



Curtin University



# PEOPLE WITH INTELLECTUAL DISABILITY TALK ABOUT COMMUNITY ACTIVITIES

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# WHAT THIS TALK IS ABOUT

- **Why the study is important**
- **Research questions**
- **Participants**
- **How the study was done**
  - **Photovoice**
  - **Talking Mats**
- **The study so far**

# WHY IS THE STUDY IMPORTANT?

- **UN Convention on the Rights of Persons with Disabilities**
  - **‘Full and effective participation and inclusion in society’**
- **Hard for people with intellectual disability to visit some places and do some activities**
- **People with intellectual disability can tell us why these places are hard to visit**

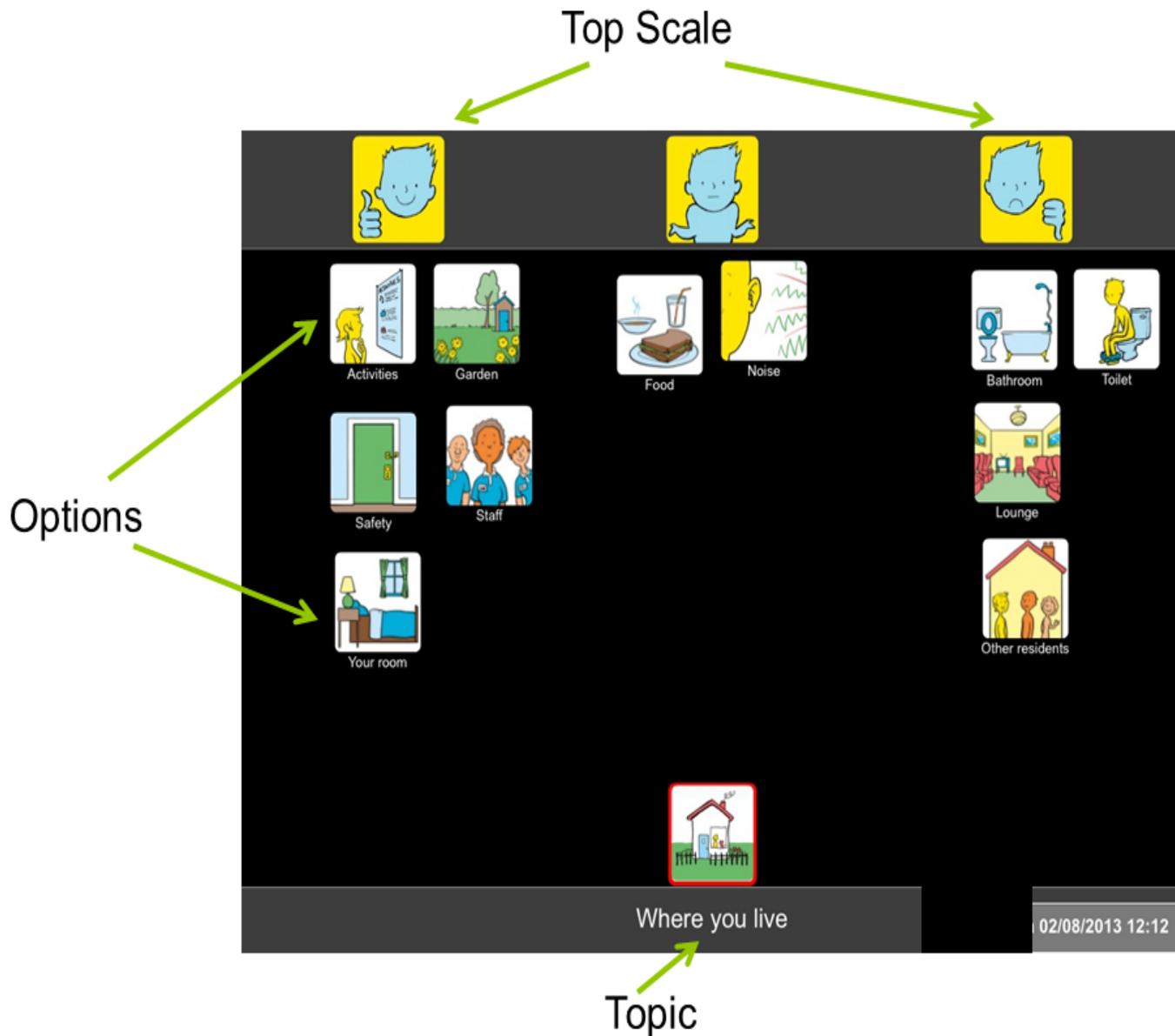
- 1. Is the combination of Photovoice and Talking Mats a good way for people with intellectual disability to share opinions and feedback?**
- 2. What parts of community places and activities help participation and inclusion for people with intellectual disability?**
- 3. What parts of community places and activities stop participation and inclusion for people with intellectual disability?**

