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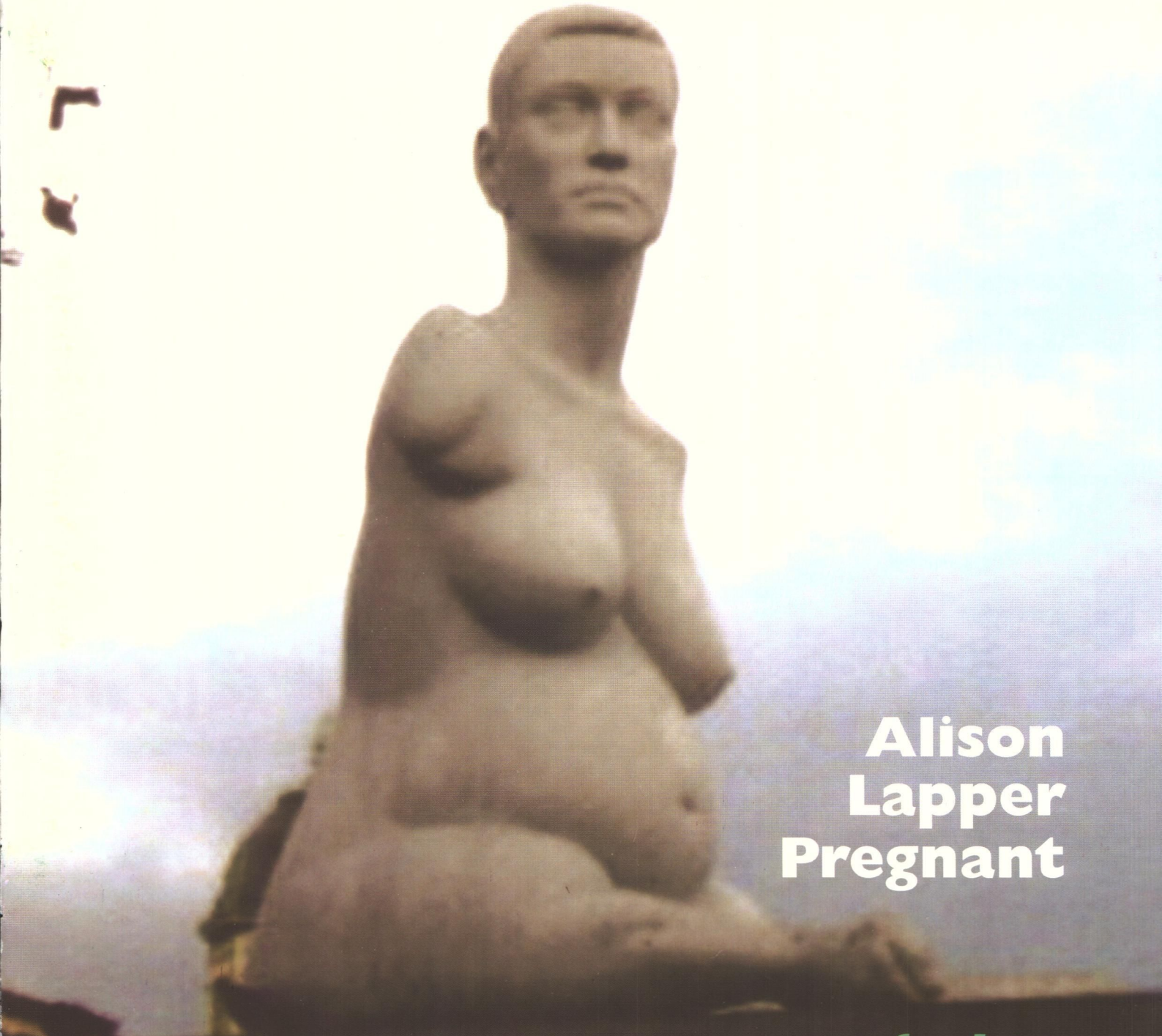

Alison Lapper Pregnant

Cover Feature:

Bridging the divide between the ordinary and the extraordinary

Magazine of the Australasian Society for the Study of Intellectual Disability

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Contents

Front Cover:
Allson Lapper Pregnant, sculpture by Marc Quin 4th plinth Trafalgar Square

Editorial

Welcome to this issue of IDA, in which we introduce a new feature that we hope will become a regular inclusion in future issues. Sheridan Foster has written a plain English version of an article from ASSID's journal – the Journal of Intellectual and Developmental Disability. The original article was written by Katja Petry and Bea Maes from the University of Leuven, Belgium and Sheridan tells us that the paper is about finding out how people with profound and multiple disabilities show that they are happy or unhappy. This is an exciting initiative that has been made possible through the support of the original authors and the Editor (Roger Stancliffe) and publishers of the journal (Taylor and Francis).

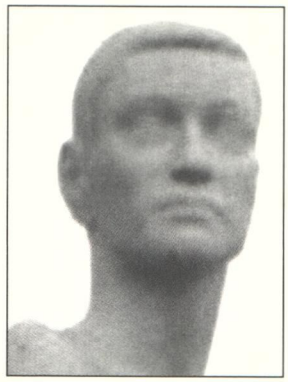
We have two feature articles in this issue of IDA. The first article is a keynote presentation given by Trish O'Brien from the National Institute for Intellectual Disability, Trinity College, Dublin to the ASSID conference held in New Zealand last year. I am very pleased that we have been able to include this paper in IDA for several reasons. First, there may be others who had a similar experience to me, in that having heard the presentation, I needed to hear it again as there was so much to take in, I was sure I had missed many of the messages Trish was making. Second, there were many of our readers who weren't able to attend the conference and now have an opportunity to read this presentation. Trish's paper is one that could and should be read and re-read many times in order to appreciate and savour the many ideas, insights, and perspectives contained within. The second article in this issue, written by Jude MacArthur, Sarah Sharp, Berni Kelly and Michael Gaffney from New Zealand, looks at how children with disabilities at school perceive themselves. With a focus on children transitioning from primary to secondary school, the article reports on ethnographic research about how school experiences contribute to children's self and group identities.

Readers may be interested in two new journals that are due to be launched in the near future. The first is Evidence-Based Communication Assessment and Intervention that will be published quarterly by Informa Healthcare commencing in 2007. Editors for this journal are Ralf Schlosser and Jeff Sigafoos. The second journal is the Journal of Mental Health Research in Developmental Disabilities to be published quarterly by Taylor & Francis commencing 2008, preceded in late 2007 by a promotional issue. This journal will be the official research journal of the National Association for the Dually Diagnosed (NADD) and expressions of interest are currently being sought for Editor-in-Chief. Those interested should contact Betsey Benson at benson.3@osu.edu by 1 October 2006.

Finally, I am interested in hearing from people who may be interested in undertaking book reviews for IDA. Listed on the next page are some books currently available for review. You may wish to contact me about one of these books, or to let me know if you're interested in future publications (and if so, your particular areas/areas of interest/expertise)

Deb Keen

Bridging the Divide between the Ordinary and the Extraordinary



Keynote Address, 40th Annual ASSID Conference, Waipuna Lodge, Auckland,

Patricia O'Brien
National Institute for Intellectual Disability Trinity College, Dublin

Throughout the conference we have been treated to a rich tapestry of ideas, concepts, findings, beliefs, initiatives, stories and personal perspectives. The overall theme of the conference *Out of the Ordinary* has been addressed in many ways. The speakers have gifted us their personal thoughts, ideas, initiatives, and hopes. The conference theme has raised the need for better ways to be found that bridge the *divide* between *those of us with disability and those of us who are non-disabled*, between the *them and us* or put within the context of this conference *those of us who lead* **ordinary** *lives and those of us who lead extraordinary lives*. So in keeping with the tradition of gifting I now invite you to consider what we can give in return to those speakers and presenters who have shared their wisdom with us over the last four days. One element of reciprocity would be to leave the conference with a deeper understanding of what *out of the ordinary* means to us all.

