of concern to them in an in-depth manner.

EDUC6083 Communication Intervention

Introduces theory, research and implementation protocols, which support the design and evaluation of communication interventions and programs for challenging behaviour for individuals with high support needs.

EDUC6084 Community Service Provision for People with a Disability

Examines recent research associated with a range of community services for people with a disability, (e.g. accommodation, employment, advocacy), and issues that are relevant to the provision of these services.

EDUC6087 Educating Students with Developmental Disabilities

Overviews a number of common developmental disabilities, examines the social, emotional and physical health issues of these disabilities, and critically analyses contemporary approaches to the support of individuals with a disability.

Research Strand

EDUC6048 Introduction to Research Methodology

Provides an introduction to qualitative and quantitative research methodologies, contemporary perspectives in research, and in particular focuses on developing a range of skills involved in formulating a research proposal, including framing research questions, reviewing the literature and choosing appropriate methodologies for different types of study.

EDUC6049 Qualitative Research Methods

Provides a generic introduction to the knowledge, skills and tools that a student will require when undertaking a qualitative research study. In particular, the course focuses on the areas of data collection and analysis.

EDUC6050 Quantitative Research Methods

Offers students skill development in quantitative methods of the collection, analysis and reporting of research data, including introduction to the statistical software package SPSS. Analyses of data and hypothesis testing are undertaken using basic descriptive and inferential statistical procedures.

EDUC6026 Minor Thesis A and EDUC6027 Minor Thesis B

Provides the opportunity to undertake research in an area of interest to the student. The research may take the form of an empirical study, a review of the literature or another research format in discussion with the supervisor.

*compulsory courses

CRICOS CODE: 027431K Graduate Certificate in Educational Studies

CRICOS CODE: 045140E Master of Disability Studies

Further Information

For more information on these professional development programs please see our program information website www.newcastle.edu.au/faculty/edu-arts/ or return the attached Request for Information slip or phone 02 4921 6532.

* Please be aware that program outline is subject to change.

Request for Information

Please send me an application pack for the

- Master of Disability Studies or
 Graduate Certificate in Educational Studies (Disability Studies)

Name: _____

Address: _____

Postcode: _____

Phone: _____

Fax: _____

Email: _____

Mail to:

Executive Officer,
School of Education
Faculty of Education and Arts
The University of Newcastle
Callaghan NSW 2308
AUSTRALIA
or
Fax: 02 4921 6895
International: +61 2 4921 6895



The UNIVERSITY
of NEWCASTLE
AUSTRALIA

Victoria

2002: Update

The theme for the 2002 Direct Support Worker Conference on 28 & 29 November, at Melbourne University was 'Enhancing Partnerships: Networking for Collaboration', a theme that was evident in every aspect of organisation and running of the conference as well as the program. Direct Support Workers (DSW) from residential services and day programs, service coordinators, disability consultants, ASSID members, educators, researchers, and students from RMIT University, (Department of Psychology & Disability Studies) volunteered their time to work together for 12 months to organise the conference. Initially meetings

were similar to those experienced in other ventures where the most experienced guided others who contributed where they could. It wasn't long however, before the meetings became dynamic occasions; a forum where everyone asked questions, shared ideas, problem solved and took on new roles and responsibilities.

Members of the DSW Conference Organising Committee agreed that they had learnt a great deal from each and from being involved in the whole process.

The energy of committee members led towards the invitation and support of other DSWs to participate in conducting their conference.

Two training days, one month apart, were provided by Collaboration Pty Ltd and Michelle Howard worked with sixteen DSW as they learnt and practiced skills in conference presentation and chairing sessions. Some DSWs

presented their work showcasing innovative ideas in practice and many chaired sessions and lead group discussions on pertinent issues. Direct Support Worker Award recipient 2001, Sarina Bunnett, was the first speaker at the Opening Address and Ms Sandra Trelor, also a 2001 DSW Award recipient, spoke at the social function that was attended by delegates and the Honourable Bronwyn Pike (Minister for Community Services and Housing) who presented the 2002 DSW Awards. Both Sarina and Sandra spoke about the positive impact that receiving the award had on raising the profile of people with a disability and the role of DSWs in their community. Two sessions were dedicated to facilitated discussion about what DSWs would like to do to further the conference or establish a DSW Network and Karen Phillips from Hume Region presented the outcomes at the closing address.

