Ep. 11 Richard Chapman and Jessica Shuttler

SUMMARY KEYWORDS

work, self determination, people, podcast, richard, jessica, article, disability, person, pandemic, journal, writing, thinking, therapist, authors, therapy, context, learn, applied, developmental disability

SPEAKERS

Richard Chapman, Matthew Wappett, Jessica Shuttler

Matthew Wappett 00:15

Hey there, everyone. Welcome to the Developmental Disabilities Network journal author insights Podcast. I'm Dr. Matthew Wappett, the host of the podcast and it's my pleasure to join you today. This podcast, I say it every single time is one of my favorite things I get to do, because I learned so much talking with these authors who publish in the Developmental Disabilities Network journal. It's also fun because it helps me learn. It helps me understand what's happening out there in the field. And I hope that I'm able to bring some of that to you so that you're able to also gain a wider appreciation for some of the work that's happening out there. So just by way of introduction, and why we do this podcast, I think it's important to note that the podcast is part of our ongoing commitment to increasing the accessibility of the information that we put out through the Developmental Disabilities Network Journal. Not everyone has time to sit down to read a book or an article. And in fact, more and more people are getting their information through audio sources, podcasts, through audiobooks, things like that video even. And so as we move as a culture, towards more multimedia ways of sharing information, we're trying to keep up with the trends, which is why we've started this podcast and try to help you access the same information you get in the journal, maybe in a more fun accessible format here through these podcast recordings. So with that said, please be sure to subscribe to our podcast feed. This is a regular ongoing series. So we try to interview as many authors as we can from each past issue of the journal. And we try to put out a few per year. It is a labor of love, though, and we're not always as consistent as we would like. But, you know, we're getting there. So anyway, if you like to listen to podcast you can subscribe to the author insights podcasts on most major platforms. So Apple, Spotify, Stitcher, overcast PodBean, wherever it is. Also, if you're there, please leave us a rating and a review and share the podcast with your friends and colleagues. That helps raise the visibility of this work and the authors who we speak to. So with that said, we are excited today to have an interview with Richard Chapman and Jessica Shuttler, who were authors on an article in the most recent issue of the Developmental Disabilities Network Journal called "Applying the self determined learning model of instruction to the psychotherapeutic context for people with intellectual and developmental disabilities". Now, I know that's a highly academic title, but I think you will find this interview to be not quite as academic as the title. Richard has been a friend for the past couple of years. And I find him incredibly fun to visit with and it was great to have Jessica, his colleague with us and I think you'll find it's more of a relaxed exploration of what is self determination and how do we support people with living self determined lives. So by way of introduction, Dr. Richard Chapman is the Associate Director for disability leadership at the

Partnership for people with disabilities at Virginia Commonwealth University. The UCEDD out there. He completed a postdoctoral research fellowship at the University of Kansas in Lawrence, Kansas, where he studied self determination and assessment. And a lot of that work that he did in Kansas is what has informed this article. Richard considers himself a disability studies scholar. He conducts research in the area of self determination. He's also a licensed Mental Health Counselor, and a Certified Rehabilitation Counselor. He got a bachelor's degree, a master's degree and a PhD from the University of South Florida and he currently lives in Richmond, Virginia. Now, his colleague Jessica Shuttler, is a child psychologist and assistant professor at the University of Kansas Medical Center in the Division of Developmental and Behavioral pediatrics. She also is the training director for the Kansas LEND or the leadership education and Neurodevelopmental Disabilities Program. She works with children, youth and young adults to provide therapy and interdisciplinary developmental evaluations. And her role in the LEND Program includes teaching and coordinating training experiences for emerging leaders from over 10 different disciplines to encourage more interdisciplinary work as we support kids with disabilities who are coming through our systems. So anyway, I hope that you find this conversation informational, I hope you find it useful. It really was a pleasure to speak with Richard and Jessica. So without further ado, let's jump into this fun and informative conversation. I'm excited to be here today to visit with Richard, and Jess about their article in the most recent issue of the Developmental Disabilities Network Journal, applying the self determined learning model of instruction to the psychotherapeutic context for people with intellectual and developmental disabilities. Now, that is a mouthful. So, Richard, let's start with you. Please tell us a little bit about your background, and how did you come to the work that you discuss in this DDNJ article?