- **Assignment**
- **Photographs**
- **Discussion**



\*Cluley, V. (2017). Using photovoice to include people with profound and multiple learning disabilities in inclusive research. *British Journal of Learning Disabilities*, 45(1), 39–46. <https://doi.org/10.1111/bld.12174>

# TALKING MATS\*



- **Topic**
- **Scale**
- **Pictures**
- **Discussion**

\*Murphy, J., & Cameron, L. (2008). The effectiveness of Talking Mats<sup>®</sup> with people with intellectual disability. *British Journal of Learning Disabilities*, 36(4), 232–241. <https://doi.org/10.1111/j.1468-3156.2008.00490.x>

# ORIENTATION MEETING

- **Participant, assistant and research team**
- **Talk about consent for photos**
- **Learn to use the camera**



- **Assignment 1: Participants were asked to photograph places they went to and activities they did outside the home**
  - **Places they work, have fun, meet people**
  - **Things they want to do and things they have to do**

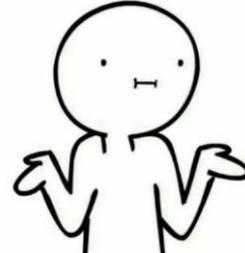
# FIRST DISCUSSION MEETING

- **Participant places photos on the mat**

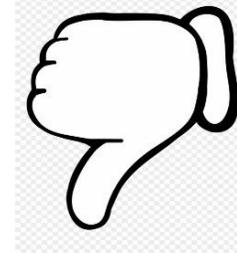
- **Top scale**



LIKE



OKAY



DON'T LIKE

- **Blanks or prepared pictures are used for places with no photo**

# FIRST DISCUSSION MEETING

- **Assignment 2: Participants were asked to photograph places they would like to go and activities they would like to do in the community. They were asked to:**
  - **Think about what stops you going places and doing things you want**
  - **Think about what helps you to go places and do the things you want**

# SECOND DISCUSSION MEETING

- **Participant places photos on mat**
  - **Top scale**



EASY TO DO



NOT EASY TO DO

- **The 5 places or activities the person most wants to do are chosen for sub-mats**

# SECOND DISCUSSION MEETING

- **Sub-mat: What stops/helps you participate in the things you would like to do?**
- **Top scale**



STOP



HELP TO GO

- **Prepared picture cards**
- **Blanks are used if no picture**

- **Participants**

- **Two female volunteers from the same workplace: both aged 30-35 years**

- **Progress**

- **One completed first discussion meeting**
- **One about to have first discussion meeting**

- **Problems**

- **Time – assignments, meetings**
- **Understanding of the assignments**

# ACKNOWLEDGEMENTS

## **Investigators**

- Allyson Thomson
- Lydia Timms
- Anne Whitworth

## **Research assistant**

- Patrice Whitehorne-Smith

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- People with intellectual disabilities, their assistants
- Management and staff of disability support organisations
- Advocacy and family support organisations

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