ASSID Victoria congratulates the five recipients of the 2002 Disability Direct Support Worker Awards. They were, Mr Dale Godfrey from Karingal Inc. in Warrnambool, Ms Jenny Gunning from Yooralla in Ashburton, Gayle Rogers Eastern Region of the Department of Human Services, David Starbuck PINARC Support Services in Ballarat and Joel Turnball, also from Ballarat, the Department of Human Services.

2003: Looking Forward

This year looks as if it will be just as busy as last year and the state committee has begun to plan for the third Direct Support Worker Conference, the State Conference and a series of Research Seminars. The year has taken off at particularly high speed for our secretary, Carolyn Neville who stepped in at short notice to edit the current issue and next issue of IDA. Our Extraordinary meeting to vote on the inclusion of New Zealand within ASSID has been organised for early March and we thank Victorian committee members and prior national councillors Bill Taylor and Karen Nankervis for all their efforts in getting the addition of New Zealand to this stage.

Alex.Phillips@rmit.edu.au

Tasmania

The Tasmanian committee has not stopped since the 2002 National ASSID conference with lots of planning for the coming year. We held a planning day in January, which included reviewing the Strategic Plan for 2003 / 2004. We have also begun planning for our next state conference, which we hope, will follow through on some of the papers from the National conference last year. We have picked up a few more committee members, which is great to see. In February we held a Hot Topic / information session entitled Epilepsy and Disability. However not well attended the people who did attend were treated to an interesting and current information session. At our March committee meeting we will also hold the extra ordinary meeting to deal with the constitutional change. An interesting year ahead!

Darryleen Wiggins
President ASSID Tasmania

NSW

It has been 'all hands on deck' for the last few months as NSW state council have been preparing for their 2003 State Conference, entitled: Health and Well Being in People with Intellectual Disabilities.

The two day conference was held at Charles Sturt University in Albury on the 10th and 11th July.

A full report will be provided for the next issue of IDA.

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lates

Positive Behaviour Support for People with Intellectual Disabilities: *evidence-based practice, promoting quality of life.*

Author: Keith R. McVilly –

B.A., Grad. Dip. Psych., M. Psych. (Clinical), MAPS and Member of the APS College of Clinical Psychologists, Research Fellow & Clinical Psychologist, University of Sydney, Centre for Developmental Disability Studies.

This new book is an essential resource for support workers and other disability professionals, educators and students in the intellectual disability field. It supersedes the previous ASSID publication, "Behaviour Management: an approach for the 90s".

The book provides evidence-based information to help the reader understand challenging behaviour, to develop and implement behaviour support plans, and monitor those plans to ensure their ongoing effectiveness.

The text uses the term 'challenging behaviour' to denote any behaviour that:

- is a barrier to a person participating in, and contributing to their community (including both active and passive behaviours);
- undermines, directly or indirectly, a person's rights, dignity or quality of life; and
- poses a risk to the health and safety of a person and those with whom they live and work.

Clear guidance is provided on ethical and legal principles underpinning behaviour support. Examples of charts and forms provide materials for use in practice. Combining cutting edge research and contemporary best practice, this practical book presents a holistic approach to behaviour support designed to promote quality of life for people with disability.

The book is available from:

The ASSID Secretariat
PO Box 3241, PUTNEY,
New South Wales, 2112,
Australia

Telephone: 61-(0)2-8878 0500;

Free Call: 1800 644 741 (within Australia only);

Facsimile: 61-(0)2-9807 7053;

E-mail: kmcvilly@med.usyd.edu.au

Cost (including GST & Postage):

ASSID Members - \$55.00; Non-Members \$66.00

Note: Cheques Payable to "ASSID"; &

Credit Cards accepted -

(Bank Card, Visa & Mastercard)

Life Activities Conference

Society often sees a person who has a disability in the literal sense of 'not being able', as not having the 'abilities' most people possess.

