
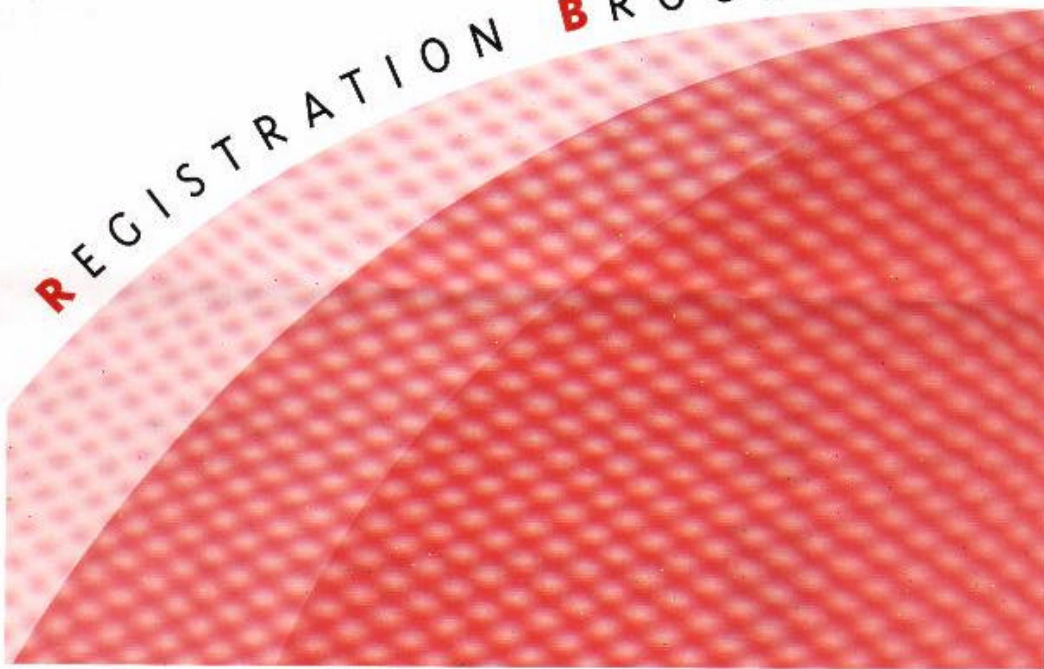


PATHWAYS

SYDNEY 2002



REGISTRATION BROCHURE



Inclusive Education Through Universal Access
Sunday 1st December, 2002 to Wednesday 4th December, 2002



