



THE NETHERLANDS

Amerpoort

WORKING TOGETHER TO CREATE A GOOD LIFE
FOR PEOPLE WITH AN INTELLECTUAL DISABILITY





Working together to create a good life for people with an intellectual disability. That is our mission. We provide care to more than 2,700 people with an intellectual disability in central Netherlands (in the provinces of Utrecht and Flevoland and the Het Gooi region).

At the heart of society

Amerpoort is at the heart of society. We are working on our mission together with our clients and everyone who is important to them: relatives, neighbours and volunteers; but also district teams, schools, knowledge centres and organisations both inside and outside of care. We regard each other as partners, and learn from each other.

Amerpoort Centre of Expertise

The Amerpoort Centre of Expertise enhances the professional skills of the Amerpoort employees. We underpin and strengthen our professional conduct, enabling us to continuously improve the care we provide. We make knowledge and experience accessible so it can be applied and developed further.

Participation in the 2019 IASSIDD World Congress provides a unique opportunity for Amerpoort to exchange knowledge and experiences at an international level. In this brochure you will find more information about Amerpoort's three IASSIDD-presentations.

MEANINGFUL MOMENTS OF CONTACT



WIENEKE PENNINGA, MSc
SCIENCE PRACTITIONER
& CHILD PSYCHOLOGIST

This PhD project focuses on the quality of contact between persons with Profound Intellectual and Multiple Disabilities (PI(M)D) and their professional caregivers. The project is a collaboration between Tranzo (Tilburg University) and Amerpoort, and is supervised by prof. dr. Petri Embregts (Tranzo).

The aim of this PhD-project is to identify indicators of high-quality interactions and meaningful service delivery that might extend beyond observable cues. Our hypothesis is that meaningful service delivery (also) takes place on a subconscious/intuitive level.

The results of this project will be shared with professional caregivers to support them in initiating meaningful moments of contact with the persons they support.



ADOLESCENCE



HARRIËT SCHOENMAKERS MA,
BEHAVIORAL SCIENTIST

My work as a behavioral scientist at a day care centre catering for children with PIMD has aroused my interest in their adolescence. This is the reason why I conducted research in collaboration with my colleagues and have written a book on this subject.

Adolescence in people with PIMD for many years has been an underexposed theme. This research was prompted by the assumption that paying attention to adolescence among young people with PIMD is just as important as it is among adolescents without disabilities. Important core themes were: body and sexuality, behaviour and emotions, development, available activities, parents and family, network and society.

Because the young person with PIMD is often dependent on other people, it is our task to enable them to actually

be an adolescent. It is also important to parents that we should pay more attention to this period, the changes that take place in it and their implications for the parent.



THE LOSS AND GRIEF TRAINING COURSE



MARJON VERBOOM MA,
STAFF MEMBER AND
RESEARCHER

Effective grief support enhances the quality of life of people with intellectual disabilities. Among staff, there is a need for training in practical skills and strategies for supporting people with intellectual disabilities who have suffered loss and bereavement.

At Amerpoort, this prompted the development of the Grief-Cube© and the Loss and Grief Training Course in cooperation with service users, relatives of service users and staff members. The Grief-Cube© is a practical tool to help people with ID and their carers to communicate about loss, bereavement and grief. Based on our research, we expect the Grief-Cube© to offer multiple benefits to staff providing grief support. The Loss and Grief Training Course was developed to provide staff with the tools they need. Currently, a study is being conducted to measure the change in staff self-efficacy before and after this training course.





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