The first Life Activities International Conference on Disability (LAICOD) seeks to dispel that misconception through the program stream Living and Dreaming.

Robert Farley developed a high level physical disability as a child. He spent many years in hospitals and was generally isolated from the community.

In many people's eyes, Robert's severe mobility restrictions would have defined and limited his 'abilities'.

Today Robert works as an Official Community Visitor for the Ombudsman's Office of NSW.

He has tertiary qualifications in Human Resource Management, has won a national literary prize and is a

registered craftsperson whose hand crafted wooden toys and furniture have sold throughout Australia and Asia.

Through his presentation "How I Euthanased My Disability and Lived", Robert will take listeners on a journey in realising one's identity as an individual and as an equal member of an all embracing community.

His presentation is aimed at making people stop and think before they focus on someone's disability as something that ascribes to them a certain quality of life.

"Disability is an aspect of my existence, not a definition of my life or its expression," Robert said.

Living and Dreaming allows people with disability, carers, professionals and the wider community to see beyond a person's disability to an

individual with the same aspirations and dreams as anyone else.

The program stream will also feature Australian gold medal winning paralympian Eliza Stankovic, immediate past President of the Physical Disability Association John Moxon and former chairperson of the Disability Council of NSW Leonie Manns.

Living and Dreaming is just one of the six program streams that will be focussed on during LAICOD, with others including Health/Allied Health, Funding Models and Supporting Families.

Keith McVilly, author of 'Positive Behaviour Support for People with Intellectual Disability' is a clinical psychologist and research fellow with the University of Sydney's Centre for Developmental Disability Studies.

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Moving towards the future: Update on Constitutional Change.

November 2002 saw the ratification of a formal agreement between the Australian Society for the Study of Intellectual Disability and the newly incorporated New Zealand Association for the Study of Intellectual Disability (NZASID).

The two organisations have agreed to work towards the creation of an international association to be called the Australasian Society for the Study of Intellectual Disability.

The first step in the process was the joint signing of a Memorandum of Understanding. This historic event was one of the highlights of the 2003 National Conference, held in Hobart in November.

The memorandum of understanding (MOU) is printed below.

Each state council plans to hold extraordinary general meetings to pass special resolutions reflecting the proposed name changes. Once all states have endorsed

the changes, the MOU will lapse as New Zealand joins with the Australian society as one association.

The Australasian Society for the Study of Intellectual Disability (ASSID) will have 3 representatives from each regional (formerly state) association who will join the Board of Management.

The next stage of the process will be a comprehensive review of the constitution and by-laws. Finally, a review of the ASSID strategic plan will be undertaken to ensure it reflects an international perspective.

The future for ASSID is very exciting, with possibilities that include annual conferences that might be hosted in New Zealand, the prospect of further branches in the Asia-Pacific region, and a greater focus on international issues in the field of intellectual disability.

For further information, please contact either myself (e-mail pedens@dsc.wa.gov.au) or your current National Councillor.

Memorandum of Understanding

- *NZASID (or individuals) will forward the equivalent of AUD\$ ASSID membership for each member to the National Secretariat for inclusion on the membership register.*
- *Upon receipt of payment, NZ members will receive the same benefits as an ASSID member, i.e. Journal, Newsletter, Member discounts, ASSID-L.*
- *ASSID will forward per capita monies to NZASID.*
- *The ASSID national constitution will be amended to incorporate NZASID as if it were a State Association. Upon the completion of such amendments the Memorandum of Understanding will lapse and the elected councillors from NZ will have full voting rights as any other member of National Council.*
- *Upon signing the MOU, and pending constitutional changes, NZASID representatives will be invited to attend Council meetings via face to face meetings and teleconferences.*
- *NZASID will adopt the current resolutions and by laws of ASSID as amended to reflect the inclusion of NZASID. Once the ASSID constitution is amended to include NZASID as a member organisation the National Council will conduct a review of the existing resolutions and by laws.*

LAICOD continued

Keith will lend his experience and expertise to the Health stream, presenting a workshop on 'Professional Support through Education and Ethics.'

