

43rd ASSID Conference
Principles, Policies and Practices: The Search for Evidence

Active Support in the Sunshine State

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Active Support (AS)

- Involves training staff in specific skills and procedures
- Focuses strongly on the way group home staff work with people with a disability
- How they organise and focus their work on direct support
- To enable and enhance meaningful participation in everyday activities

Background to the Project

- November 2007, Disability Services Queensland engaged CDS to commence Phase 1 of a state-wide implementation
- AS Train-the-Trainer Project
- DSQ provided group home settings in SE Qld
- Evaluation component by CDS with Griffith University

Organisational Context

- DSQ responsible for providing leadership in disability services and programs for people with a disability, families and carers
- Primary role
- Population
- Current situation

Method: Train-the-Trainer Project Phase 1

- Stage 1: Learning about Active Support Training
- Stage 2: Apprenticeship
- Stage 3: Train staff under Supervision
- Stage 4: Independence with mentorship

Stage 1: Learning about Active Support Training

Introductory workshop/s

Advanced Skill Training



Stage 2: Apprenticeship

- CDS Consultants delivered classroom & interactive training to staff
- 6 Houses supporting 22 residents
- 5 DSQ Trainers (POPIs) as apprentices
- 61 staff across 6 houses
 - 41 direct care professionals (67%)
 - 6 Team Leaders (10%)
 - Managers and professionals (23%)

Stage 3: Supervision

- Classroom training - per house
- Interactive training - individual sessions
- Role of Team Leaders
- Role of Managers

Stage 4: Independence with Mentorship

- 5 DSQ trainers delivered training
- 6 houses supporting 23 individuals with ID
- 54 DSQ staff from 6 houses trained
 - 38 direct care professionals (70%)
 - 6 Team leaders (11%)
- Mentorship from CDS consultants

Competency Checklist



Data collection

- Pre and post assessments collected by Griffith University staff
- 6 houses - trained by DSQ Trainers
- 9 men (69%) and 4 women (31%)
- All adults aged 30 to 72 years at pre-test
 - Average age 51 years 6 months
 - (*SD* = 10.5 years)

Results

Client outcomes

Staff outcomes

Index of Participation in Domestic Life (IPDL) (Raynes et al., 1994)

- Significant increase in total scores on domestic participation from pre-test (M=4.54) to post-test (M=7.92)
- A wider variety of domestic tasks
- Total number of activities engaged in by all residents increased by 70%
- Level of independence on some tasks increased dramatically for some residents

Mood Scale (Evans et al., 1999)

Depression scores:

- Decreased for 8 individuals (62%)
- Unchanged for 2 individuals (15%)
- Increased for 3 individuals (23%)

No change in:

- Participation in social & community activities
- Adaptive behaviour
- Challenging behaviour
- Choice
- Social contact with family or friends

Staff Questionnaires

- Staffing Information Interview (CDS, 2001)
- Residential Services Working Practices Scale (Felce, Lowe & Emerson, 1995)
- Group Home Management Interview (Pratt, Luszcz & Brown, 1980)

Staffing and Work Practices

- 5 houses SE Queensland
- 13% reduction in average time Team Leaders spent on administrative and household duties (76% down to 67%)
- 13% increase in time TL spent face-to-face with residents (22% up to 35%)
- Similar but less significant trend in how time spent by direct care professionals

- Increase in the number of staff completing or participating in competency based training courses (4% to 44%)
- Increase in frequency of staff meetings
- AS part of continuous improvement agenda at staff meetings

- Improved systems for monitoring and review practices
 - person centred planning
 - assessment and teaching of residents
 - daily and weekly planning for residents
 - resident support
 - individual supervision of staff

- Increased flexibility in some daily routines
- More individualised times of residents getting up, and taking showers or baths
- No change in
 - personal space
 - use of most household areas
 - rights & personal possessions

- ### Implications - future directions
- Train-the-Trainer model effective
 - Maintaining training pool trainers (60% loss rate)
 - Procedural integrity
 - Long term sustainability
 - On-going evaluation

