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INTERNET INCLUSIVITY OF YOUNG PEOPLE WITH A DISABILITY: THEIR  
OWN STORIES

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THESIS

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*Internet Inclusivity of Young People with A Disability*

**Signed Statement**

This is to certify that the content of this thesis is my own work to the best of my knowledge. This thesis has not been submitted for any degree or other purposes except the partial requirement for the degree of Master of Education (Special Education) at College of Education, Psychology and Social Work at Flinders University, Adelaide, South Australia.

I certify that I have met the formatting requirements according to the Flinders University format manual.

I certify that the intellectual content of this thesis is the invention of my own work and the assistances and sources that I have received in formulating this thesis have been acknowledged.

Arifa Rahman

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## *Internet Inclusivity of Young People with A Disability*

### *Abstract*

Nowadays, the inclusivity of young people with a disability is a contemporary and constant concern for many people worldwide. Inclusivity is widely recommended for helping to empower people with disability in society. In inclusive settings, people with disabilities feel included and supported. Inclusion is important in education sectors; however, every aspect of the learning process needs to be considered. This includes inclusivity in the digital world as well. People with a disability, and their inclusivity in the digital world through the Internet, however, is not well understood. Internet inclusiveness is not commonly considered in studies, even though Internet activities play a vital role in our current lifestyles. This lack of investigation reveals a gap in the literature on inclusiveness. Consequently, this study aimed to explore the presence and voice of young people with a disability on the Internet, especially on Google Australia. The Google search engine was used to search for stories written by young people with a disability. The study was a mixed methods study using grounded theory analysis. The study adopted a constructivist epistemology as the underlying philosophical assumption. Internet-based self-reported stories of people with a disability, which were shared by the authors, were the source of the data. The data were collected during the month of December 2017 to address whether young people with a disability have a presence and a direct voice on the Internet. The stories of these young people with a disability were selected through selection criteria following a systematic procedure and were thematically analyzed. There were several key findings in this study. Firstly, the presence of young Australians with a disability on the Internet was very low and comprised 12% of the total sampled websites. Moreover, the number of self-reported stories, on the Internet, of young Australians with a disability was also low, which indicated only a small

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percentage (3%) of direct voices. The current practices involving the direct voice of young Australian people with a disability on a website was formed or influenced by the individual organization in 62% of cases. Furthermore, 82% of private organization websites incorporated the presence and voices of people with a disability in various topics. Most of the website authors preferred that their gender, ages and backgrounds were not disclosed. In addition, there were a variety of topics presented in the information and narratives shared by people with a disability. Such as employment, independent living or living in a nursing home, disability services, self-advocacy, relationship and reproductive health. Moreover, only 6 out of 27 websites had relevant stories that revealed significant information about people with a disability and their life. Finally, people with a disability highlighted the importance of leading a life similar to that lived by people without a disability. There was a sense of being empowered in sharing their stories. This study highlights directions for future research including recommendations for practices for better inclusion, such as, inclusion in the digital world, studies on being normal for people with a disability, and advocating for direct voice of people with a disability on the Internet.

**Keywords:** Internet inclusivity, Young People with a disability online, Young People with Disabilities.

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## **INTERNET INCLUSIVITY OF YOUNG PEOPLE WITH A DISABILITY: THEIR OWN STORIES**

This study aimed to investigate the direct presence and voice of people with a disability (PWD) through their own stories, which were shared on the Internet. Nowadays, the inclusivity of young people with a disability is a contemporary and constant concern for many people worldwide. Inclusivity is widely recommended for helping to empower people with a disability in society. In inclusive settings, people with disabilities feel included and supported (Hodkinson, 2005). With the emergence of the inclusion concept for people with a disability, inclusion appears to be practised mainly in the education system (Armstrong, Armstrong, & Spandagou, 2011; Office for Standards in Education, 2000). Most western countries, such as USA, Canada, UK and Australia have been generally focusing on addressing social and moral obligations towards inclusive education for individuals with disabilities (Forbes, 2007). Inclusion is defined as being “about much more than the type of school that children attend: it is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school” (Department for Education and Skills, 2004, p. 25). Therefore, inclusion means including and accepting people with disability in place, curriculum, participation and choice. Inclusion is important in education sectors; however, every aspect of everyday living needs to be considered. This includes inclusivity in the digital world as well.