Participants will have the chance to

discuss issues relevant to developing best practice in direct support work and contribute to a draft code of ethics proposed as a guide for direct support professionals throughout Australia.

"It is not sufficient that we just care

about the people we support. The complexity of people's lives demands that direct support staff are also competent professionals able to understand and respond to both practical and ethical issues," Keith said.

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Report on the 37th Annual Conference of ASSID, held in Hobart, Tasmania, November 13th – 16th, 2002.

Daryleen Wiggins

State President & Conference Convenor
on behalf of the Conference Organising
Committee

Well, what an amazing experience for a very small bunch of people (the conference committee) to bring together a four day, action packed, fun filled, diverse program of events, speakers and papers, workshops and presentations to such a enthusiastic and friendly conference delegation.

The Tasmanian committee went through some tough times bringing the conference to fruition however it all came together in the end and it was so much better than we had ever anticipated it would be.

Our theme for this conference was entitled "Developing and Enriching Communities". Internationally, the quality of life of people with an intellectual disability has been enhanced in recent years by an emphasis on community living, together with developments in inclusive education and post-secondary school education, open employment, positive behaviour support and increased attention to health care. Nationally, Tasmania has been at the forefront of these developments. For example, the closure of Willow Court Centre in 2001 made Tasmania the first state in Australia to totally de-institutionalise residential services for people with intellectual disability. However it is now recognised that de-institutionalisation is not appropriate if services alone is insufficient to address the basic human needs and rights of our citizens with intellectual disability. The challenge at the beginning of the 21st century is now to move beyond "community integration" for people with intellectual disability to the pursuit of "community inclusion". There is still much to be done with respect to the development of quality services for people with intellectual disability. However, people with disability are not only recipients of



services. They are citizens with the capacity and the right to make a contribution to the community. The conference was designed to bring together people with intellectual disability, their families and advocates, together with policy makers, academics, professionals and service providers, to explore ways in which we can develop and enrich communities, that value and embrace diversity and in particular recognise, welcome and foster the contribution of people with intellectual disability. Through our efforts, we aimed to enhance the quality of life of the entire community, through the active involvement and inclusion of people with intellectual disability.

Day One: The morning started off with the official opening by, His Excellency Sir Guy Green, The Governor of Tasmania followed by an amazing and thought provoking Keynote address by Dr Anne Bray from New Zealand who spoke of the loneliness of a long-distance researcher.

After a yummy morning tea, delegates broke off into 1 of 5 streams, which had topics relating to: Families, Quality of Life, Behaviour, Inclusion, and Health. Only one near disaster happened when the borrowed technical equipment failed to work, however we were saved by Dr Nicholas Lennox who kindly jumped up and offered the use of his personal equipment for the day.

After lunch we had the launch of the ASSID behaviour monograph, then straight into another interesting keynote address by Professor Trevor Parmenter on our theme "Developing and Enriching communities.



In the afternoon it was back into 1 of 5 streams again with topics on: Families, Quality of Life, Research and Publication, Dual Disability, and Health.

The highlight of the night was most definitely the Government House Reception hosted by Governor Sir Guy Green and Lady Green at Government House. Delegates arrived at Government House in double decker buses and were given delicious food and plenty of fine Tasmanian wine (among other drinks).

Day Two: Mary Guy, Tasmanian Councillor, gave us all a very inspiring account of her life enmeshed in her topic of: How Important is Politics?

After a word from one of our sponsors, Hesta Superannuation, delegates had another yummy morning tea and went into 1 of 4 streams with topics on: Inclusive Education, Service Provision, Ageing, and Health.