Sydney Convention & Exhibition Centre
Darling Harbour, Sydney

Assessment and Classification of Support Needs



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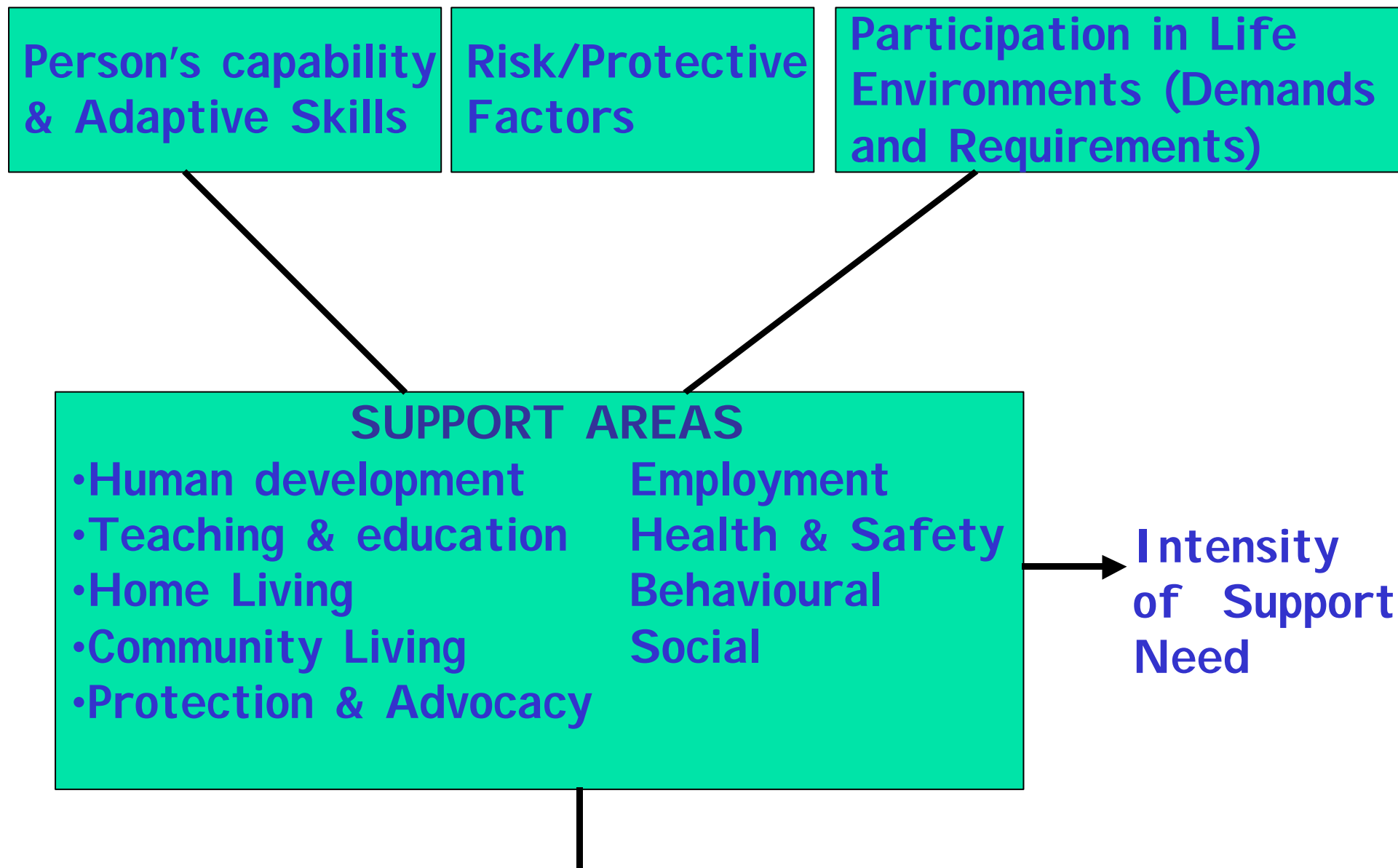
Website: www.cdds.med.usyd.edu.au