Pattison (2005) argued that inclusion needs to be practised in all areas, such as inclusive counselling, sports, work and communication, as inclusion means incorporating all types of people within the same environment regardless of gender, sex, age, race, ethnicity, economic status and disability. Inclusion means becoming involved in everyday activities and having similar roles to their peers without a disability (Jaeger & Bowman, 2005; The English Federation

of Disability Sport, 2017). People with disabilities have equal rights to access information and participate in society, according to articles 5, 9, 21 and 30 in the Convention on the Rights of Persons with Disabilities, (Division for Social Policy and Development Disability, 2017; Borg, Larsson, & Östergren, 2011). Inclusion helps to provide the same opportunities for people with any type of disability, so they can participate in every aspect of life to the best of their abilities and desires. Activities may include engaging in face-to-face social activities as well as using the Internet. Without inclusion in the digital world, the social exclusion will not be eliminated completely (Lucas, 2012). As Castells (2002) has exclaimed, “Exclusion from internet-mediated economic, social, political, cultural networks is one of the most damaging forms of exclusion in our economy and in our culture” (p. 3). Understanding diverse types of inclusion practices in society for people with disabilities can indicate the active presence of people with a disability. Moreover, it can provide information that they are having equal rights as the citizens who do not have any disability. This study aimed to explore people’s presence on the Internet with a goal to discover the context of inclusion in the digital world.

### **Study Aims**

The aim of this study was to investigate the inclusion of people with a disability on the Internet and to discover their level of inclusion in the digital world of Google. Today’s world is a digital one or an Information and Communication Technology (ICT) world where digital communication makes us connected socially and culturally. With such a variety of ways to communicate, anybody can share anything, anywhere, anytime. Rogers (2016) reported that Information and Communication Technology creates the concept of citizen journalism, which allows anyone to transmit information globally by means of the Internet. Usually, young people

are more curious and enthusiastic about technology and feel comfortable incorporating new technologies into their everyday lives (Buckingham, 2006; McMillan & Morrison, 2006). A similar trend is expected for young people with a disability (Kaye, 2000), particularly since technology has the potential to provide opportunities for the independent use of the Internet for many people who have a specific disability (Bowker & Tuffin, 2002; Jaeger & Bowman, 2005). Raghavendra, Newman, Grace and Wood (2015) conducted a study of eight people with a disability to investigate their social participation using the Internet. They found the participants and parents of people with a disability stated increased social connections and improved communication through Internet use. People with a disability can more easily share their views and opinions through the Internet than through other media, such as newspapers, TV news, or radio (Blowes, 2015). If a person with a disability wants to write an article in the newspaper, he/she may need professional knowledge or journalism skills. Moreover, editors may modify their writings. Similarly, their views and opinions may be shared in visual and oral media by reporters, and this compromises expression by a direct voice. However, sharing views and experiences through the Internet does not require much expertise as using the Internet seems easy. Anyone can learn the usage of the Internet within a short time without paying much. Moreover, people can take a video with the mobile camera and upload it in Google instantly or write a narrative and post it or share it through Google without any supervision or guidance. Therefore, it appears comparatively easy and convenient for the people with a disability to express their direct voice through the Internet.

It is when people with a disability have a direct voice in every sector of society that absolute inclusivity is attained. Therefore, this study aimed to investigate the direct voice and presence of people with a disability on the world's largest search engine, namely Google. The

perspectives and findings of this mixed method study were considered from an Australian social and cultural context. The Google search engine was chosen to search for stories written by or about people with a disability present in this search engine.

Google was chosen as it is the most popular, fastest, secure and most accessed engine on the Internet (Google, 2017; Reis, Barth, & Pizano, 2009; Mossberg, 1995).

An indication of Internet inclusivity would be the presence and direct voice of young people with a disability that is comparable to other young people without any disability. There may be various reasons for people with a disability not having a direct voice and presence on the Internet. For example, they may have lack of Internet connectivity, lack of interest, supervision of parents or caregivers. Watling (2011) revealed some reasons which were high set-up costs, inadequate technical support and restriction in using computers at home. By having a direct voice on the Internet, people with a disability can share their views on different subjects and topics, which ultimately increases inclusion in mainstream societies. Studying “presence” and “voice” can provide us with the current context of inclusion in the digital world. By investigating the presence and voice of people with a disability on the Internet, we can come to know the challenges and opportunities faced by people with a disability in everyday life. An awareness of the situation will eventually lead to discussions on how to solve those concerns for better inclusion. It can open more space for future research as well.