Before the afternoon session we held the ASSID conference award ceremony in which there were many awards presented to a variety of recipients, these included: the ASSID Research Prize, Tasmanian Best Practice and Media Awards, and a Distinguished Service Citation.

The afternoon session brought more interesting topics to the forefront including: support needs, service provision, quality of life and health.

The day ended with a group art exhibition by people with disabilities, entitled: "From Here to There". There were many interesting and well-priced exhibits for sale, which seemed to be snapped up very quickly. Delegates enjoyed wine sponsored by Home Hills Winery, and ASSID Tasmania as well as cheese and biscuits sponsored by the Salad Bowl.

Day Three: The keynote address by Ian Dempsey was entitled, 'Making a difference with others: Reflections on



help-giving practices and empowerment across cultures'.

Delegates were again forced to choose between 4 streams with one of the streams cut into 2 different topics to make things even a little harder for delegates to choose. Topics included: Ethics, Empowerment, Communication, Families, and Employment.

In the afternoon, all delegates came together again for an awe-inspiring production from Unstuck Films. Unstuck

Films is a project emerging from Interweave Arts Association's Arts Roar Project. Arts Roar aims to make art experiences more readily available for people with intellectual/physical differences living in and around Launceston. Arts Roar is funded through the Tasmanian Government's Community Support Levy.

The Unstuck Films project was based on the premise that people with intellectual/physical differences rarely appear in film. If they do it is usually as actors being directed and filmed by the "able bodied."

Unstuck Films aimed to turn that convention on it's head by giving people with intellectual and physical differences the opportunity to work as directors and cinematographers, as well as actors, working alongside established local actors.

The result is four short films based on story lines developed by participants during the initial stages of the two week project with Melbourne film maker and director Rick Randall.



These films are now available on video for a cost of \$20 plus \$5 postage. Contact the Tasmanian ASSID Committee for further information.

Once again delegates were asked to choose from 4 different streams however again 2 of the streams were broken into 2 different topics, these included: Ethics, Behaviour, Service Provision, Attitudes and Beliefs, Dual Disability and Discourse and Identity.

The place to go on night three was to the conference dinner. I'm not sure how this happened but, once again the committee were plying the delegates with alcohol for the third night in a row! Not that many people were complaining - in fact I don't think anyone complained about that! Delegates arrived to find a box on their table with lollies inside and huge bunches of balloons tied to the boxes. As the night went on I stood up to inform people that in fact there was a puzzle hidden underneath the lollies in the shape of the conference logo, that they had to put together. Little did they know that we only had one complete puzzle so that only one table could win the prize of a bottle of wine donated by Home Hills Winery for each person at the table. Once people realised they had been duped there was a small commotion but hopefully they have all forgiven us now? It was a good night with a certain person finding the floor coming up to meet him??? If the person taking the video at the conference is reading this could they please contact ASSID so we can have a copy of the video taken.

Day Four: My apologies to the other Keynotes, but I have to say that Maree Ireland's keynote address entitled "The fight continues - For some workers" was incomparable. Her speech opened up the morning for the coming topics,

which included: Advocacy, Education, Communication, Health and Service Provision.

The conference concluded with a summary by Dr Anne Bray who proved that she was indeed listening and learning from all other presenters and keynote speakers. Thank you very much Dr Bray.

The conference would not have been so successful if it were not for the many people who support and associate with ASSID. Some people / organisations that we must thank are: Cerebral Palsy Association, People Integration, St Giles Society, Commonwealth Department of Family and Community Services, State Department of Health and Human Services, The Salad Bowl, Artery, Home Hills Winery, Kimberley Clark, Taylor and Francis, Hesta Superannuation, Mental Health Services, Disability Services (South), Norske Skog, Tourism Tasmania and Government House for the wonderful Government House Reception.