Let me begin by asking you to consider what you want in life? How do you wish your life to be? What do you aspire to? How many of us would spontaneously respond by saying. 'Oh I want my life to be ordinary'? 'Yes that is it, I what an ordinary life!' Or would it be more likely for you to respond with, 'I definitely want the ordinary things in life but there is more to life than:

- Living outside custodial care in the community with support
- Being able to communicate
- Having work (paid and unpaid)
- Being part of the community
- Learning new things
- Developing relationships
- Paying for things
- Being able to move around from place to place
- Having one's culture recognised.

The above are the areas that people with intellectual disability in New Zealand in 2003 indicated would make a difference in their lives. They emerged as part of a series of national participatory focus groups funded by the National Advisory Committee on Health and Disability. The voice of people with intellectual disability was heeded and the report (which no doubt you have heard of throughout this conference) entitled *To have an ordinary life. Kia whai oranga noa.* (National Advisory Committee on Health and Disability, 2003) ignited the imagination of people with intellectual disability, their families, supporters and services as well as government agencies. The way the research was conducted with focus groups led by intellectually disabled researchers as well as their involvement in the interpretation of the data gave the report an authenticity. The report captured what Walmsley and Johnson (2004) have defined as inclusive research where whatever is investigated is of relevance to the lives of people with disability as well them having ownership over *continued page 4*

IDA Reviewers Wanted

The following books are available for review. Reviewers are asked to write a constructive review of approximately 500 to 800 words on the book which they get to keep as part of their own library. If you are interested in reviewing one of these books, or would like to be considered for future titles, please contact the IDA Editor, Deb Keen via d.keen@griffith.edu.au.

◆ Dempsey, I. & Nankervis, K. (2006). Community disability services: An evidence-based approach to practice.

◆ Nehring, W. (Ed) (2005). Core curriculum for specializing in intellectual and developmental disability: A resource for nurses and other health care professionals.

◆ Haynes, W., Moran, M., & Pindzola, R. (2006). Communication disorders in the classroom: An introduction for professionals in school settings.

◆ McKenna, K. & Tooth, L. (Eds) (2006). Client education: A partnership approach for health practitioners.

Bridging the Divide

Keynote Address, 40th Annual ASSID Conference

continued from page 3

it particularly in the way the research process is implemented and outcomes reported. The *To have an Ordinary Life* project also is illustrative of what Mirfin-Veitch and Ballard (2005) raise in their discussion on participatory research where they place great emphasis upon the research partnership determining "who says" as a means of analysing where the power lies within the disabled –non-disabled researcher relationship.

I would certainly argue that this New Zealand report through taking and reporting a *Who says* approach has had more impact than if it had been produced as a report of third party perceptions. As an aside in the UK the findings of a National Survey of People with Intellectual Disability (Emerson, Malam, Spencer & Davies, 2005) has just been released and in terms of methodology it has pushed the boundaries with people from Central England People First acting as advisors to the principal non-disabled researchers on how to interview people with learning difficulties. The findings of the UK report are presented in a more accessible format than the New Zealand findings, but full credit must go to the vision of the New Zealand research group who were working in an inclusive and participatory mode prior to the UK initiative, an encouraging example of New Zealand being *out of the ordinary.*

Returning to the New Zealand report (National Advisory Committee on Health and Disability, 2003) and if one looks at what people with disability are asking for and compares their aspirations with the reality of the lives of those of us who are non-disabled then I propose that we are leading far from *ordinary* lives. Let me explain this by looking at what I have labelled the *disabled-non-disabled lifestyle divide*. Take the area of accommodation. Within the *Ordinary* lives report people with intellectual disability tell us that they would like to be able to leave home, to have support to live in the community with people they choose to share with, that is, not people that are introduced to as their flatmates, and also they would like to be able to get support with housing costs. Now for those of us who are non-disabled what do we aspire to? Leaving home eventually is a given as is owning our first property? The aspiration could be more like having or adding to a property portfolio? Also how many of us live with people whom we did not choose to live with or go on living with people that we find we don't want to live with?

Let me now briefly move to health. Within the *Ordinary lives* report (National Advisory Committee on Health and Disability, 2003) people with intellectual disability are asking that: their special health needs be recognised, that they not be over medicated with outdated medication, and that the health practitioners that manage their health needs have had at least some experience in working with people with intellectual disability. Imagine the outcry in the community if it was revealed that all non-disabled people had been treated with outdated medication. I expect that it would be followed by *less than an ordinary* enquiry. Other areas of life called for by people with intellectual disability under the auspices of it *being ordinary* included using and having enough money to pay for things, having a useful paid job, feeling as though you belong in the community, and having friends. And as such all point to the divide between them and us. What people are asking for is a baseline, *a baseline of humanity.* The quest however must be for people to attain and move beyond this baseline for without this people will continue to live on the *outside of their lives*. Aligned with this quest is the need to bridge the divide between them and us. The *Ordinary life* report has surfaced issues and recommendations in the hope of attaining a more level playing court. In this pursuit the who and the how of the new surface will need to consider the phenomenon recently surfaced by Ferguson and O'Brien (2005) in the volume launched at this conference entitled, *Allies in emancipation: Shifting from providing service to being of support.* They argue that people with disability are often the recipients of reform, such as, the recommendations outlined in the Ordinary Life report, but

> *the new ...often follows the same trajectory where hopes and aspirations are built up but when these are not forthcoming blame between the critics and defenders of the status quo is passed back and forth until yet again a new reform is forthcoming"* (p 5).

Is this a phenomenon that resonates for you in terms of your experience of ongoing disability policies,

legislation, and practice whether is be at either the State or Federal level within Australia or within the cities or provinces of New Zealand? Here in New Zealand I would suggest that the development of special education provision over the last 20 years exemplifies it well. Referred to now is a list of policies, legislation, committee structures (O'Brien & Ryba, 2005) that have raised hopes and aspirations here in New Zealand associated with "*changes which would improve the provision of education for children with special needs*" (Wylie, 2000, p. 7). It is not my intention to critique special education provision but to exemplify the journey that people with disability and their supporters often find themselves on. In keeping with the Ferguson and O'Brien (2005) phenomenon, the hope gloom route that has accompanied the meeting of special educational needs began

- In 1984 when work was announced on a **Department of Education Curriculum Review** (Department of Education, 1987) where policy of mainstreaming was raised. *Hope prevailed*
- Then in 1986 the **Draft Review of Special Education** (Ministry of Education, 1986) with outcomes recommending three types of mainstreaming: locational, social and functional. *Hope turned to gloom as recommendations faded.*
- Then in 1988 **Tomorrow's Schools** (Lange, 1988) where the Special Education Service (SES) was recommended to be set up as well as an independent crown agency as well as an independent Parent Advocacy Council. The SES followed but the parent advocacy council was never forthcoming. *Hope and gloom juxtaposed*
- Then in 1989 changes to the **Education Act**, legislating that children with special needs had the same right as other children to receive state funded education. *Gloom receded as hope was rising high*
- By 1991 the **Statement of Intent** (Ministry of Education, 1991) where special education services were to be restructured, decentralised and made contestable and students were now to be categorized as either as Students with Disabilities or Students with Learning or Social Difficulties. *Gloom descended as the debate could not reach consensus and strategies abandoned.*
- Between 1991 and 1996 **hope** saw committees such as **Special Education Implementation Team (SEPIT)** and **Special Education Advisory Committee** set up but then *gloom descended as they were abandoned.*
- In 1996 in response to the cut and thrust of the last 12 years a policy entitled **Special Education 2000** was introduced and *hope was on the rise again* that there would be 'a responsive and well resourced provision of education for children with special needs'.
- Four years on amid the gloom that **Special Education 2000** was not working the Minister of Education commissioned an analysis now known as the Wylie report to, as had often been said over the last 16 years, "*make recommendations for any changes which would improve the provision of education for children with special needs*" (Wylie, 2000, p. 7). The Wylie analysis did lead to needed resourcing changes, but it also led to the disestablishment of the Specialist Education Service now known as Group Special Education which is relocated back within the Ministry of Education. *You could be excused if you think that I am starting to describe a circular waltz.*

Light heartedness aside consider that some students with special needs were in the system as the reforms began in 1984 and completed their schooling just as Special Education 2000 began to take off. Do you think that they will have been well prepared for leading an *ordinary life* amidst some much change and uncertainty?

