



Summer
Foundation

Summer Foundation Showcase

Acknowledgement of Traditional Owners

The Summer Foundation acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to Aboriginal and Torres Strait Islander peoples today.



Co-design and Research

Partnering with people with disability is at the core of the work of Summer Foundation.

Our approach:

- Dedicated co-design team and research team in partnership with La Trobe University
- Organisational structures ensure active involvement of people with disability.

Our team:

- 50 people with disability employed on casual contracts.
- 200+ people with disability contribute to our co-design projects.
- Researchers with disability on our research team.

Our work:

- We start by aiming to understand the lived experience of disability:
 - What works? What doesn't? What is needed?
- Methods include:
 - Co-design workshops
 - In-depth interviews
 - Surveys
 - Literature reviews
- Insights inform our research program and drive meaningful change.



Learnings from a reference group for a doctoral research program

Background: peer support research



Peer support for people with
neurological disability

- Building an evidence-base to inform peer support programs
- 3 projects within the PhD to understand the peer support experience
- Overseen by a reference group: 6 people with disability & interest in peer support

Engagements with our reference group

Engagement plan

- Introductory phase
- For each project:
 - At the beginning of each project (planning phase)
 - During each project (recruitment)
 - At the end of each project (discussion of findings; dissemination)
- Email updates & feedback phone calls throughout



Engagements so far - planning interview study

Discussing overall approach & recruitment strategy

HAVE YOUR SAY ABOUT WHAT GOOD PEER SUPPORT LOOKS LIKE
Research Study

Are you a person with disability who has lived experience of peer support?
Would you like to share your experiences and views on what good peer support looks like?

What's the study about?
The Summer Foundation and La Trobe University are doing a study to try and understand what makes good peer support. We want to talk to people with disability to hear about their views and experiences. Your views and experiences will help us understand what good peer support looks like and will help shape the future of peer support practice for people with disability. We hope the study can improve peer support programs so they can be as valuable as possible and help ensure people with disability can reap the benefits of good peer support.

Who can participate?
We are looking for people who have any amount of experience with peer support. Even if you have limited experience with it, we still want to speak with you. We'd like to hear from people who:

- Have acquired a disability due to a neurological injury or a neurological condition, for example an acquired brain injury such as a stroke, traumatic brain injury, Parkinson's disease, multiple sclerosis
- Have acquired the disability between the ages of 18-65 years
- Have acquired the disability at least 2 years ago
- Always or sometimes need assistance in at least one of the following areas: self-care, body movement and communication
- Are currently aged 18-65 years
- Can participate in an interview

How can you get involved in the research?
If you would like to participate, please email cornelia.welcke@summerfoundation.org.au or call 0490 041 866, or visit the QR code below or visit the webpage summerfoundation.org.au/peer-support-study to fill out the online form.

You will receive a \$50 gift voucher to thank you for your time and for sharing your experiences.

Logos: SUMMER FOUNDATION, LA TROBE UNIVERSITY



RESEARCH STUDY
Are you a person with a neurological condition?
What does good peer support look like to you?

About the study
The Summer Foundation and La Trobe University are doing a study to try and understand what makes great peer support for people with disability. This knowledge will help shape the future of peer support practices and will ensure peer support programs are as valuable as possible.

Who can participate?

- You have any amount of experience with peer support - even if you have limited experience with it, we still want to speak with you
- You have a disability due to a neurological injury or condition
- You are 18-65 years of age

For more information, please get in touch with us.

What to expect
If you are a person with disability, we want to speak with you to understand what you would like from peer support. You will participate in a 17 interview via Zoom or in person. You will receive a \$50 gift voucher to thank you for your time and for sharing your experiences.

How to get in touch
Contact cornelia.welcke@summerfoundation.org.au or call 0490 041 866.

Visit summerfoundation.org.au/peer-support-study for more information or scan the QR code.