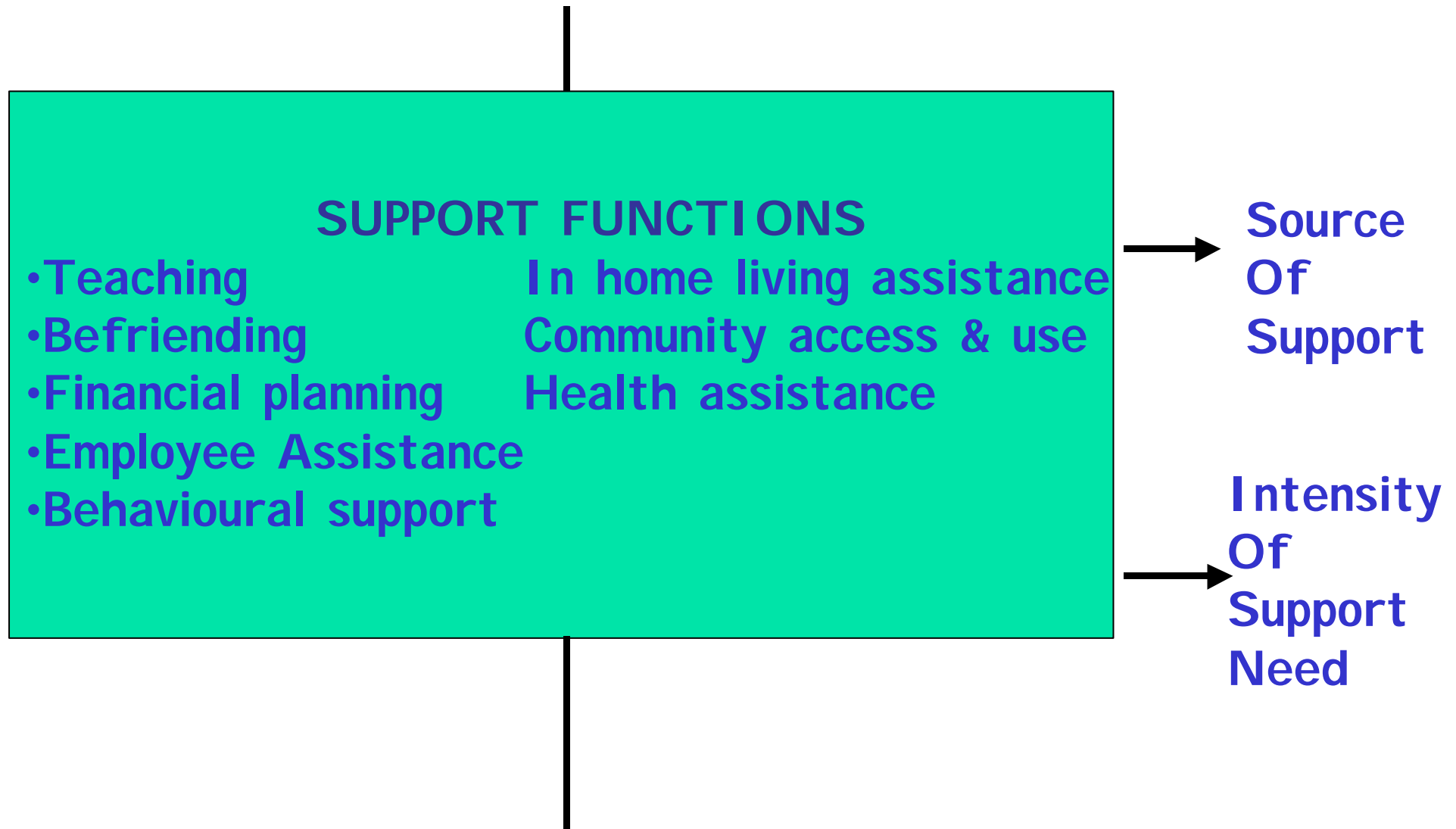
Paradigm Shift in Conceptualization of Disability

- Historical approaches
- False dichotomy of medical and social models
- Emergence of bio-psychosocial model
- Development of concept of supports
- Person-environment interactions