It is not only at the macro level of policy development that this hope gloom phenomenon occurs. It is also relevant to micro processes and interventions that are celebrated upon introduction and then when the desired change does not come about the process is blamed and discarded. A search then begins anew for fresh ideas, programmes and interventions often leading to the introduction of new management systems and staff training promoted in the name of development. One of the best examples is that of programme planning which has a whole industry established around it. You only have to go onto the web and enter person centred planning and you will be treated to a litany of approaches. The downside of this is that if you speak with people who have been receiving support from services over many years they will recount the different types of person centred planning approaches that they and their families have put their trust in without the baseline being raised.

I also only have to look back over my career to tell you the approaches that I have been known to be a disciple of: such as, lifestyle planning; individual programme planning, a MAP, a PATH, a circle of friends and more recently a micro board or partnership board. Why is it that we continue to engage

continued page 6

Bridging the Divide

Keynote Address, 40th Annual ASSID Conference

continued from page 5

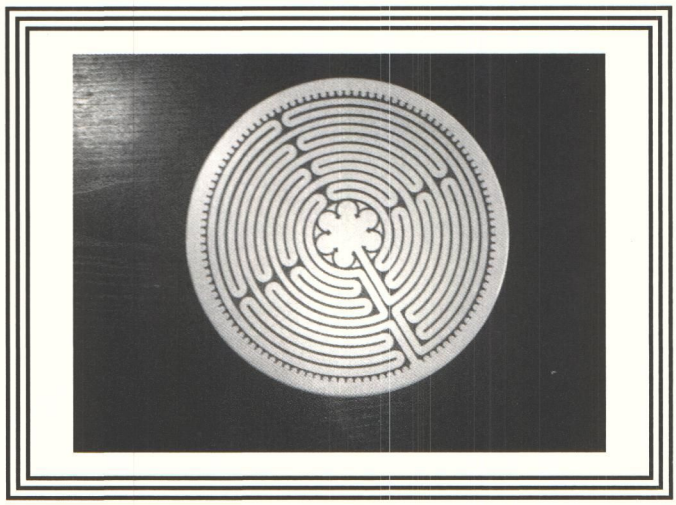
in what feels like a cyclical search when people with intellectual disability as reported in New Zealand and more recently in the UK are saying that their lives are less than ordinary, particularly associated with accommodation, health, communication, money, education and being part of the community?

So where does challenging the status quo lead us? Do we need to go on searching for the right way, the better way, the more inclusive way or the person-centred way? Wherever, whatever, I do believe that we do need to continue our quest as something appears to be missing when you consider that after all our collective wisdom and intervention over many years people with intellectual disability are still waiting and wanting for the *ordinary things in life*. The quest must also go on if we are to avoid what John O'Brien (2005) has recently referred to as the institution trap, also a cyclical process with "the reproduction of nineteenth century patterns in twenty –first century places (p. 261). He sees the institution trap as protean? And in his words, "When it can no longer ensnare large numbers in a collection of buildings crowned by a water tower, it shifts its hope and assumes the disguise of an ordinary looking house" (p. 261). So with the thought in mind that ordinary things do not ensure ordinary lives where do we begin?

Let me dwell a little on a major theme that has occurred in the book *Allies in emancipation: From providing service to being of support* (O'Brien & Sullivan, 2005) launched at this conference. One of the strongest themes to emerge is that of the need to build trusting, caring, and respectful relationships that are premised upon a shared humanity. This theme was unsolicited by the fifteen groups of authors all with a long history of personal or professional involvement with disability and is very well put by Christopher Newell (2005) who wrote the foreword. 'Along the path I have learned much about a recurrent theme of this book – the importance of relationships. Relationships can either transform our everyday lives and/or socialise us very effectively in narrow, passive, recipient way of being disabled' (p. x). Similarly Lorna Sullivan (2005) writes, 'Building alliances is about being friends, colleagues, workers volunteers and members; not about being clients, trainees or programme participants (p. 163). Lorna's position is reinforced by Martin Sullivan (Sullivan & Munford, 2005) who advocates that we 'choose to deploy that power differently as a strategy for shifting from the demeaning professional-client, helper-helped, provider-recipient relationship to one of genuine partnership with disabled people' (p.30). Claire Tregaskis exemplifies this later point when talking about her professional relationship with Dan Goodley (Goodley & Tregaskis, 2005). Tregaskis reflects that, "what has been at the core of our working partnership throughout however has been the need to develop good-enough relations of trust such that we can be honest with each other about emotions and issues that trouble us" (p. 164).

A commonality experienced by the above authors is the lived experience of disability which I believe should combat any desire on our part to think, 'Oh relationships, what a tired suggestion'. If that has flashed across the shadows of your mind I agree. Building relationships has been part of my work as a teacher, teacher educator, lecturer in human services and now within my present position in Ireland so what is different. The difference I believe lies in the foundation upon which relationships are built, which I would suggest to you needs to be one of shared humanity. I would suggest to you that if we are going to move forward in supporting people to come in from the *baseline* or as previously put the *outside of their lives* then we need to begin to start with *knowing ourselves*. This is also the starting point from which the Turnbulls (Turnbull & Turnbull, 2001), parents of a disabled young man and known internationally for their writing associated with family issues, begin in describing the stages of setting up a reliable alliance between people with disability, families and professionals. Within the Australasian context this concept of a reliable alliance has been endorsed by Wills and Chenoweth (2005) and Simpson, Hornby, Davies and Murray (2005).

So if we are to know ourselves where do we begin? In thinking of the journey inwards the symbolism of a labyrinth (Adams, 2005) comes to mind. I have chosen the labyrinth as a metaphor for life's journey and have chosen to illustrate it with the labyrinth from Charters Cathedral, which is an hour train ride out of Paris (see below). The labyrinth is part of the *continued page 12*



Always feel free to ask me if you have any problems:

Children's experiences of impairment, disability and difference at school

Jude MacArthur and Sarah Sharp
Donald Beasley Institute, Dunedin, New Zealand
Berni Kelly
Queens University, Belfast, Northern Ireland
Michael Gaffney
Children's Issues Centre, Dunedin, New Zealand

Jude MacArthur

Our current research project

This paper reports on some of the data from a research project looking at school experiences of children with disabilities, and how these experiences contribute to children's self and group identities. The three-year ethnographic project explores the experiences of nine 11-14 year old children with disabilities and seven children who do not have a disability, as they transition from primary to secondary school. Our research takes place in a range of regular primary and secondary schools, from small rural primary schools with a roll of fifty, through to large inner city secondary schools. Children in our research experience a range of impairments, including physical, intellectual, and autism related impairments. Some of our participants are Maori, and future papers will explore issues relating to school experience, disability and identity that may be unique to Maori children.

Our research is broadly informed by a social model of disability. The social model challenges more traditional, early views of disability that linked the disadvantage experienced by people with disabilities in society to their actual impairment (that is, their individual level of physical or cognitive functioning). The social model emphasises instead that people become disabled through encounters with disabling barriers in society. These barriers can be physical, social, attitudinal or cultural in nature. Disability, then, is understood as a form of social disadvantage, and the social model suggests that the effects of this disadvantage may be reduced or eliminated by building a more inclusive society (Priestley, 2003; Thomas, 2004). In our own work, we have become interested in children's experiences of impairment, disability and difference at school, in the barriers they encounter, and in the ways schools can change to be responsive and supportive to children with disabilities.