For those of you who would be interested in getting your hands onto some of the papers presented at the conference, you may be interested to know that the Tasmanian committee is currently working on producing a compilation CD of papers for sale. I am hoping it will be ready for sale in March. Contact Darryleen Wiggins on (03) 62 720411 or email: montagu@netspace.net.au for more details or to put your name down for a copy.



ADVERTISING RATES FOR IDA (FROM JAN 2003 - UNTIL JAN 2004).

- **Display advertisement:** \$176 (incl. GST) for quarter page (artwork supplied). Where ASSID has to arrange art work, add \$60 (incl. GST).
- **Pre-printed inserts:** \$220 (incl. GST). Weight restrictions apply, contact editorial assistant for details.

For information regarding closing detail for receipt of advertising and material, please contact:

The Editorial Assistant, Intellectual Disability Australasia email: krvt3@bigpond.com

Note: acceptance and publication or distribution of material does not indicate endorsement of a position, program, material or product by the Australian Society for the Study of Intellectual Disability.

Book Review:

Promoting Social Communication: Children with Developmental Disabilities from Birth to Adolescence

**Howard Goldstein, Louise A. Kaczmarek,
Kristina M. English eds, Paul Brookes,
Maryland, 2002**

Available in Australia from MacLennan and Petty,
Suite 405, 152 Bunnerong Rd, Eastgardens, 2036
Phone: 02 9349 5811, Fax: 02 9349 5911,
email: macpetty@zip.com.au

**Reviewed by Ann Penhallurick, Speech
Pathologist and Psychologist.**

This is the tenth in the Communication and Language Intervention Series'. As with the earlier volumes, this is a neat hard-back of nearly 400 pages with contributions from a number of major - and lesser known - research authors in the field, as well as a smaller number of chapters from authors who have a practitioner focus. There are two sections: 'Bases and Models for Developing Social Skills' (3 chapters) and 'Promoting Social Communication from Infancy Through the School Years' (9 chapters). Much of the information contained in this volume is very valuable but the book does not quite live up to its promise of going where there 'are no sacred cows'.

This series, throughout its decade or so of production, has emphasised the importance of considering research from both children with disabilities and children without disabilities to enable more effective communication and behavioural intervention. The ten volumes, which include very pertinent Assessment of Communication and Language (Volume 6, Kevin Cole, Philip Dale and Donna Thal eds, 1996) and the comprehensive later Autism Spectrum Disorders, are under the overall editorship of well-known communication specialists Steven Warren and Joe Riechle. The series preface asserts that the overall aim of the work is to provide 'meaningful foundations for the application of sound intervention designs to enhance the development of communication skills across the life span'. Promoting Social Communication: Children with Developmental Disabilities from Birth to Adolescence specifically, as its name suggests, addresses the often neglected area of social communication, enumerating recent scientific research in the area and elaborating on this research with examples of applicability and practice.

The series is a United States production and the authorship of this volume and therefore the 'leaning' of the book as a whole reflects this. The bent is experimental and individual-developmental with limited acknowledgement of the

'ecological'. This latter is defined in Chapter 6 by Brown and Conroy: 'An ecological approach guides practitioners and researchers to investigate factors within individuals (eg temperament and developmental status) and their social and physical environments (eg behavioural environments and cultural factors) for explanation of behaviour and development'.

The developmental focus is one of the book's strengths, ensuring that it is clearly organised with progressive chapters from 'Infants and Toddlers: Putting Research into Practice' (Chapter 5), to two chapters on pre-school, to two on school-aged children, then to adolescents and beyond. It is also one of the drawbacks.

Considering children with disabilities within developmental paradigms necessarily encourages a deficit-based approach to assessment and intervention. While various authors in this volume mention the importance of working with a child's strengths, there are not enough pointers in the book to show the reader how this may effectively be done.

The emphasis on the empirical/ developmental approach leads to descriptions of intervention that could sometimes be called 'motherhood' statements. For example: 'Developing an environment that is developmentally appropriate and fosters active exploration and engagement with socially responsive peers is the initial step for increasing children's social-communicative competencies' (p224). This is hardly 'cutting edge'. The example that follows this statement does little to enlighten us on how this fostering of exploration is to occur.