Richard Chapman 06:10
Matt, thank you very much for inviting Jess and I to do this podcast stuff. So my background is in mental health counseling. I started I guess in 2010 working with persons who are homeless, and also in domestic violence. But in 2015, or 16, I did something foolish. I went back to school and got my PhD in Counseling Education and Supervision. And when I went back to get my PhD, I thought that I was not going to focus on disability Issues. As a side note, I identify as a person with lived experience that has cerebral palsy. So I went in and I didn't want to be put into a box, but you know stuff happens. And I gave my dissertation in the area of, self advocacy and college students with disadvdantaged youths, I had the great fortune of going out into the University of Kansas to do a post doctoral fellowship in self determination, intervention assessment under the direction of Dr. Kelly Chopen. And I met Jessica. This was during the time of COVID. So it was very difficult for all of us, and just a couple of students doing some fun and innovative bunch up in the area of self determination. And I joined their team and we begin to conceptualize this. I don't know if Jessica you want to add anything, but that is kind of what it is in a nut shell.

Matthew Wappett 08:56
No, that's great. Thanks, Richard. So Jessica, you were at Kansas when Richard came out for his post doc. Tell us tell us a little bit about your background and how you got involved with this project?

Jessica Shuttler 09:07
Sure. So I have been a psychologist in practice in our developmental pediatrics division. I'm at the University of Kansas Medical Center since about 2016. I kind of in terms of my psychology career was

kind of born and raised at KU I did my graduate work there, and had the opportunity to be a LEND trainee and pre and postdoctoral fellow at KU in their developmental pediatrics division as well. So I've been working there for a few years and also had the opportunity in 2017 to move into our training director role for our Kansas LEND Program. And we've had a lot of strong collaborations in our LEND program with our UCEDD with the Kansas University Center on Developmental Disabilities for an number of years. But as I was kind of growing and learning in my training director role and my psychologist role, I was thinking more and more about these concepts of self determination that we were talking about a lot in educational contexts and in more community employment kinds of contexts. But as a person whose primary kind of working context was in therapy and working with kids and young people with autism and other developmental disabilities, I was kind of asking myself, how can we bring these things together? And so I reached out to Carrie Sjogren, who mentored Richard and I, in a number of ways, but especially related to this paper, to kind of talk more about these ideas, and she said, Well, you really need to meet Richard. She kind of brought us together and then we've had the opportunity to start collaborating virtually, I think it probably was like, I don't know, Richard, like six months, maybe before we saw each other in real life in person. But I had a lot of fun.

Richard Chapman 09:09
I think it was more than that. I'm thinking it was more like I guess. November, August. So like, 8 or 9 months? I don't know.

Jessica Shuttler 11:24
So then this paper is kind of the product, I guess, of some of those early collaborative conversations and thinking together?

Matthew Wappett 11:33
So this isn't a question that I included but you both brought it up. It sounds like you started this work at the beginning of COVID. Is that true?

Richard Chapman 11:43
We started this program, in between COVID. I moved to do a post doc in the middle of COVID, which was probably on a personal level, one of the hardest things I've ever done, because of the isolation. Being single in a new city. So I was desperately looking for this collaboration.

Matthew Wappett 12:21
So that's one of the interesting things that we're finding with articles that are coming out now. The research and the writing and everything occurred during COVID. Did you find that the pandemic affected your approach and kind of how you implemented and gathered data and wrote everything? And if so, what? What were some of those effects of the pandemic? We can go to you, Jessica, for that one?