Fig 1 The AAMR Support Model



The AAMR Support Model continued



The AAMR Support Model continued

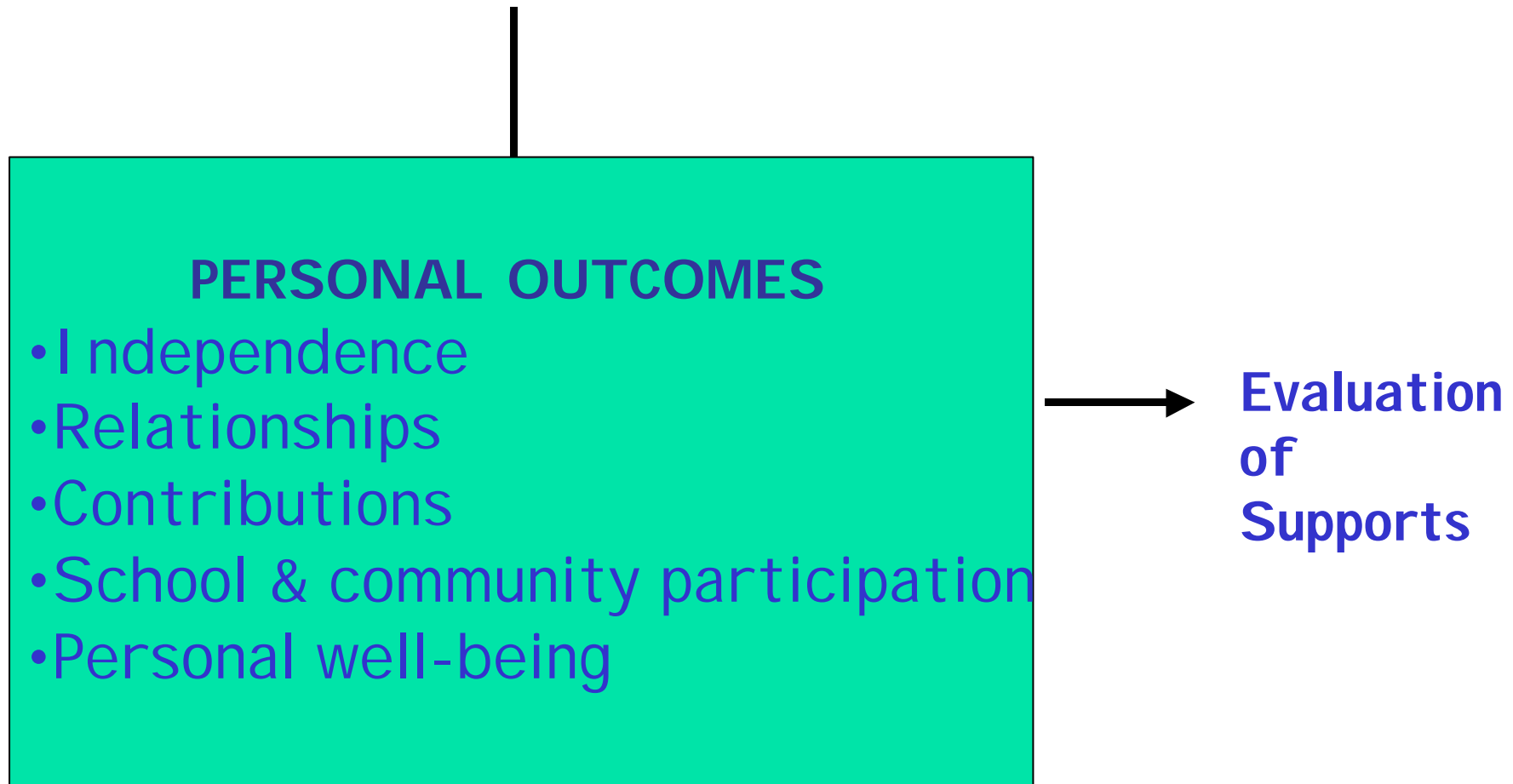
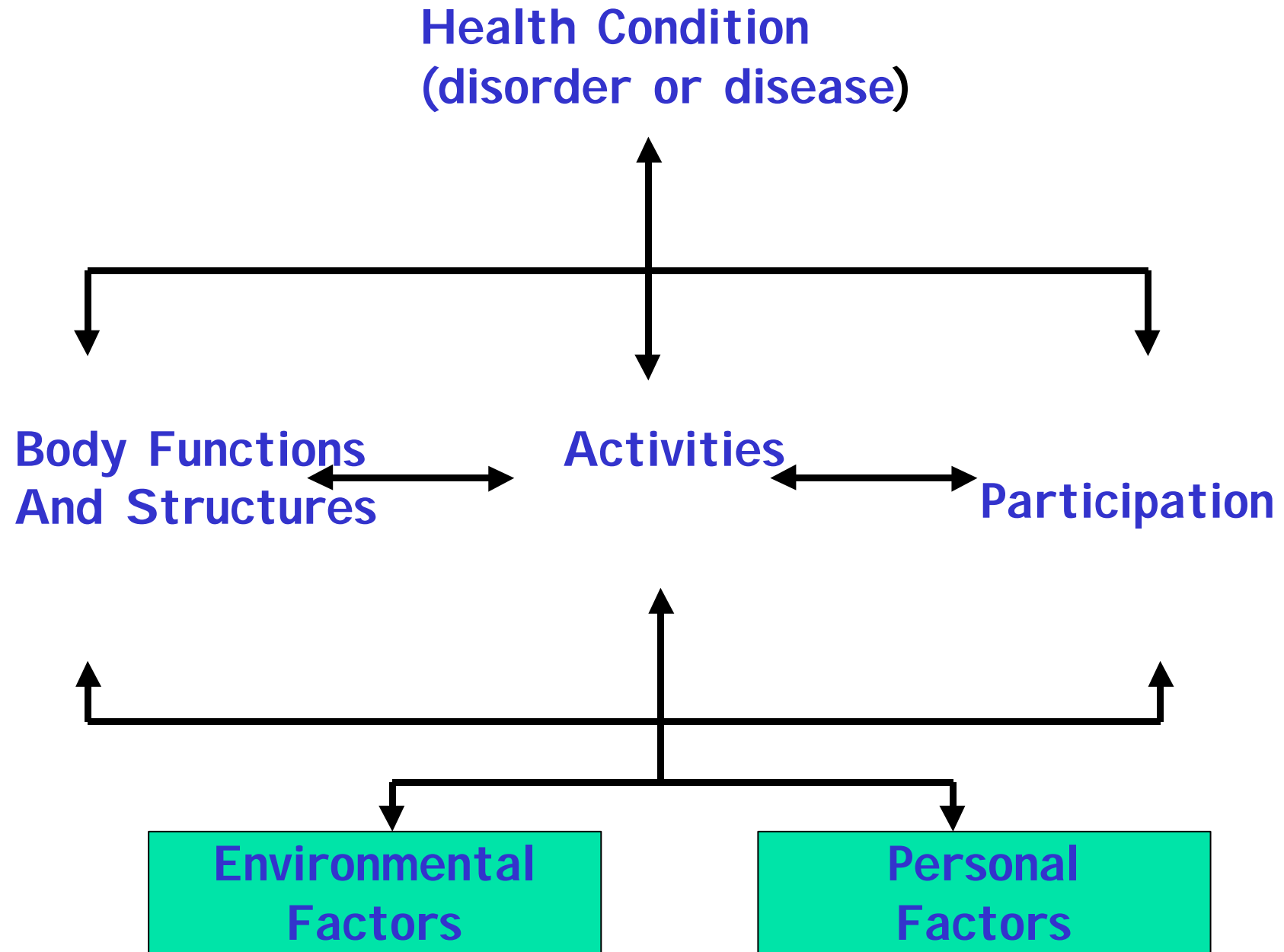