We read of practitioners 'prompting' and 'using a gestural model to encourage [the child] to smile' but nothing of: what this prompt might be, how a child might respond in a busy classroom, or, most importantly, how the practitioner might react to forward the development of competencies if the child is not willing to do what she/he is expected to do.

The developmental model also ensures that throughout the volume there is an unproblematic acceptance that interaction with children without disabilities will necessarily benefit children with disabilities. In fact, there are both direct and indirect assertions throughout the text that interaction with 'typical peers' is pretty much the core of hope for children with disabilities. Yet, several years ago Hatton, (1998), in a review of studies of pragmatic competence identified findings that indicated people with intellectual disability used a narrower range of pragmatic (social) function when

Book Review: Promoting Social Communication

speaking with people without disabilities than they did when speaking with their peers with disabilities. That is, people with intellectual disability seemed to have less competence in the rules and mechanisms that enable effective language use in interpersonal communication when speaking with what are referred to in Promoting Social Communication as 'socially responsive peers', than they do when speaking with people with disabilities. Hatton suggests that these findings 'point to a general submissiveness in conversations between people with mild intellectual disabilities and people without intellectual disabilities (p85). While the studies Hatton reports on were not undertaken with children, in a book that purports to be cutting edge, it is important to engage with findings and debates such as these that might have such an impact on the direction of intervention.

This carping is not to say there is not some excellent material in this book. I have long been a fan of this series and have most of the volumes on my shelves and there is much that is important and useful in this latest addition. Warren, Yoder and Leew's work, for example, on infants is

clear to read and the chapter on their transactional approach to Social-Communication Development in Infants and Toddlers is a good overview, particularly for the less experienced communication or early intervention practitioner. The extensive reference lists at the end of each chapter are worthwhile and the index is accessible and reasonably comprehensive.

Given its detailed attention to children with developmental disabilities, this book is an important addition to any university library and should be recommended for courses that deal with communication competence. However, it must be said that it would have been better to have seen a wider range of non-US based research and analysis included in this volume. Particularly if, as several of the authors in Promoting Social Communication hope, social communication support is to step out of the laboratory and even the structured school room into the wider world.

Reference:

Hatton, C. Pragmatic language skills in people with intellectual disabilities, *Journal of Intellectual and Developmental Disability*, Vol. 23 # 1, March 1998 pp79 -100

LAICOD continued

According to Life Activities CEO Kay Tierney, "we are privileged to have people with such a wealth of knowledge willing to share their experiences in order to facilitate a means whereby our community can move from doing what we've always done to thinking about how we can change things for the better."

Life Activities Incorporated will hold the inaugural International Conference on Disability (LAICOD) in Newcastle from 21-24 September 2003 with the theme, 'Creative Community Initiatives for People with Disability'.

The conference will provide a forum for those interested in disability - including family members, people

with disability, carers, service providers, government agencies, and the business and health.

Register your interest to receive further information about LAICOD by logging onto:

www.lifeactivities.org.au/conference

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Upcoming Events

14/6/2004 - 19/6/2004

12th World Congress of the

International Association for the Scientific Study of Intellectual Disabilities

Place: Montpellier, France

Website: www.iassid.org

The upcoming events column can only be filled if ASSID members let us know what is going on. Any conference or event – local, regional, state based, national, international, ASSID or not – can be notified free of charge in the upcoming events section.

Just email hmoore@med.usyd.edu.au and put 'IDA:upcoming events' in the subject line and it will be passed to the IDA editor to go into the next available edition.

Include name/title of event, date(s), time(s), venue(s), contact details and a few words – a very few words – of information. It's a great way of reaching potentially thousands of workers in the field of intellectual disability and in allied areas.

EXPRESSION OF INTEREST

EDITOR

INTELLECTUAL DISABILITY AUSTRALASIA

3 year term, commencing October 2003.