Digital communication in the current century connects us socially and culturally. According to the Disabled People's Lifestyle Report (2013), people with a disability use the Internet mostly for searching information and communicating. Communication through the Internet can be described as “digital inclusion”, a term used to describe social inclusion through the Internet. This has a goal of improving the lives of people without discriminating against their

differences (Watling, 2011). Digital Inclusion is defined as the “ability of individuals and groups to access and use information and communication technologies (ICTs) in their everyday life” (Building Digital Communities, 2017). Three aspects of digital inclusion are discussed by Ryngebeck in 2017: access, adoption, and application. To create a digitally inclusive community, these aspects need to be taken into account (Ryngebeck, 2017). Access refers to availability, affordability, design for inclusion, and public access. Adoption refers to relevance, digital literacy, and consumer safety. Lastly, the application refers to economic and workforce development, education, healthcare, public safety and emergency services, civic engagement, and social connections (Digital Inclusion Survey, 2014).

This study considered the application aspect of digital inclusion, especially engagement through the Internet. Several studies have suggested that social inclusion seems more prioritised where young people with a disability can engage with local services, education and the workforce through assistive technology (Dobransky & Hargittai, 2006; Raghavendra, Newman, Grace, & Wood, 2015; Tu, & McIsaac, 2002). Therefore, firstly, it was important to find out whether young people with a disability were participating actively on the Internet. However, little evidence was found to advocate that people with disabilities were taking part in the new developments associated with assistive technologies (Hassanein, & Head, 2007; Kim, 2016). For instance, the new technologies are a smartphone, Internet browsing, Facebook, Twitter etc.

This study had two objectives; firstly, to explore people’s presence on the Internet with a goal to discover the context of inclusion in the digital world and to explore the level of inclusion through the Internet. Based on the social model of disability, inaccessible structures or people’s attitudes in society create barriers and by removing those barriers we can overcome the discrimination against disability (Goggin & Newell, 2005; Siminski, 2003). For example, if a

person with a visual impairment cannot access the Internet due to websites' design, then it may create barriers for that person to be involved or included in the digital world. So, it was pragmatic to investigate the presence of young people with a disability on the Internet. Moreover, inaccessibility seems to be a major issue that leads to digital exclusion (Watling, 2011). By exploring the digital presence and voice of young people on the Internet, we can find pathways to ensure better inclusivity. As the Internet can lead to expanded inclusivity for people with a disability and therefore an enhanced quality of life, it was significant to study the current situation for these young individuals.

The proposed study may appear unusual if not unique in focus. Using self-reported stories as primary data will reveal more personal and real accounts and experiences that can ensure the face value of this study. Moreover, this study can be considered exclusive, as research in this field was scant.

## **Research Questions**

This study aimed to explore the presence of people with a disability on the Internet, with a goal to discover the context of inclusion in the digital world. The research questions were as follows:

1. To what extent do young people with a disability have a presence on the Internet, specifically on the first 10 pages of Google Australia?
- 2 To what extent do young people with a disability have a direct voice on the Internet, specifically on the first 10 pages of Google Australia?
3. What types of personal stories or narratives do young people with a disability share on the Internet, specifically on the first 10 pages of Google Australia?

To understand the context of this study further, it is effective and useful to provide definitions of the concepts being discussed in this study.

## **Definitions of terms**

### **Disability**

According to the Disability Discrimination Act (1992) and Disability Standards for Education (2005), disability is defined as “the total or partial loss of a person’s bodily or mental functions; total or partial loss of a part of the body; the presence in the body of organisms causing disease, illness or the malfunction, malformation or disfigurement of a part of the person’s body; a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction or a disorder; illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour” (p.1). A disability may be an existing condition or have previously existed but no longer exists or may develop at a later age due to genetic or environmental factors (Disability Standards for Education, 2005). From the definition of disability, it is clear that disability is a complex concept. This study considered the multi-dimensional perspectives of disability, as the researcher was not sure about what could come up while collecting data through narratives through an Internet search. For this reason, disability information was recorded in the data gathering process.

### **Types of Disability**

Various kinds of disability are present that may be caused by accidents, illness or genetic disorders (Australian Network on Disability, 2017). People may have one or more disabilities that may be from birth or acquired later, visible or hidden, permanent or temporary, which



compromises mobility, learning or the ability to communicate. One in five Australians has some form of disability (Australian Network on Disability, 2017). According to the Disability Discrimination Act (1992), the main types of disability are listed in Table 1.

**Table 1: Types of Disability**

<b>Disability</b>	<b>Definition</b>
<b>Physical</b>	A disability that affects a person's mobility or dexterity
<b>Intellectual</b>	A disability that affects a person's abilities to learn and to have social skills
<b>Mental Illness</b>	A disability that affects a person's thinking processes
<b>Sensory</b>	A disability that affects a person's ability to hear or see
<b>Neurological</b>	A disability that affects the person's brain and central nervous system,
<b>Learning disability</b>	A disability that affects a person's abilities to learn
<b>Physical Disfigurement or Immunological</b>	A disability that indicates the presence of organisms causing disease in the body

The following table illustrates a comparison of definitions by the Disability Discrimination Act 1992, Disability Standards for Education 2005, Australian Human Rights Commission and national data collection process for students with a disability. As shown in Table 2, the similarities among the definitions were the features. For example, a person with total or partial loss of a body part may have physical or neurological impairments. Therefore, defining a specific disability seems sensitive and technical as well.