Jessica Shuttler 12:50
That's a good question. I was kind of waiting to see what Richard said, because I was, like, I and I will say, my work has been I've been wearing my kind of clinician and teachers hat and haven't done as much manuscript writing and proposal writing. But in some ways, I think, with some of the downtime

that we had, or the like the lack of other demands. I mean, we had different demands, maybe is the I wouldn't say lack, but the different kind of different things we were dealing with. We had kind of different relationships with time. And so maybe there were, like more opportunities to kind of sit back and think about that all a bit. I mean, using zoom and thinking about ideas and sharing ideas, was maybe different than sitting in a room and brainstorming or like writing on a whiteboard together, things like that. But also Richards a really personable person to work with. We were always laughing and kind of enjoying ourselves to through the process. So that was a great, a great plus, I think.

Richard Chapman 14:03
And I just had to change the way I worked during the pandemic and I'm going to confess something. I worked out of my house, masked up during the pandemic and worked out of grocery stores and coffee shops. Maybe Kelly doesn't know that or maybe she does. So that's how I worked. It was really trying to find dedicated writing time.

Matthew Wappett 14:46
I find also that it's easier for me to write in public. You know, when I'm home, I get too distracted and so sometimes being in a coffee shop or something helps me actually be a little more focused. I don't know what it is. You're the psychologist. You could probably tell me why that is.

Jessica Shuttler 15:02
Well it's funny because I realized how much I appreciated the quiet and the space of working from home and being at home, like I did a lot of it from, like, right here, where I'm talking with you from. I don't know if this applies exactly to the writing of this paper, but I think we all kind of figured out different ways about ourselves. How we work best, or what we need to work through stress or work, you know, work or take care of our stress instead of work, you know, trying to find that, that balance, I think, is something all of us continue to work on. Thank you for that question. I hadn't really thought about that in terms of this kind of work before.

Matthew Wappett 15:45
it's been really interesting for us, at least because COVID had a significant impact, especially on human subjects research and what you could do and what you couldn't do. And it changed a lot of the dynamics. And so the work that's done during the pandemic is just starting to come out. And so it's interesting to see how people adapted to those particular demands. So anyway, thanks for sharing. I appreciate that. That was not a planned question, but there it is. So let's turn to your article really quick here. Your article talks about the self determined learning model of instruction, and then applying that to the psychotherapeutic context. You kind of explained how you came to this topic, but maybe dig in a little bit more what is the self determined learning model of instruction and why is it so important? Richard, why don't we start with you on that one?

Richard Chapman 16:42
You would do that. Before I get into self determine learning model instruction can we take a step back and define what we mean by self determination? Because I think that if people don't understand what's self determination is they are not going to get the idea self determine learning model instruction. We hear this idea of self advocacy, self determination, self advocacy and sometimes people use those

words interchangeably, but really self determination is this idea of causing or making things happen in your own life really. When we define self determination we define it as when the LIN causal agency theory. So the SDLMI or the self determined learning model of instruction is a way to remote still goes plugging in self determination in them variety of population is built on the on a lot on the book of Michael Bay Meyer, who kind of developed the SDLMI and then more recently Kelly Shogren has done a huge amount of work on the SDLMI and on causal agency theory in general. Really in the nutshell self determination, Jessica I don't know if I missed anything

Jessica Shuttler 19:11
I would just I also think about it as you know, everything you said are true, but also like kind of a framework that you can apply to different contexts. So it's been applied in like classroom contexts to support students of all abilities and being able to decide upon a goal, decide on a plan for how they're going to achieve that goal and then kind of self reflect and examine progress towards that goal, what they've learned about themselves and kind of, you know, promoting those sorts of skills and abilities and then has also been applied in other kinds of contexts. But really, the idea is, you know, there's a set of person questions. There's facilitator objectives so we are all guided by the person questions. So the questions being asked of our of our focus person, whether that's a student or a client in therapy in our case. And asking, you know, facilitators are asking questions or seeking us to support the answering of these questions around what a person wants to have happen in their life and what their plans could be of how to get there, and what supports or other kinds of actions they might need to take to make those things happen. I think the other really kind of helpful thing about that framework, I think that's really cool that we tried to kind of share in the article is about the educational supports that are kind of packaged within it. So it kind of offers people like in our case therapists. And in the context, we're thinking about offers therapists, some tools and strategies to think about using within those interactions. And as they're talking through those questions with a client that can help ensure understanding accessibility and that we're really hearing the voice and the perspectives of the person who is the focus on our client.