Expressions of interest are invited for the honorary position of editor for the official magazine of the Australian Society for the Study of Intellectual Disability (ASSID) – IDA

The editor is an ex-officio member of the ASSID National Council and, in addition to participation in tele-conferences and the annual mid-year meeting, attends the ASSID Annual National Conference.

National Council provides financial support to cover out of pocket expenses including conference registration, air fares, and some incidental expenses.

National Council is encouraging innovative and creative approaches to the position.

The editor, in conjunction with other ASSID members, is responsible for attracting and editing: articles, advertising, and regular state reports, as well as writing: quarterly editorials, book reviews, and conference reports.

An editorial assistant provides administrative support, and the publications sub-committee of ASSID National Council provides advice and support as required.

Expressions of Interest are invited by -

email to Ms Linda Goddard at lgoddard@csu.edu.au or

*mail to PO Box 1179, Albury, NSW 2640 **by August 31st 2003.***

Your expression of interest should include: a brief summary of the reasons for your interest, previous experience within the field of intellectual disability, and previous experience in publication and/or journalism in a volunteer or professional capacity. Demonstrated proficiency in written communication is essential.

Enthusiasm, a commitment to team work, an ability to set and meet goals, and an interest in ASSID and its objectives are considered essential. Previous experience in publishing/journalism is an advantage but not a requirement. The IDA editor must be a current member of ASSID.

For more information please call Linda on (02) 6051 6875.

ASSID-L

A mailing list for people with an interest in intellectual disability. Access to this list is included as part of "Australian Society for the Study of Intellectual Disability" membership and is intended to improve communication between us all.

ASSID-L operates in the same way as any e-mail list.

To subscribe, send a message to ddu@med.monash.edu.au, leaving the subject line blank. In the body of the message, type 'subscribe ASSID-L (your email address)' - making sure you put your email address in! Then, sit back and smile, you will be notified in a couple of days.

Upcoming Events . . .

21/8/2003 - 22/8/2003

Forensic Disabilities Conference

Place: Melbourne, Vic
Contact: Forensic Disabilities Conference
Email: info@conorg.com.au

17/9/2003 - 20/9/2003

**4th European Congress, 'Mental Health & Mental Retardation:
A Lifespan Multidisciplinary Approach'**

Place: Rome, Italy
Email: Maura.Stella@ptsroma.it
Website: <http://www.sanraffaele.it> or www.sirmonline.it

21/9/03 - 24/9/03

Life Activities International Conference on Disability (LAICOD)

Place: City Hall, Newcastle, NSW
Contact: LAICOD
Email: admin@lifeactivities.org.au
Phone: (02) 49295858
Fax: (02) 4929 7002
Website: <http://www.lifeactivities.org.au/conference>

22/9/2003

WA State Conference:

Excerpts from "developing and Enriching Communities"

Place: AQWA Hillary's Boat Harbour, Perth
Contact: Susan Peden
Email: pedens@dsc.wa.gov.au

1/10/2003 - 5/10/2003

8th World Down Syndrome Conference

Place: Singapore
Contact: Congress Secretariat Communication Consultants
Email: comcon@pacific.net.sg

22/10/2003 - 24/10/2003

**The 2nd Australian and New Zealand Adolescent Health Conference,
The Art and Science of Enhancing Youth Development**

Place: Westmead Hospital, Sydney
Website: www.youthconference.info

17/11/2003 - 20/11/2003

38th ASSID National Conference "Imagination and Innovation"

Place: Brisbane
Website: www.rmit.edu.au/departments/ps/brisbane2003/National_Conference_Promo_1.htm

24/11/2003 - 27/11/2003

Ninth Australasian Conference on Child Abuse and Neglect

Place: Convention Centre,
South Darling Harbour, Sydney, Australia
Contact: Augment Communications
Email: childabuseconference@augment.com.au
Phone: (03) 9867 5984
Website: www.nsw.gov.au/acan2003

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