Children with disabilities and "difference"

Children with disabilities in our study see themselves as being just like other children at school. Like their peers who do not have disabilities, they describe their physical characteristics and their personality. Kate says she has "blonde hair, green eyes, and I'm funny and cheeky", and Andrew says, "I have black hair and I'm small". Andrew, like other children, also identifies several aspects of his school experience that a new teacher might need to know about, saying, "I get bullied lots, I'm enthusiastic, I learn a bit different... it's harder, but mainly I get it right".

Children's experience of impairment and disability varies. Some children do not describe themselves as 'disabled'. Jamie, for example, does not like the term 'disability' and disassociates himself from it altogether. Others do acknowledge impairment as part of who they are. Kate, for example, describes herself as unable to "talk properly and my left side isn't working". Despite these variations in their experience, the children in our research say that their impairment is not the most significant part of who they are, and usually they view impairment, disability and difference in negative ways. They dislike it when others see them only in terms of their impairment and impairment label, saying that this makes them feel "angry" and "weird". Instead, they ask to be viewed and treated as part of the group of "all children" at school, and we have observed children actively working to maintain their place in the peer group, and resisting adult and peer constructed barriers that exclude them and highlight their differences in negative ways.

Negotiating their way through the school day in this way can be a difficult task for some children who describe being treated differently and feeling different from other children. Some children with disabilities feel different because their social experiences are different from those of their peers *continued page 8*

Always feel free to ask me if you have any problems:

Children's experiences of impairment, disability and difference at school

continued from page 7

without disabilities. They can struggle to have friends and spend their unstructured time at school alone or in the company of younger peers. Teachers find this a difficult area to address, and some teachers have indicated that they would like support as they work with the peer group to facilitate friendships. However teachers vary in their approach to children's friendships. One young teacher in our research, for example, did not prioritise children's friendships in her work, saying that this was not her responsibility, however the New Zealand curriculum has clear statements about enhancing children's social development as part of the teaching and learning process. In some schools, bullying is also a concern for children with disabilities who describe its enduring effects over many years. Bullying is often focused on aspects of children's impairment, and some children have commented that this is why it is not a good thing to be disabled. We have observed children with disabilities making efforts to avoid situations that could lead to bullying at school, and resisting bullying by returning abuse to the perpetrator.

Some teaching approaches also contribute to children feeling different. Several children have said that they do not like to be taken out of the classroom for specialist or one-to-one teaching, preferring instead to learn in class with their peers. Some children request that teacher aide support be withdrawn in certain situations so they can be part of the group, or try things on their own and with their class teacher. Others have asked for more teacher aide support when the work is difficult, when they are tired, or when their participation is threatened. Rachael, for example, wanted more teacher aide support in her secondary school P.E. class so she could participate alongside her peers rather than watching from the sideline. Challenges in the area of communication can also make children feel different if they are not well supported. Amy does not have an augmentative communication system, and while she would like to participate in class she says she is "scared" to speak up because her classmates might make fun of her voice. Outdated equipment is also unpopular - Michael refused to use his computer because it was large and noisy, and highlighted his difference in negative ways in class.

Some children are also differentiated from their peer group because their learning needs are not recognised or accommodated in the classroom. Estelle's teacher, for example, said she was happy for Estelle to "potter" on the edge of the classroom because she could not participate in the class activity. Such low expectations can be limiting for children and we have seen some children resisting low expectations by proving their abilities to their teachers and peer group. Sarah, for example, said she liked to challenge low expectations by her teachers by showing them "that I can do things – I can try to do everything", and she showed both her resilience and her delight in being able to "prove people wrong".

Finally, our study shows that some teachers do not always have a good understanding of the effects of children's impairments (such as being tired, finding work difficult, finding it hard to move around school and being late for classes), or of their experience of disability, (such as being scared to speak in class, needing more support, or being bullied or lonely). This lack of understanding can make life difficult for children. Kate's teacher, for example, expected her students to remove their shoes in class, but she had failed to appreciate that Kate's impairment prevented her from doing this. Kate was very upset and cried when her teacher reprimanded her for leaving her shoes on. Similarly, Erin was criticised by some teachers for being late to class. However it was difficult for her to move quickly around the school grounds, and Erin decided to educate her secondary teachers about the effects of her impairment. She wrote them a letter to explain that she could do some things independently but needed support to do others, and she explained that she would sometimes be late to class because she needed extra time and assistance to go to the toilet and to get changed after phys ed. She concluded her letter to her teachers with the comment, "...always feel free to ask me if you have any problems".

Erin wrote her teachers a letter ... concluding with"... always feel free to ask me ..."

What can schools do to support children with disabilities?

Our research shows that children walk a difficult path between feeling different, and not wanting to appear different. Difference is often experienced as a negative attribute, yet some of the children in our research want their differences to be recognised and understood by teachers, but in positive ways so that their learning and social experiences are enhanced. These issues are complex, and we have become interested in ways that schools might support children with disabilities in this area.

Some teachers in our research are particularly sensitive to the experiences of children with disabilities and have changed their teaching approaches or challenged barriers on their student's behalf, to support their inclusion in the peer group and life of the school. Aidan's teacher at primary school realised that he did not like being removed from the class for teacher aide support, and she responded by using the teacher aide to support all children in the classroom. Going out of class to work individually or in small groups became the norm for all children, and Aidan no longer felt different. Similarly Mark's teacher "battled" with the specialist reading teacher to have his work completed in the classroom rather than taking him to a separate room. Teachers can also use children's strengths to enhance their sense of belonging at school. Sporting and artistic ability are assets that some children in our study use to contribute in class, and teachers can build on these to support children's learning and social experiences.

It is also clear that schools need, and deserve, flexible supports, to allow teachers to get to know their students with disabilities and the impact of impairment and disability on their school life. Such support could include release time to gather information and resources; to talk to other teachers and specialists, and to parents; to seek children's views on matters that affect them at school; to learn about augmentative communication systems; to plan collaboratively; and to prepare lessons. Many schools work hard to do the right things, but they can struggle to find the financial and human resources needed to support teachers and children with disabilities well. Some of our work is critical of New Zealand Ministry of Education policy which has a confusing and ambivalent approach to inclusion (see Higgins, MacArthur and Rietveld, 2006), and we believe it is important for change to take place at this level in order to support schools, teachers and children well.

Finally, dealing with difference at school can be a difficult task for teachers, but we are concerned that children with disabilities experience disability and difference in such overwhelmingly negative ways. Some schools successfully minimise this by listening to individual perspectives of children with disabilities, and removing the barriers that highlight difference in negative ways. Others play down difference, and while this can be one way to support children with disabilities to be part of the group, we have also observed some children who are exhausted from trying to minimise their differences. Hiding or ignoring difference is undesirable, because it gives other children the message that 'difference' is not something to be discussed or valued, and denying difference can also rob children of much needed support at school. We have also observed some teachers explaining difference to children without disabilities by associating disability with tragedy ("You imagine what it would be like to be that way- it would be terrible"). These approaches could be viewed as oppressive – they put children with disabilities at risk because they reinforce an assumption that the experience of impairment is a purely negative one, and they deny the possibility that being born with an impairment can give a perspective on life that is interesting and affirmative (Swain, French and Cameron, 2003).

Children with disabilities need to be seen as both the same as and different from other children, with an understanding that difference is everywhere, that diversity is part of the human experience and is something to be explored with interest, affirmed and celebrated. This suggests that our education policies and approaches to teacher education need to be focused on inclusion, so that our schools can be more open and welcoming to diversity in all its forms.

