

# How people with intellectual disability and their support networks prefer to co-teach

## Summary of what people told us

### Background



This study was done by UNSW Sydney and the Department of Health and Aged Care.



We want to help students studying to become health professionals to learn about intellectual disability.



For example students studying to become

- doctors
- dentists
- nurses



We wanted to understand how people with intellectual disability and their support networks would like to be involved in teaching students about intellectual disability.



This is called **co-teaching**.



This will help teachers at universities know how they can include people with intellectual disability in co-teaching and support them.

## What the study involved



We spoke to four people with intellectual disability.



We also spoke to seven support network members who were

- carers
- family members
- paid support workers



We spoke about

- their experience teaching others about intellectual disability
- how they like to be included
- what support they need.



We also spoke about their ideas on how to teach health students about intellectual disability.

## What we found – how people want to be included

### Include people with lived experience from the start



People said include people with intellectual disability from the start of planning education.



They said people with intellectual disability should be asked to co-teach first before their support networks.



Sometimes it can be helpful to have support networks included.



Most people said they wanted to be included in planning the **curriculum**.



The **curriculum** is the plan for what students will learn about intellectual disability health.

### **Focus on what people with intellectual disability have to say**



People said the most important thing to include in intellectual disability health education is

- the stories and
- lived experiences of people with intellectual disability.



People with intellectual disability should tell their own story.



If they cannot or do not want to tell their story they can agree to someone in their support network sharing their story.



Include people with intellectual disability in planning for

- lessons they will give
- other teachers lessons on intellectual disability health.

### **Show that everyone is different**



Include the experiences of a few different people to show that everybody with intellectual disability is different.



Help people think differently about people with intellectual disability.



For example show all the things people with intellectual disability can do.

## What we found – what support people want

### Provide supports and plan



The main point that people made was that everyone is different.



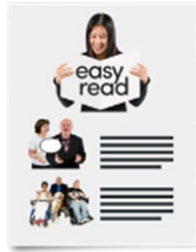
Teachers should always ask what supports or adjustments people need to co-teach.



The supports needed could include



- support getting to the venue



- plenty of time to prepare and clear instructions about what they need to do



- make a time that suits the person



- support to prepare what the person will say or do



- a support person on the day if needed



- making sure the venue is accessible and comfortable for the person





Different supports might be needed if the person



- is from a **Culturally and Linguistically Diverse background**

This means a person is from one of the many cultures, religions and languages that people in Australia identify with.



- is a **First Nations person**

**First Nations people** are the Aboriginal and Torres Strait Islander peoples.



- has something that might affect them, like anxiety or chronic fatigue.

## Other things people said were important



People said they like teaching in person.

But they are okay with teaching online if it is needed.



It is important for them to be paid the same as any presenter would be.



People would usually like to be paid with gift cards.

But it is important to ask the person what they prefer.

## How we will use what people told us



We will use what people have told us to make a co-teaching **toolkit** for teachers.



A **toolkit** is an information booklet that explains how to do something.



This toolkit will have advice on

- how teachers can best include people with lived experience in co-teaching



- how they can best support the person



- how they can connect with people with lived experience.



The Framework says what health students should learn about intellectual disability.



There is Easy Read information about the Framework here

**<https://www.health.gov.au/resources/publications/intellectual-disability-health-capability-framework>**

## For more information



If you would like more information

- about this study
- about the results



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