Logos: SUMMER FOUNDATION, Project logo tbc, LA TROBE UNIVERSITY

Discussing & testing our interview guide



Challenges and learnings

Challenges



- Time
 - Setting aside time to plan engagements & invest in the relationship
 - Keeping members involved during 'slow' periods

Key learnings



- Set-up as a work opportunity
 - Valuing members' input
 - Formal conversations about expectations
- Being flexible in our approach - different engagement styles for different people



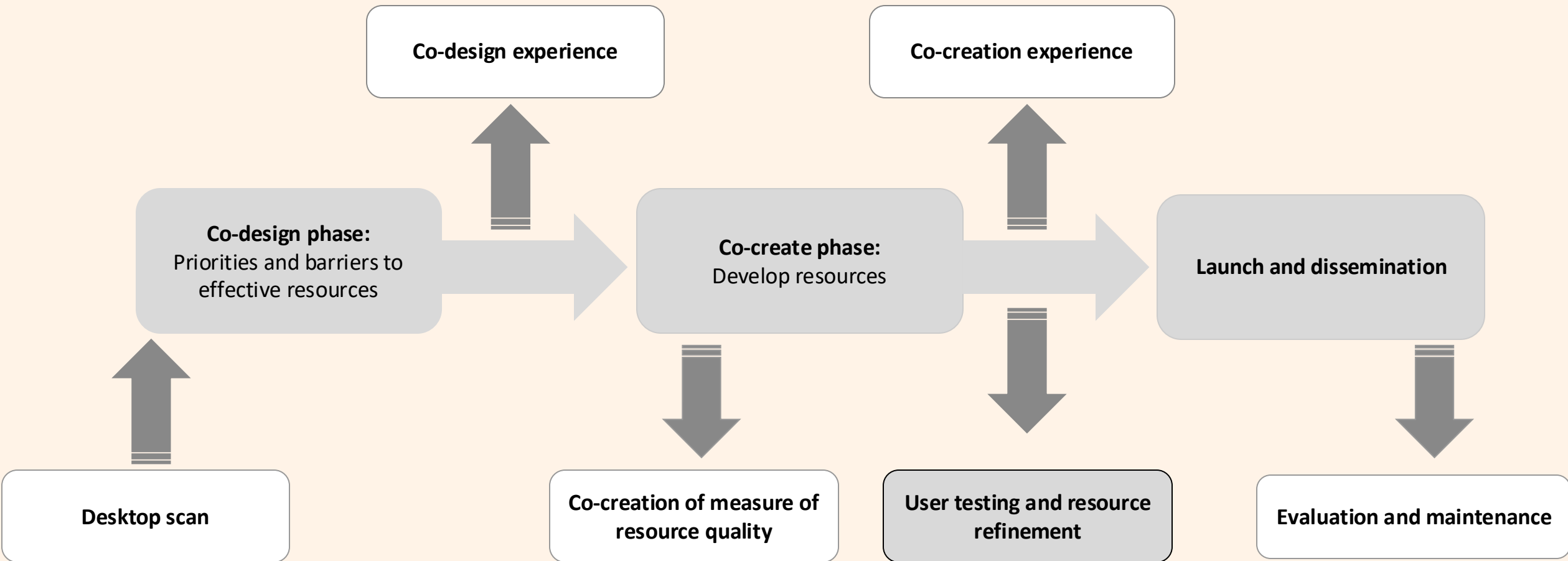
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Feedback in Supported Accommodation Resource (FISAR) project