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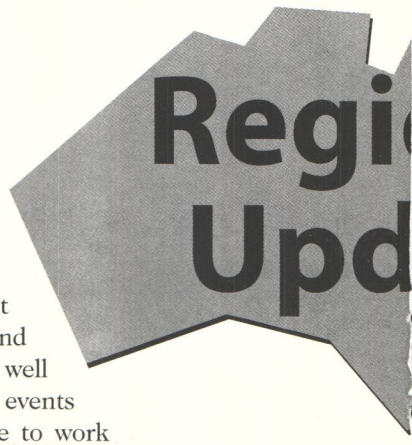


Queensland

By Lesley Chenoweth

ASSID Queensland branch together with Queensland Centre for Intellectual & Developmental Disability (QCIDD) hosted a forum on positive behaviour support on 18th July. The speakers were Michael Keates, Senior Practitioner, Intensive Behaviour Support Teams and Sally Murray, Senior Psychologist, Intensive Behaviour Support Teams both from Disability Services Queensland. Their presentation "*Cracking the Behavioural Da Vinci Code: The Model of Intensive Behaviour Support Teams*" proved very popular with more than 40 people attending. Both Michael and Sally have many years experience in this field and this experience came through in the presentations. Several case studies were worked through and the audience had the opportunity to ask questions and discuss the issues.

The ASSID Qld branch offered this event free of charge in an effort to promote ASSID Qld and generate potential new members. Drinks and nibbles beforehand gave people a chance to catch up, peruse the material from ASSID and QCIDD and perhaps purchase a monograph or two! We are grateful to Bluecare Qld for generously allowing us to use their fantastic training facilities for the event. There was great interest in this topic and further events and we are keen to offer more in the future.

QCIDD held another seminar for families and carers on *Positive Behaviour Support* led by Gary Radler on Monday 21st August 2006, 6 to 7 pm at the Kevin Cronin Room at the Mater Hospital South Brisbane.

Please note we have a new postal address. We are now

ASSID (QLD)
PO Box 1503
MILTON BC Q 4064.

Tasmania

by Donna Venn

The launch of The Jim Woodworth Memorial Student Award occurred in July with an enormous amount of positive feedback coming from the sector. Registered Training Organisations across the state are being encouraged to nominate eligible students. The Selection Panel has been formed and the announcement of the recipient of this Inaugural Award will take place at a Reception at Government House in October. ASSID Tas are very proud to be the sole sponsors of the Award.

The Celebration of Support Workers Conference (a joint initiative with ACROD Tasmania Division) is shaping up to be a great event. The date is set for Wednesday 18th October at the Laetarre Gardens in Hobart. We are encouraging Support Workers to submit presentations individually or in groups and have incorporated a Poster Competition and a "Tell the Government" Interactive Display. The program design is intended to be fun and celebrate the fantastic achievements of our Support Workers and it is looking good!

Our AGM is set for Wednesday 30th August (earlier than usual to fit in with the Australasian Conference) and our Committee should be commended as each and every member has made a significant contribution to the promotion and growth of ASSID in Tasmania as well as the organization of our key events this year. It has been a pleasure to work within such a group.

Victoria

by Daniel Pennefather

The 2006 Victoria region Annual General Meeting will have occurred by the time this goes to print. The evening will feature Kathryn Lamb, Director, Quality and Sector Development, Disability Services, Department of Human Services, speaking about Victoria's new *Disability Act (2006)*, as well as regional council elections. An update on the evening, and details of the new Victoria Region Council members, will be included in the next IDA issue.

Preparations for the 2006 Disability Support Worker Conference *Meeting the Challenge* are progressing well. Topics to be covered include disability and the law, advocacy, aging, sexuality, work safety for DSW's, grief, medication and GP mediation, community relationships, family issues, health of the Disability Support Worker, ethics, addressing individuals with different needs, managing emotions, challenging behaviour and effective communication intervention. More information and registration details can be accessed through the ASSID website: www.assid.org.au.

A bi-monthly electronic newsletter is available for the Vic region. If you would like to be on the email list, even if you're from another region, please send an email with 'Subscribe ASSID Vic news' in the subject line to daniel.pennefather@dhs.vic.gov.au

NSW & ACT

by Tony Tinlin

The main focus of the branch has been preparation for the September conference. The Australasian Conference is happening in Canberra 4 – 7th September. There will be Keynote speakers from overseas as well as some of Australia's most eminent researchers. The conference is just before the spring Festival in Canberra, with lots of interesting activities happening around the city and the gardens at there best. The conference programme is looking very good with lots of interesting papers.

There is the possibility of a follow up Doug Boer workshop to be held in Sydney late this year or early in 2007. The plan is for a two day workshop on *Risk Assessment in Relation to Sex Offenders*. One day will focus on people

with intellectual disability, the other day will have a more generic focus. If you are interested contact John Brown at joh1213@bigpond.net.au

New Zealand

by Sharon Brandford

We have been busy completing tasks related to the 2005 conference, and are very appreciative of support from the Office of Disability Issues for support to meet the costs that arose from ensuring such a great contribution by people with disabilities at that conference.

The NZ council is otherwise busy planning for 2 major events in November 2006. The National Conference will be in Wellington on November 2 and 3. The theme is "Getting the Message". A call for papers will be on the ASSID website by the time IDA goes out. Registration forms will soon follow. Keynote speakers are confirmed, and will include Dr Mark Barber discussing intensive support, Dr Anne Bray on what we should be listening to from research, and a panel of people telling us what has made the difference for them in being in supported living.

Dr Keith McVilly will be presenting 3 workshops on *Developing Guidelines for Ethical Conduct* for direct care/support workers in November 6, 7 and 8. Planning is underway for this important chance for those doing the real work to reflect on the difficult and multiple roles they have.

We have met with government department, Office of Disability Issues to seek some guidance on ways to encourage public sector agencies to recognize and support the voluntary input of staff in ASSID activities.

Western Australia

by Chris Coopes

On the evening of 21 August will be the second presentation this year by "ID NETWORK", the joint initiative of ASSID (WA) and the Developmental Disability Council (DDC). The topic for the evening will be the Commonwealth and State Disability Agreement (CSDA) .This is an issue of great importance especially as the Agreement is to be re-negotiated in 2007. It is planned to have a panel presentation with a number of speakers and this should include family members discussing unmet needs.

This year's WA ASSID State Conference is to be held on Tuesday 26th September at Technology Park Bentley, a very good venue which is adjacent to Curtin University. The Conference theme is *"Friendships, Relationship And Professional Expectation"*. The keynote speaker will be Dr Keith McVilly of the Royal Melbourne Institute of Technology who is well known to many ASSID members. There will be two streams of parallel paper presentations with six papers before lunch and six after lunch. Following afternoon tea there will be a panel of speakers addressing the theme and taking questions. A final conference flier will be sent out early in August.

The Planning group for the 2007 National ASSID Conference continues to be very active. The proposed Conference theme is "*Active Citizenship And Community Engagement*" and the Conference dates for the four day Conference is 5th to 8th of November 2007 .The Conference venue will be the Esplanade Hotel in Fremantle .It is a great time of the year to visit WA and Fremantle has an international reputation as a tourist destination. Further information will be disseminated re conference speakers as it comes to hand.

The WA ASSID State Council continues to meet monthly and to be very busy. We welcome another new Council member, Tracey Delamare.

South Australia

by Richard O'Loughlin

Our last event (a morning meeting in May) was attended by approximately 30 people from across the disability sector and involved coffee, tea and a presentation by Professor Bruce Tonge on "The LifeSpan Project" - a large scale study of intellectual disability and mental health issues amongst adults in SA.

Our next event (in August) will be a workshop by Dr Ken Rigby on bullying. The workshop will look at how to support people to deal with bullying (with a particular focus on those with an intellectual disability). This event will be held in conjunction with the ASSID (SA) AGM.

Recent significant developments in SA include the end of the Intellectual Disability Services Council (IDSC), the public sector agency established in 1982 that was responsible for organising and providing supports for people with an intellectual disability and their families/carers. The IDSC Board has now dissolved. New arrangements are in flux with departmental reform, reconfiguring, and restructuring in progress. Services for people with a disability (including those with an intellectual disability) are now organised/funded/provided by Disability Services South Australia (DSSA).

Other plans for 2006 include an event at the University of SA where students and academics will be showcasing disability research being done at the university. This will probably occur in September. Discussion with Uni SA staff indicate that they are keen for this engagement to be ongoing, with students presenting at an ASSID event potentially becoming an assessable course work component.