Matthew Wappett 20:58
Well, I mean, it sounds like it's a tool, right? That can be applied in various contexts, it's not necessarily strictly limited to just the therapeutic interaction, right, in a therapists office, or whatever it could be used in a classroom or in a community setting.

Richard Chapman 21:16
Its permanently being used in the classroom and the community. So again, it hasn't really been used in the therapeutic context and our team was who proposed this.

Matthew Wappett 21:36
That's where I think it's interesting, because, you know, mental health for individuals with intellectual and developmental disabilities is a big issue that's getting more and more attention here in recent years. And SDMI, is another tool, right, that could be used to help support the mental health. So based upon your findings, you know, in the therapy context, right? How can SDMI be used to support the mental health for somebody with an intellectual or developmental disability?

Richard Chapman 22:09
Let's say we're working with a person, and I'm going to use person instead of client or patient, I'm going to use person. And they come to me for therapy. The goal is to work on, give me a hypothetical situation, Jessica?

Jessica Shuttler 22:38
Well, in our article, we talk about Olivia and Maggie who are working together.

Richard Chapman 22:44
Yes, on the personal mood management we can get them to set a goal and maybe, the goal is to work on mood or depression management. Then they work through the steps on solving or how to accomplish that goal, how to define that goal.

Matthew Wappett 23:18
So SDMI is really more of an adjunct to something like cognitive behavioral therapy or acceptance and commitment therapy.

Richard Chapman 23:29
Possibly,yes. It's SDLMI

Matthew Wappett 23:35
SDLMI. Sorry.

Richard Chapman 23:36
Yeah.

Jessica Shuttler 23:40
I think the way that we've kind of talked about is like and thought about it for this article, too, is kind of like, there's a lot of like, alignment is the word that comes to mind that like, when you think about the stages that commonly go with cognitive behavioral therapy, which was kind of the model, the kind of therapy model that we were really thinking about, although there's lots of different models that this could be applied to, right. You have stages of of CBT therapy, or cognitive behavioral kind of therapy that line up. We would we were trying to kind of argue or propose with those stages and phases within the STLMI. So kind of do we have the similar kind of setup conversations about like, what's the purpose of the work we're going to do together? How are we going to do this work together? How do we agreed to be kind of partners? And then we're thinking together about like, what is your goal person, and we may be supporting that person thinking through like some of those educational types of supports, and those kind of person questions. But also thinking about if what they want to learn and grow more on relates to kind of emotion management or self management, then maybe there are some cognitive behavioral kinds of strategies that might be also supports and tools that we're introducing or are offering as as a person wants or needs them. And then together, we're kind of evaluating what are the next steps to support and grow in the ways that you want to? And how are those things working?

Richard Chapman 25:12

Transcribed by https://otter.ai

It really works well with cognitive behavioral therapy or any other feel about your goal orientation, but expecially, kind of cognitive behavioral therapy because they all prove evidence.

Matthew Wappett 25:30
Right. So it sounds like it's really a tool that can help individuals. People who are who are going through therapy to take more ownership, kind of whatever's going on in their life, whether that's emotions, or particular personal goals or things they want to improve on. It's just a more structured way of getting them to think through what does it mean to take that ownership? Would that be an accurate portrayal?

Jessica Shuttler 25:56
Yes. And I would say, as a therapist to it kind of holds me accountable to be like, Am I really, truly listening to what my my client or what this person's goals are by using this kind of structured approach and questions? I think, maybe historically, in therapy, we've done more telling what to do, and maybe less listening and supporting really, and following someone goals. And so I like this framework as a way to kind of hold myself as a therapist accountable to kind of keeping that person at the center and really thinking about their strengths and goals.