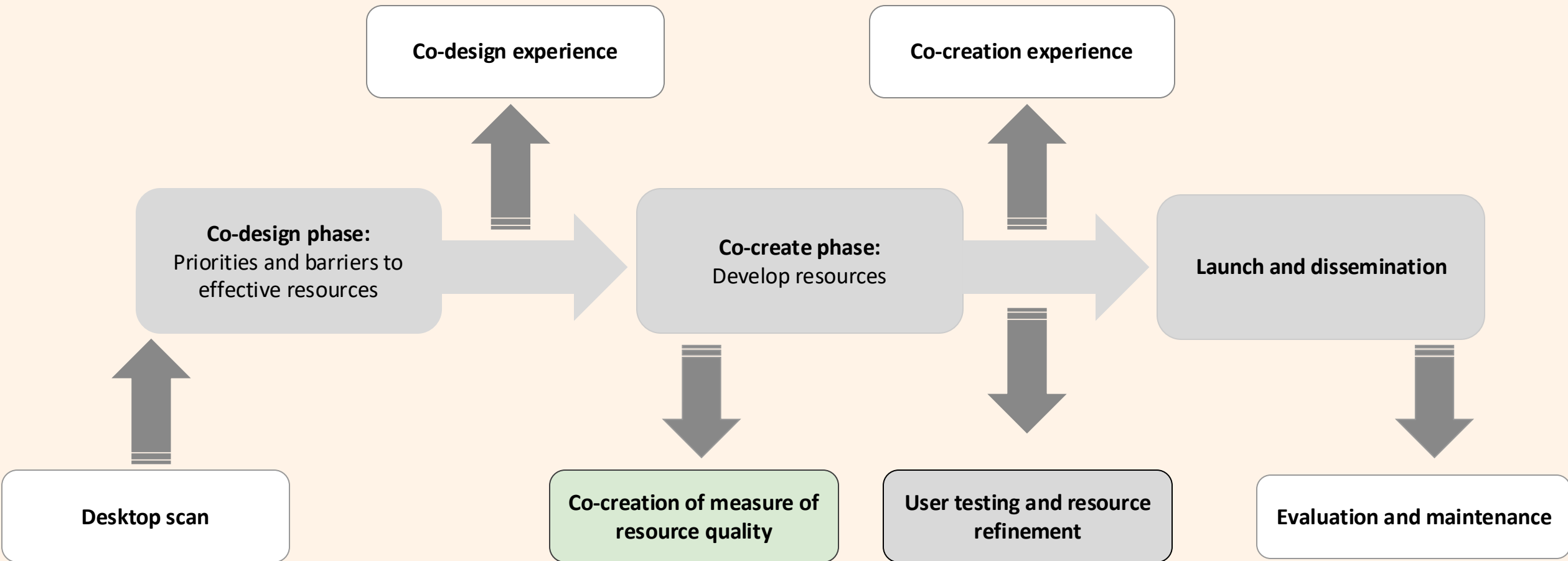
Background

- **Specialist Disability Accommodation (SDA):**
 - Housing for people who require specifically designed housing to enhance independence and support efficiency.
 - Includes a range of housing typologies and support models.
 - Power imbalances persist between tenants and providers.
 - Tenants need choice, control, and awareness of rights.
 - Providers must adopt new approaches and mindsets.
- **This project co-designed resources to address these needs.**