In November, ASSID(SA) and Associate Professor Richard Bruggemann at Flinders University is planning to hold an event that will involve discussion and brainstorming of issues associated with isolation in the community to develop a research agenda and service response . This is planned for November.

Ideas and suggestions are welcome. Send your suggestions to richardoloughlin@bigpond.com ◆

Bridging the Divide

Keynote Address, 40th Annual ASSID Conference

continued from page 6

tiling in the nave of this ancient cathedral built in the 13, 000's (Notre-Dame de Charters, ND).

In medieval times walking the labyrinth on the floor of these cathedrals was seen as an inner spiritual pilgrimage to the heavenly Jerusalem. Today I suggest the labyrinth to you in a more popular sense as a symbol that relates to wholeness representing a journey which is about change, growth, discovery and transformation. What I like about its symbolism is that its pathway is not direct or circular. Instead like life you can be heading in one direction and you suddenly find that you appear to be wide of the mark or you seem to be marking time in the same space or your journey takes you in an unexpected direction. All this is symbolised in the labyrinth. Its pathway does not back track but it can meander in the same area or you can find yourself walking on the other side to where you began. The key to the labyrinth is, however, that you are always going forward with the diversion giving you time for reflection. So why walk the labyrinth, which for you could be a pathway along your favourite river, such as the Swan, the Yarra, the Waikato, at a back beach, such as Portsea, Sorrento, into the mountains, such as, the Glasshouse, Mt Taranaki, watching a sunset on Waikehe Island or from the sand dunes along coastal Australia. Wherever - the purpose of the journey is to rethink our capacity to form reliable and trustworthy relationships with people with intellectual disability and or their families or supporters. In terms of our own pathway I would suggest that there are four areas worthy of exploration that take up the earlier theme of Knowing Ourselves. These cover:

- Knowing ourselves in terms of where we position ourselves in the relationship between the person with disability and family members
- Knowing ourselves in terms of our capacity to engage in a relationship/s with people with disability and family members
- Knowing our level of trustworthiness when relating to people with disability and family members.
- Knowing ourselves in identifying the leader in others.

I will now address each one of these knowing elements separately.

Knowing ourselves in terms of where we position ourselves in the relationship between the person with disability and family members

One of the issues relevant to attaining a shared humanity is to find ways to move beyond the dominance that can so often occur between people who give service and people who receive it. Therefore on your journey as you arrive at the place that you go to renew your spirit let me invite you to think of a recent event in which you dominated the situation between yourself and the people that you are in a professional relationship with, whether it be in your role as service manager, support worker, researcher, policy analyst, self advocate or family member. Was your dominance associated with not offering choice, lack of consultation, a difference in opinion, blocking co-operation? Rerun the event in your own mind and then think about what you brought to the situation. What were your underlying assumptions, beliefs both personal and professional that could have influenced your behaviour? Describe the part you played in the situation in relation to the reaction of the other players. Discuss your interpretation of what was going on with a 'critical friend' and together reconstruct how you would behave in similar situations in the future.

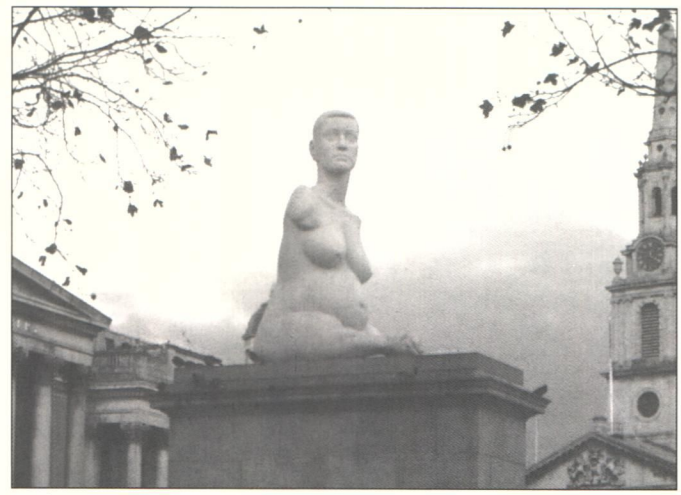
Knowing ourselves can only be enhanced by the above questions and actions which describe Smyth's model (1987) of reflective practice which was introduced into a Bachelor of Social Science (Human Services) as well as a Master of Education Degree programme at Auckland College of Education (now University of Auckland) (O'Brien & Murray, 2002). Course members were usually in full time employment in human services as well as special education settings. They reported that they had begun to use reflective practice as part of their daily routine and that it had had a profound effect on safeguarding them against the professionalisation of disability (Oliver, 1990, 1996). Instead they began to adopt what Skrtic (1995) has defined as adhocracy where they became more open to finding joint solutions to issues involving the major sub themes of this conference: **creativity, co-operation and consultation.**

Munford and Sullivan (2005) in discussing the concept of how to move to a position that searches for the places of common humanity between professionals and disabled people also emphasise the need for reflective practice. They see it as invaluable not only for the professional but for both parties to sit "together to reflect upon whether the partnership is working and whether it is effective in terms of achieving positive change for disabled people" (p. 30) .

So if we are to know ourselves and ensure that the power is shared with the people that we support as opposed to exerting power over people then I recommend that knowing yourself equates with being

reflective and according to Mc Lean (2005) for those of us who are able bodied "dismantling assumptions about the superiority and permanence of the able–bodied state" (p.74). McLean relates how professionals in the field of disability while undertaking academic qualifications were jolted into sudden consciousness as a result of "witnessing the impact of disability on the lives of disabled people and their families" (p.74). Therefore I would suggest to you that as a community of professionals joined here today by self advocates and family members we too need to be jolted to ensure that our professional egos do not make an overpowering comeback through paternalism, objectivity, and complacency. Being jolted (McLean) by the extraordinary feats of disabled people should assist in keeping the effects of our socialisation as powerful professionals in control.

A good example of how Londoners have been jolted in recent times is the sculpture of Alison Lapper Pregnant (see photo). Alison was born with phocomelia which is "A congenital malformation (birth defect) in which the hands and feet are attached to abbreviated arms and legs. The word phocomelia combines phoco-(seal) and melia (limb) to designate a limb like a seal's flipper" (Lapper & Feldman, 2005, p.17). Alison survived several foster homes to become a painter. She has become known for her self portraits which she uses as a means for challenging what we think is beautiful. She is on record as saying that the Venus de Milo provided her with the inspiration needed to start using her own body in her artwork. She now has a son called Parys who is 5 and when she was pregnant she agreed to sit for a British sculptor, Marc Quinn. The sculpture was recently entered into a competition to choose a piece of work to go on the 4th plinth in Trafalgar Square next to the likes of Lord Nelson and George IV. The sculpture of Alison won and now sits in Trafalgar square much to the increasing acceptance of the public but to the chagrin of fellow artists who see that it was a politically correct way for Marc Quinn, the sculptor, to further his reputation. However it is through Marc Quinn bearing witness to the humanity of Alison Lapper which has been placed on full view that she is now invited to give lectures at places like the Tate on the diversity of the human form. So as you walk within your own labyrinth consider how you too can give witness to the humanity of disabled people particularly where their extraordinary needs have led those around them to become desensitised to their humanity.



Before continuing with the theme of knowing ourselves as it relates to building relationships I will leave you to decide if Alison Lapper's story is one of bridging the ordinary with the extraordinary or the extraordinary with the ordinary. The answer will depend upon your world view.

I now invite you to continue to reflect upon what I have entitled.

Knowing ourselves in terms of our capacity to engage in relationships with people with disability.