Matthew Wappett 26:28
That's awesome. That is something I think that is oftentimes missing. I think it's assumed sometimes that people are going to take ownership. And occasionally, it's nice to have a more structured approach to help facilitate that. So we kind of touched on this earlier that you were doing a lot of this work during the pandemic and everything. But one of the things we try to do on the podcast here is give people a picture of what happens behind the scenes, right? When you're writing an article and working on a research project. And there's always funny stories, events, awkward interactions, whatever it is that occurs, you're working on a project. So I want each of you to think if there were any memorable aspects of writing your article, write funny events, exciting discoveries, new collaborations. Are there anything memorable from this project that really stands out that you're like, oh, that was, amazing.

Richard Chapman 27:28
Jessica you can go first.

Jessica Shuttler 27:32
Well, I am at KU right, and we're in Kansas City. And so we had like, a lot of, you know, there are lots of things happening in Kansas City, but in 2020, we had a Super Bowl victory that happened in February before everything sort of really came to the United States. And I think one of the fun things I will remember from writing this paper is the fun kind of back and forth that a certain Buccaneers fan would tend to bring to our writing sessions. We would have kind of regular meetings and writing and brainstorming together. And you never knew like it depended on how things went over the weekend iff someone was gonna have a Tampa Bay Buccaneers background you know, subtly post there you know, when we are meeting some fun, fun and friendly and I'll admit I wasn't wasn't paying a ton of attention to the NFL before the the chiefs were winning and stuff, but it was sure fun to be able to give each other a hard time. During the writing process and kind of have something else to talk about besides just kind of work.

Matthew Wappett 28:43
Oh, so you're a Buccaneers fan Richard. I'm assuming that's you?

Richard Chapman 28:49
Yes, I am. In and I don't really have one memorable story, but we would do a lot of co writing of a zoom to flesh out ideas. And that's really how I enjoyed to write.

Matthew Wappett 29:05
That's actually pretty uncommon, I find to co write simultaneously. You know, a lot of people like to do a draft, send it to the next person, next person takes it. And so that's interesting.

Richard Chapman 29:20
And we did some of that and I don't think it would be right to not acknowledge our team. I think we have a incredible team behind us, not just Jessica and I. I'm trying to integrate all.

Matthew Wappett 29:45
And there are like five are authors on this article. We've just got you and Jessica today. But yeah, it was a big goup it looked like who was involved with making this happen.

Jessica Shuttler 29:57
Absolutely. I mean, we really appreciated obviously carries kind of guidance and the conceptualization and that expertise around the STLMI and also grateful to Shader Rayleigh for her kind of contributions and feedback. And then we had some wonderful research assistants during this process, you know, as, as good people do, they moved on to like other training and other work. But we're really, really grateful for the work that Hannah Adams did, who's now a graduate student at George Mason University, and Sidney Walls, who now works at Stanford University, in a research coordinator role there. So really, really great work. And we really, really appreciate them.

Matthew Wappett 30:41
That's awesome. It's always fun to see where people go, right, once they have these experiences. So kind of going back to the article? What is the main message that you would like readers to take from your article? If you were to sum it up in just a couple of sentences? What should people remember?

Richard Chapman 31:01
Self Determination is imperative to positive psychology interventions. Really a different way to, instead of using a deficit based lens, focusing on a asset, using a asset based lens to provide treatment to people.

Matthew Wappett 31:32
Great, thank you. Would you add anything to that? Jessica?

Jessica Shuttler 31:37
I thought that was pretty well said. Again, I'm putting kind of putting my therapist hat on. But I think as someone who's kind of worked in this area, for a few years now, I've heard too many times from

families or from from people that they, you know, tried to seek out therapy elsewhere in their community, and were told, like, Oh, you have a developmental disability, I don't know how to do that. Right. And so I guess a message I would have for for therapists and counselors out there who maybe haven't worked with folks with with intellectual developmental disabilities before, like, you can do this. And there's a lot of alignment with some of this with with a lot of the tools or the practices that we talked about, and maybe like disability spaces that can apply really well in mental health spaces. And that self determination, as Richard said, is important for everyone. And so these kinds of practices are going to make make all therapys stronger, I would like more helpful, hopefully more impactful. And then when we can think and accessible ways we can do that for more people, too. It's really important.