Project Overview



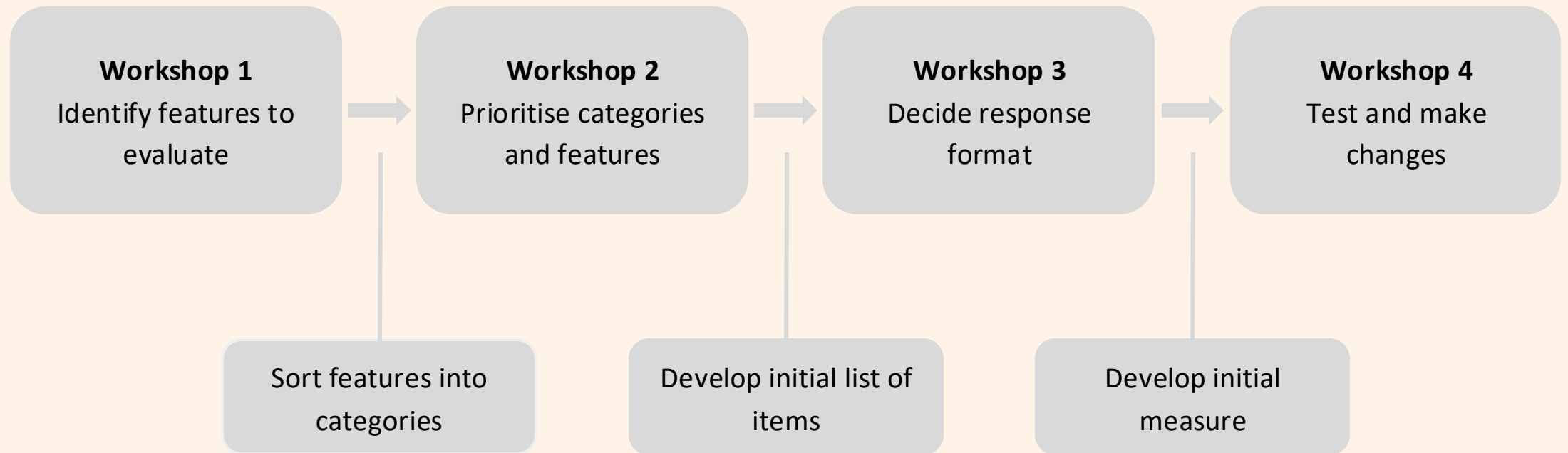
Project Overview



Background

- It is important to get the perspective of people with disability on the quality of resources.
- We wanted to know what makes a resource:
 - easy to use,
 - likely to be used in practice, and
 - effective in meeting the needs of users.
- We co-designed a method of measuring the quality of resources

Measure Development Process



Workshop 1: Identifying the features

- Asked questions to identify features of a good resource
- Identified similarities of features and created three categories:
 - Accessible
 - Informative
 - Engaging
- Looked at existing measures of resource quality to identify any features we might have missed



Workshop 2: Prioritising the features

- Reviewed categories and identified missing features
- Prioritised the features in categories 1 and 2 into:
 - Must haves,
 - Should haves,
 - Could haves, and
 - Will not haves.
- Developed an initial list of items based on the features that were highly prioritised



Items and features

Category one: accessible

Item.

The resource was easy to navigate

Features.

Easy to navigate (must have)

Limited steps to access relevant information (should have)

Can fix mistakes (could have)

Category two: informative

Item.

The title clearly captured the resource content

Features.

Title is clear and informative - no jargon (must have)

Information is aligned with title (must have)

Title is meaningful to user (should have)

Workshop 3: Formatting the measure

- Reviewed items and wording of times
- Discussed different response format options, including:
 - having a middle point,
 - number of response options,
 - preferred labeling, and
 - how to select responses.
- Reviewed potential open-ended questions.

Middle point or no middle point

Middle point

The resource was easy to navigate

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

Can prevent choices that don't reflect true options

Allows people to respond in a neutral or undecided stance

People may overuse the middle option to avoid making a decision

No middle point

The resource was easy to navigate

Strongly disagree Disagree Agree Strongly agree

Forces respondents to take a stance, which can provide clearer data

May lead to frustration or inaccurate responses from those who feel neutral

Workshop 4: Testing the measure

- Tested the pilot measure.
- Reviewed the pilot measure in terms of:
 - How long it took to complete,
 - Feedback on the rating scale items, open ended questions, and response format.

Feedback about the rating scale items

1. The resource was easy to navigate
2. The resource functioned smoothly, with no technical issues
3. The resource was easy to access
4. There was sufficient time to use the resource
5. The resource had sufficient accessibility features (e.g., text-to-speech, magnification, captions, colour use)
6. The resource was difficult to navigate
7. The resource included the right amount of information
8. The resource was easy to understand, and included definitions when needed
9. There was not enough time allowed to use the resource
10. The title clearly captured the resource content
11. The information in the resource was accurate
12. The resource was useful
13. The resource was enjoyable to use
14. The resource was well-suited for its intended audience
15. Overall, I was satisfied with the resource

#5 and #4 - not applicable to resource/ user. Add a not applicable box and option to describe why

#8 & #9 - interpreted as "I had sufficient time (in my day)". The length/ size of the resource was sufficient.

#1 & #2 capture issues with time. Consider including example of time restriction in these items.

two questions on time - #9 & #4 - two that can be misunderstood

#14 - consider "was this resource well suited to you"

negatively worded questions can take time to answer. Suggestion to group these items together. Some preference to have consistently positively worded.

#11 - the resource is being used as an educational tool. This is challenging to answer as a user.

#11 - can be capturing question. Maybe phrase as "informative or "being informed" or "was the information representative to you"

#13 - may not apply to all resources. Can omit this item.

Learnings

Key challenges in co-designing research and resources

- Time and workload balance.

Key considerations for authentic and effective co-design

- Include a preparation phase.
- Allow time for reflective learning and peer support.
- Ensure facilitators are skilled to support meaningful engagement.
- Ensure workshop design and content is clear and accessible.



Thank you

Stacey Oliver, Cornelia Wellecke, Mark Brown & Kate D'Cruz