The journey inwards here could begin by being open to examining the depth of relationships that we already have with people who are disabled. Could I invite you to consider how much you know about the person with disability with whom you last had contact, whether it be in your role as service manager, support worker, researcher, policy analyst, self advocate or family member. Knowing a person well for me means spending time with them, socialising with them, sharing events with them. Wills and Chenoweth (2005) remind us of the work of Burton Blatt (1987) who offered the reflection that work and life were intertwined and Wills and Chenoweth themselves indicate that within the area of disability there needs to be a different stance taken to the individualistic approach that divides work and pleasure. Blatt argued that "the most valuable sacrifice to a cause is the offering of oneself" (p. 359). Kendrick and Hartnett (2005) pick up a similar theme indicating that you "can make a difference when you stand squarely alongside people, particularly when difficult challenges must be answered with authentic commitment and sometimes with freely given sacrifice" (p. 44).

So where do you stand in relation to the development of freely given relationships with *continued page 14*

Bridging the Divide

Keynote Address, 40th Annual ASSID Conference

continued from page 13

people with disability and or their families. Reflect if you are in a position to walk alongside another as you do for those people that you are committed to in your personal life. Be honest with yourself. Do you need to get off the pathway to rejuvenate or are you in a position to share the ordinary things of life that come not so much from programmes, interventions, but from the ordinariness of close relationships that sustain us all in the long walk of life. This will be easier for some of us than others. It will depend on what else is happening in our lives but ordinariness is also made up of small things and those travelling long distances together can also do with additional support and resources no matter how small from allies who are prepared to meet them in the labyrinth as they pass through.

Knowing our capacity to relate to another should also be accompanied by knowing our level of trustworthiness when relating to people with disability and family members.

My earlier premise of reform leading to a recycling of what was once seen as innovative can also constitute a break of trust between those people who developed and promoted the strategy and those who were willing to receive it. If more trusting alliances are to be developed then we need to consider what is means to be a trustworthy ally. In 2002 Onora O'Neill, Newnham College, Cambridge, gave the BBC Reith Lectures under the title, **A question of trust** and I would like to read to you how she opened up the 5th lecture which was entitled: *Licence to deceive.*

> *We all know the story of the hero who goes courting a Princess. Her father sends him on demanding quests in distant lands. On the face of it this is not the ideal preparation for marriage or for ruling a kingdom. But the point of the quest, as we all know, is that the King needs to judge the hero's commitment and steadfastness. If the hero persists in his quest the King will have reason to trust him: if Princess and hero remain steadfast through long years of questing, each will have reason to trust the other's love and loyalty, and they will live happily ever after. Quests are test of trustworthiness* (O' Neill, 2002, p. 83).

People have been a long time living *less than ordinary* lives. We will not be the first people that they have put their trust in, in questing for a better future. And we will not be the last. As O'Neill's relating of the fable implies trust is not won easily as it is a process of remaining steadfast through long years of questing so that each has reason to trust the other's loyalty. This returns us to my earlier premise that part of our individual quest is to search for knowledge of our own capacity to be on the long walk with another. However if you as ally need to stop on the way ensure that your steadfastness is replaced by others with a deep understanding that if they are to become allies they

> *need to make their own journey of discovery to establish the value they place on the lives of people they purport to serve. Once this has been established, they then are in a position to share the journey with their disabled allies to the centre of the labyrinth* (Ferguson and O'Brien, 2005 p. 14).

Trustworthiness also begins with ourselves. If people see that you trust yourself in turn that will support them to trust you (Covey, 1989). In the Reith lectures O' Neill raises the issue of how accountability measures, such as, "detailed conformity to procedures and protocols, detailed record-keeping and provision of information in specified formats and success in reaching targets" (p. 46) is "damaging professional pride and integrity" (p. 50). She argues that such compliance lessens the time for interaction between professionals and those they serve. Rather she calls for *intelligent accountability* which she sees as being embedded in good governance

> *where those who are called to account should give an account of what they have done and of their successes and failures, to others who have sufficient time and experience to assess the evidence and report on it. Real accountability provides substantive and knowledgeable independent judgement of an institution's or professional's work* (p. 58).

O'Neill (2002) argues that professionals must be free to serve the public rather than their paymasters. In keeping with the title of this presentation, *Bridging the ordinary with the extraordinary* I have taken O'Neill's lead and raise the issue that where governments have promoted ordinary lives for people with disability it seems somewhat paradoxical that their financial support is dependent upon extraordinary compliance measures, such as, having different coloured chopping boards for different food and different coloured buckets in residential homes for different household purposes. How can we therefore expect the people who work with people with disability to develop trusting relationships when they themselves are not trusted without having to comply with sets of measures that are often not directly related to supporting ordinary lives.

So where does this take us? The time I believe is right for us to look **beyond for the leader within others**. People with intellectual disability in New Zealand have become their own leaders. They have indicated that their lives are less than ordinary. If this is to change then we need to follow their leadership and reinvent ourselves as leaders where those of us who have previously lead now act as mentors and coaches for people for whom the *leadership within* has failed to be acknowledged. Here we can learn from the parent movement where parents support other parents to become leaders. Parent to Parent Queensland is one such organisation where Simpson, Hornby, Davies and Murray (2005) have described

> *a deliberate strategy that trains parents and professionals together which not only extends the knowledge and skills of each group but also promotes values and attitudes that result in very high levels of respect for each member of the parent-professional partnerships* (p. 204).

A further option is that of coaching. A recent experience for me in Ireland was to visit a Camphill community where as part of a consultancy I spent two days in the company of several long term co-workers as well as members with learning disability. The members with disability were encouraged to join in all aspects of discussion at the different Camphill community locations we visited. As I reflected upon the experience I saw the leadership potential of people with intellectual disability being invited to be involved in the ongoing management of organisations. This could be achieved by having people with learning disability initially accompany and shadow managers and middle managers of organisations as part of a *Coaching the leader within* approach.

At another level if we are serious about rectifying the lack of recognition of the leader within for people with intellectual disability then we need also to look to the national level. Here today you are the leaders in the field of disability both in Australia and New Zealand. Here today then challenge yourselves to consider, is the time right for ASSID to share its leadership with people with intellectual disability? Let me leave you with this thought to consider within the context of other international organisations, such as, Inclusion International and the Canadian Association for Community Living that have embraced such leadership challenges.

People with intellectual disability have asked for change, which they see as an *ordinary life*. If such change is to come about then those of us who are professionals will also need to change, to reinvent ourselves. Change is a personal undertaking and how you go about that only you can decide, but in returning to my own metaphor for change, the labyrinth I leave you with these final thoughts for the journey ahead that hopefully will be of some support in *bridging the ordinary with the extraordinary.*

- Deprofessionalise your approach to working with people with disability and/or their families. Reflect upon how you can share your humanity with others to move beyond dominance to embrace **creativity, collaboration and consultation.**
- Build relationships that develop around the ordinariness of living and are sustained by **trustworthiness**.
- Remember that **ordinariness is also built on small things** and so as you prepare to leave this conference commit to one small thing as part of the bigger picture of supporting people to journey in from the baseline of humanity and as you prepare to return to the ASSID conference next year reflect upon its worth. Did it grow or die on the vine?

So as you begin the journey home let me read you a piece adapted from a CD recording entitled **PATH**:

When people seek obstacles to measure their strength, they go towards the north

If they need rest and tranquillity they turn to the south

To learn of their future they set off for the west

And they return to the east to discover their origins

But for the longest of voyages, they travel motionless inside themselves.

Uman

continued page 16

Bridging the Divide

Keynote Address, 40th Annual ASSID Conference

continued from page 15

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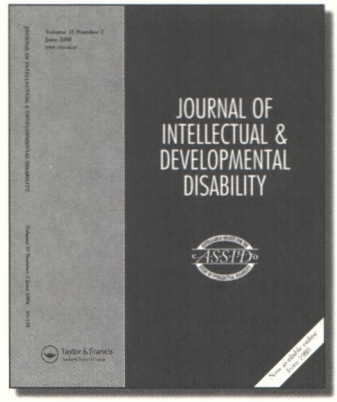
continued page 18

Identifying Expressions of Pleasure and Displeasure by Persons with Profound and Multiple Disabilities



by Katja Petry and Bea Maes
University of Leuven, Belgium

The following article is a Plain English Version of a paper that appeared in the Journal of Intellectual and Developmental Disability and was prepared by Sheridan Foster.