Matthew Wappett 32:44
Well, the mental health thing is a personal interest of mine, and I work on several projects related to it. And one of the most common things we hear from therapists is I haven't been trained to work with this population, I don't know how to support their needs. Where would a therapist or any other mental health professional go to learn more about the SDLMI?

Richard Chapman 33:07
We only developing websites as self determination.org. We'll move on next step is to develop a new intervention manual based on the work and we have some funding proposals out on the view.

Jessica Shuttler 33:36
Sorry Richard, I don't know if I heard quite right. But the selfdetermination.ku.edu is a great resource, especially on the self determined self determination, inventory, and the self determined learning model of instruction. And like the self, the SDLMI Teachers Guide, which we reference a lot in the paper is available there for download for free to learn more as well, but hopefully, with some funding proposals out there, we'll have a have a manual to kind of guide folks from there.

Matthew Wappett 34:09
Very cool. Well, we'll make sure that we provide a link to all those resources in the show notes for this so that people can go directly to find those because, you know, that is the most common thing we hear when people are looking for tools. And so I think this is a really interesting one to get out there and make people and it sounds like it's one that's relatively accessible, right. It's something that's pretty easy to implement in a clinical setting once you're familiar with it and get the context of it.

Jessica Shuttler 34:41
There are training opportunities offered through KU if you to do them there. I think there's a more intensive like, it's like two to three days of training for organizations you know, like, say a whole practice or a whole agency wanted to like kind of embed this practice on the whole. I think there's lots of great tools and just even those guide kind of guiding questions is a great place to start, like, how can I embed some of those facilitator questions into the work I'm doing, I have another resource to and guys can decide whether or not you want to want to share this or not. I have just a Padlet website that I've started, like, kind of compiling resources. They're all evidence informed, or evidence based resources. But more kind of from my own, like personal practice, and then experiences and working with folks that I'd be happy to share too. It's tinyurl.com\SDMPower. And I've just tried to put links to the SDLMI, for

Transcribed by https://otter.ai

example, self determination website, as well as some other current like evidence based curriculum and modular treatments for anxiety or depression, either tailored or developed for kids and young people with autism or other developmental disabilities. So it's not exhaustive. But I've also have shared that with folks who are like, Oh, I don't really know where I'm where to go, or how to start and kind of say, you can

Matthew Wappett 36:08
We will put a link to it in the show notes. So I here at the end, I like to end the show with two questions that we ask everybody. And again, it's trying to make the authors who write in the journal a little more human and help us understand kind of who you are as people. So the first question that I asked, and I'll give you each a chance to respond here. We all ended up doing disability work, mental health work, because of the huge paycheck. Oh, wait, no, that's wrong. We all have a reason that's motivated us to get in and do this work. So that's my question. What motivates you to do this work? Why do you do what you do? And why don't we start with you, Richard?

Richard Chapman 37:00
I've have great mentors through a lot of this. My as a clinician working with persons with disabilities, and then my being someone with lived experience.

Matthew Wappett 37:21
That makes perfect sense. Most people have a personal connection. And we find as we do this, Jess what about you?

Jessica Shuttler 37:29
Gosh, Richard, it's so hard to follow you. So I have some familial connections to folks with a variety of different kind of developmental differences. I think, what gets me going every time I'm getting ready to go to clinic, or working with students, or getting to, like, work with Richard on a on a project or a paper like, this is like, I really enjoy, like, seeing people grow, like or supporting people in grow, you know, like, having that moment of like, they didn't think they could do something, and then they do it. And then you kind of go. That celebration is like 's, it's gonna say this, maybe, maybe, it's really I was like its like a drug. Like you get like this high from be like, Oh, yes, we did this. You did this. You know together, you know. Maybe don't call it a drug, that's probably not a good thing to put on a podcast. But it's, like that feedback. And that adrenaline of like feeling like you're really having an impact on someone individually. And then I think, to feel like you are around people that you can work together to have some collective impact in some way is really powerful and exciting. This idea that we can keep growing and getting better. And it's important. We have a lot of work to do. So. Those little steps are huge.

