

# Young People with Intellectual Disability Transitioning to Adult Life from Out-of-Home Care

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# Outline

## "Growing Up After Foster Care" Research

- Sarah MacDonald
- University of Queensland
- School of Nursing, Midwifery & Social Work



## "Living the Dream" Practice Approaches

- Jessica Burke
- ARROS Team Leader
- Community Living Association Inc.

# "Growing Up After Foster Care" Study

## 6 young people

- Aged 18-30
- "Mild" or "borderline" intellectual disability

- 100% was female (6/6)
- 2x 1hr story interviews (24 total)

## 10 service providers

- Min. 12 months support and/or advocacy role
- Single practice experience interviews

(10 total)

RQ1. How do young people with intellectual disability experience adult life after OOHHC?



# "Pursuing Goals"

## Roles

- Relationship & Occupation

## Rights & Responsibilities

- Freedom & Duty

## Valued Identities

- "Being Normal" & "Being Capable"

# “Having Difficulty”

Difficulty managing tasks

- Gaps in resources and support

Ongoing control

- Capacity gaps and constraints

Devalued Identities

- “Not normal” & “Not capable”

# Capacity

# Complex Needs

Resources [or Gaps]

- Skills & Knowledge; Material

Support [or Gaps]

- Relationships; Services

Opportunities [or Gaps]

- Participation; Self-Determination

RQ2. How might young people's earlier life experiences have influenced their experience of adult life after OoHC?





# Multiple adversity in early life

Impairment Effects & Discrimination

Abuse & Neglect in Relationships

Regulation & Disruption in Service Systems

Developing complex needs in adult life

# Good fortune in early life



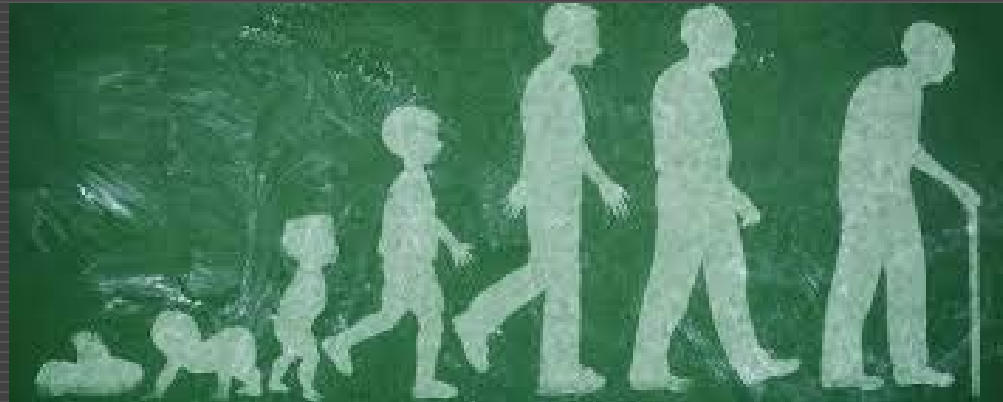
Learning & Inclusion Experiences

Care & Nurturing in Relationships

Participation & Growth in Service Systems

# Building capacity for adult life

RQ3. What are the implications of this knowledge for policy and practice with this group of young people?



# Capacity Building Policy & Practice



Responsive to abilities & needs

- Intellectual Disability; Trauma-Recovery

Relationship-based

- Personal Relationships & Services

Developmental

- Learning, Nurturing, Participating

# Living the Dream

PRACTICE APPROACHES IN WORKING  
WITH YOUNG PEOPLE WITH AN  
INTELLECTUAL OR COGNITIVE  
DISABILITY ON THE FRINGE



# Sally's Life at Age 17

**Risk of homelessness**

**Mental health issues – self harming, suicide attempts**

**Drug use – overdosing on prescription and illicit drugs**

**Severe dysfunction in family relationships – DVO, welcoming & excluding, pay day invitations to connect, police interventions to end contact**

**Criminal justice & other legal issues**

## What we work towards:

- Places to live
- Spaces to belong
- Roles for meaning
- A community that welcomes and includes young people from the fringe



## Practice Approaches that Work

- 1. Pro-active outreach**
- 2. Skilled workers to build and hold a relationship with the young person**
- 3. Flexibility**
- 4. A commitment and ability to engage with the people in the young person's life**
- 5. Capacity to work holistically**



# Contact details

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## **"Growing Up After Foster Care":**

*The Transition To Adult Life Experiences Of Young People With Mild or Borderline Intellectual Disability Who Have Exited Non-kinship Out-of-home Care*

- RQ1. How do young people with mild-borderline intellectual disability experience adult life after out-of-home care?**
- RQ2. How might their earlier life experiences have influenced their experience of adult life?**
- RQ3. What are the implications of this knowledge for policy and practice with this group?**