Fig 2 WHO Model





Post Secondary Education Area

- Difficulties in identification of support needs
- Differences between school and post school environments
- Self determination challenges
- Need to develop advocacy skills



Development of a Support Needs Classification System

- Identification of a profile of support resources
- Based on environmental factors and individual preferences
- Multi-dimensional across domains
 - Physical assistance
 - Health
 - Communication and social skills
 - Adaptive behaviour
 - Behaviour
 - Risk



Preliminary Research Results in Residential Settings

- Adaptive behaviour, communication and basic physical care domains predicted a substantial assessment of staff support hours in day time
- Medical/health, behaviour domains and risk profile accounted for some of the variation in night support hours
- Altogether these domains predicted 58% of staff support hours over a 24 hour period



Current Developments

- Linkage grant over 3 years
- Incorporation of AAMR & WHO conceptualizations
- Further refinement of instrument
- Exploration of additional domain scales for other environments (e.g. education, employment)
- Extend across disability groups
- Identify possible changes at transition points in a person's life



Conclusions

- Youth with disabilities in transition need to be adequately prepared to understand the nature of support provision
- They need training in self-advocacy, self-awareness & self-determination skills
- These skills will enable them to become *active* participants in obtaining natural and paid supports
- A valid & reliable support needs classification system will improve this process