Finding out how people with profound and multiple disabilities show that they are happy or unhappy

Who was in the study?

- Six disability support workers.
- Six people who had profound and multiple disabilities
  - o they did not use speech or sign language
  - o they used wheelchairs
  - o they needed help from staff to eat and dress.
- Six parents.

What did the study involve?

The researchers watched 4 videos of the person looking happy and 4 videos of the person looking unhappy. The researchers wrote down what they thought the person did with their face and body to show how they felt.

The support workers and the parents wrote down what they thought the person did when they were happy and unhappy.

What did the researchers find out from their study?

The parents and support workers often agreed on what the person with a disability did to show feeling happy and unhappy. Sometimes the parents and the researchers agreed.

Things that people did when they were happy:

- o made sounds
- o used facial expressions
- o moved their head, body, arms and mouth.

Things that people did when they were unhappy:

- o made sounds
- o used facial expressions
- o moved their body, mouth, and head
- o banging or hitting things
- o sweating or blushing.

Conclusion

The study was not perfect. It was a small study so the researchers could not say that what they learned would be the same for other people that they did not study. Also, people do many different things to show they are happy or unhappy. It was hard to write down all the things that somebody might do. The researchers know that they may have not written down some of these things.

The researchers said that it was useful to ask people who do and people who do not know the person, to understand how the person shows they are happy and unhappy.

A written report (profile) can be useful for support workers. The report can help people know what the person wants and likes.

Acknowledgements

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Reference for the original paper is:

Petry, K. & Maes, B. (2006). Identifying Expressions of Pleasure and Displeasure by Persons with Profound and Multiple Disabilities. Journal of Intellectual and Developmental Disability, 31, 28-38.

The home page for the Journal of Intellectual and Developmental Disability is http://www.tandf.co.uk/journals/titles/13668250.asp. This page provides access to instructions for receiving the Journal's table of contents alerts via email. ◆

Report to Members

from ASSID Board Meeting 27-28 May 2006

Olive Webb, ASSID President

'Tena kotou, tena kotou, tena kotou katoa

The Board of ASSID came together for its mid year face-to face meeting at the end of May. As we have done before, we met in Melbourne, that being the place that we can all get to for the least overall cost.

The most important achievement of this meeting was the endorsement of the Strategic Plan that will now go to the regions for feedback. We hope that this huge task - driven at Board level by Sue Peden especially - will lead to synergies in the planning and prioritisation of activities across the Board and the regions.

Membership is always an issue, every region and every ASSID member must see our membership drive as a priority area. Our strength is our people.

Out financial situation, at Board level, is encouraging. But it is clear that some regions struggle to tread water. We need to focus on ways we can make it easier for regions to maintain their activities.

The website is to be expanded to allow us to use it as a one-stop-shop communications centre.

Parfet and associates have clearly become a critical part of ASSID in the 21st century. Parfets have enabled us to replace with a professional secretariat the itinerant apple boxes that have invaded the homes of successive secretaries.

Nominations are being called for the number of awards offered by ASSID.

This is a chance for you to look around and recognize the contributions that colleagues make to our area of work.

As a new president and the first kiwi president, I am in awe of each and every Board member who gives so much of their time, energy and resources to ASSID. I am aware that at regional level, the commitment of so many individuals is not less. Thank you to you all.

We will meet in Canberra - See you then

Kia ora tatou ◆

Bridging the Divide

Keynote Address, 40th Annual ASSID Conference

continued from page 16

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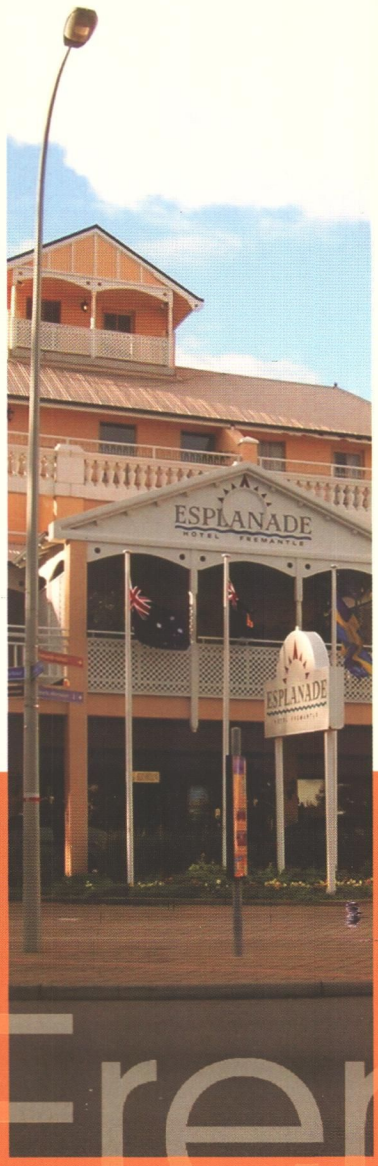
UPCOMING EVENTS

18 Oct 2006	**ASSID/ACROD Tasmania Division joint initiative:** ***Celebrating Support Workers Conference.*** To be held at Laetare Gardens, Moonah. Enquiries to Donna Venn, donna.venn@dhhs.tas.gov.au mobile 0438827179 or Darryleen Wiggins, dwiggins@montagucommunityliving.net.au
2 - 3 Nov 2006	**2006 NZ ASID Conference:** ***Getting the message - Living, Learning, Working and Playing.*** To be held at the Brentwood Hotel, Wellington. Further information sharon.brandford@ihc.org.nz
15 - 17 Nov 2006	**Centre for Developmental Disability Studies and Australian Association of Developmental Disability Medicine:** ***The Right to the Right Health Care: Evidence, Ethics and Health in People with Developmental Disability.*** To be held at the Sydney Masonic Centre. Further information www.cdds.med.usyd.edu.au
16 - 17 Nov 2006	**6th Annual Conference for Disability Support Workers:** ***Meeting the Challenge.*** To be held at the University of Melbourne. Further information phone (03) 9925 7211 or email dswconference@rmit.edu.au
28 Nov - 1 Dec 2006	**The Australian Tertiary Education Network on Disability presents** ***Toward 2020 the Pathways 8 National Conference*** To be held at Wrest Point Convention Centre, Hobart. The program comprises a series of keynote presentations by national and international speakers, interactive workshops and action focused discussions around the themes of universal design, teaching, learning and assessment and careers and employment. Further information www.leishman-associates.com.au/pathways8
7 - 9 Mar 2007	**40th Annual Gatlinburg Conference** ***on research and theory in intellectual and developmental disabilities.*** Loews Annapolis, Annapolis, Maryland USA. Information http://www.waisman.wisc.edu/gatlinburg/2007.html
2 - 5 May 2007	**International Meeting for Autism Research (IMFAR)** To be held in Seattle, Washington. Further information http://www.cevs.ucdavis.edu/Cofred/Public/Aca/WebSec.cfm?confid=238&webid=1326
16 - 19 June 2007	**Festival of International Conferences on Caregiving, Disability, Aging and Technology (FICCDAT)** To be held Toronto, Ontario, Canada. Brings together 5 international conferences related to disability and to aging. Further information http://www.ficcdat.ca/TheFestival/default.aspx?lang=en-US
5 - 8 Nov 2007	**Australasian Society for the Study of Intellectual Disability (ASSID)** ***42nd Annual Conference.*** To be held Fremantle, West Australia. (see back cover)

42nd Australasian ASSID Conference

November 5 – 8 2007



In Tune

42nd Australasian ASSID Conference

Active Citizenship . Community Engagement

ACTIVE CITIZENSHIP AND COMMUNITY ENGAGEMENT

Esplanade Hotel, Fremantle
Western Australia

For further information please contact:

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Fremantle