Matthew Wappett 39:05
Absolutely. Well, it technically kind of is a drug, right? It's just a hormone response, dopamine, serotonin, oxytocin, all those things that make us feel wow, we're connected and life is good.

Jessica Shuttler 39:19
Yeah, but that opportunity to like have a personal relationship and you know, have a relationship with someone and then be a part of their journey to growth is like, just awesome.

Matthew Wappett 39:30

I would agree. So the last question here, one of the one of the focuses of the journal and we continue to work on this is just trying to make this research more accessible, and inclusive. So you know, a great example is we try to have people with lived experiences, reviewers, and we try to include self advocate voices, and we you know, we try to make sure the journal is available in a variety of formats to make it again, more accessible. So what are some things that you've each been doing to make your work more inclusive and accessible. And we're going to start with Jessica this time, so that she doesn't have to follow you, Richard,

Jessica Shuttler 40:10

I am trying to listen as much as I can and respond and partner with voices of people with lived experience. As person who doesn't necessarily identify as having a developmental disability, or intellectual disability or autism, it's really important that the work I'm doing be as informed as possible. And I'm still learning and growing and staying open to that feedback. So I've appreciated so many of the opportunities of different collaborators, students, clients, who have given me feedback that I've tried to learn and grow from, and have been very appreciative for. And appreciated even you all, kind of charging us with writing a clear language summary. I was just even thinking about our title and how it could maybe use a little work around clear language too. So I think getting feedback from from from the systems that we're engaging with, to to set those expectations is really also important.

Matthew Wappett 41:14

It's a challenge. It really is to make academic writing and research actually accessible to the general populace. And then to make it accessible to people who may have intellectual disabilities or otherwise, it's, it's a lot harder than it looks from the surface.

Richard Chapman 41:34

I'm focused on making my research more accessiable in making sure when I research because I have lived experience. I also identify as a researcher. So I'm going to make sure that I include in my research a perosn with lived experience. as well, I have that dualpositionality, which is very interesting.

Matthew Wappett 42:12

It is absolutely is. And yet, I think it's so incredibly valuable, greatly appreciceive for the opportunity that we've had to work with you, Richard and Jessica, and publish your work. I've really enjoyed reading and learning and just talking with you today. I think there's just some great information there in the article. So I'd encourage everyone to go check it out. We'll provide a link in the show notes. And hopefully, we can get more people reaching out trying to learn about the SDLMI. I see I said it right there. Awesome. Cool. Okay, so that's it for our conversation with Richard and Jessica today. I would like to thank all of you for listening this far. I hope that you learned something through that conversation. I would like to thank here at the end, the DDNJ managing editor and author insights Podcast Producer, Alex Schiwal. For her hard work to get this podcast out. Alex does a vast majority of the work the public facing work of DDNJ. And so she's an invaluable member of our team here. We'd also like to thank USU Institute for Disability Research, Policy and Practice for their financial and in-kind support for this podcast in journal. And we'd also like to thank the Utah State University Libraries and Digital Commons

who also support the Developmental Disabilities Network journal. As I mentioned earlier, please be sure to subscribe to the podcast. Please leave us a rating and review. Share it with your colleagues. Help get this information out there. You can learn more about the Developmental Disabilities Network journal at our website, which is digitalcommons.usu.edu\DDNJ. And you can download podcast transcripts in English and Spanish and learn more about our podcast guests and our podcast page, which is linked in the show notes. I'd like to thank you all so much for tuning in. Thank you for the good work that you do. You're making a difference. We want you to know that what you do matters and please stay tuned for our next episode. Thanks all. Have a great rest of your day.