**Table 2: Definitions of Disability**

<b>Definitions from the <i>Disability Discrimination Act 1992</i> and the <i>Disability Standards for Education 2005</i></b>	<b>Australian Human Rights Commission interpretation of the DDA definition</b>	<b>Broad disability categories used in the national data collection on students with a disability</b>
total or partial loss of a part of the body	Neurological	Physical
the malfunction, malformation or disfigurement of a part of the person's body	Physical	
the presence in the body of organisms causing disease or illness	Physical disfigurement	
the presence in the body of organisms capable of causing disease or illness	The presence in the body of disease-causing organisms	
total or partial loss of the person's bodily or mental functions	Intellectual	Cognitive
a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction	Learning disabilities	
total or partial loss of the person's bodily or mental functions	Sensory	Sensory
the malfunction, malformation or disfigurement of a part of the person's body		
a disorder, illness or disease that affects the person's thought processes, the perception of reality, emotions or judgement, or that results in disturbed behaviours.	Psychiatric	Social/emotional

(Nationally Consistent Collection of Data, 2014)

This study will classify disability according to the broad disability categories used in the national data collection on students with a disability: namely physical, cognitive, sensory and social or emotional.

## **Presence**

Picciano (2002) defined “presence” as a sense of being in a place and belonging to a group. His quantitative study on web-based learning support systems distinguished the differences between physical presence and presence on the Internet. Presence has a social psychology foundation related to how an individual responds and interacts using different forms of media (Mehrabian, 1969; Short, 1976). A person who feels that he/she is a part of a group or “present” in a community will actively participate in group and community activities that indicate his/her social presence in the society (Phirangee & Malec, 9 May 2017; Lowenthal & Snelson, 8 May 2017; Tu, & McIsaac, 2002). The word “presence” for this study means the active participation and involvement on the Internet by young people with a disability.

## **Voice**

Voice is defined as the ability of an individual to speak and to be heard (Taylor, Gilligan, & Sullivan, 1997). Defining “voice” is a complex idea due to the existence of various arguments (Nierse & Abma, 2011; Taylor, Gilligan, & Sullivan, 1997). Cook, Swain and French (2010) defined the word “voice” as the right to speak and share views and feelings. Ellsworth (1989) defined the “voice” of a person as a person’s empowerment. The intimate voice of a person with a disability indicates empowerment as well (Nierse & Abma, 2011). Das and Adlakha (2001) described “voice” as self-disclosure, self-expression, self-advocacy and sharing views without obstacles. Similarly, the voice of a person with a disability describes self-disclosure and being a self-advocate (Lynch & Gussel, 1996). In 1989, Britzman wrote, “A commitment to voice attests to the right of speaking and being represented” (p. 66). In accord with this, “voice” in this study refers to the right to speak and be heard and includes self-disclosure and self-empowerment through self-reported stories on the Internet by a young individual with a disability.

## **Direct Voice**

Direct voice means one's own voice (Ashby, 2011). For example, people with a disability who have a direct voice in participating in national policy-making means people with a disability who speak directly and take part in the policy-making process. In 2012 through the SHUT-OUT program, it was highlighted that people with a disability need to share their opinions by their own voice without any interference and interpretation (Australian Government Department of Social Services, 2016).

## **Why self-reported stories?**

Burton Blatt (1981) said, "a person is defined by the stories he/she tells about himself/herself as well as by the stories that are told about him/her" (p. 183). Self-reported stories can be a good source of information. Moreover, self-reported stories or personal narratives are shared voluntarily and spontaneously. Consequently, there is a possibility to gather more natural and accurate information from self-generated stories than stories that are shared or generated by others or collected through interviews/survey/focus group discussions. This is important as very often, stories about the target group are written from the perspective of an author who doesn't have a disability (Kliewer & Biklen, 1996). In their stories, people share their feelings, emotions, perceptions, thoughts and opinions, which are completely diverse and individual. The stories of young people living with disabilities can reflect their experiences and personal histories (Monroe, 2014). Glover and Taylor (2014) reported that stories have the power to capture viewers' attention and can be used as a tool for exploring people's lives. The stories of young people with disabilities can be a rich and versatile source of information for research (Tennessee Kindred Stories of Disability, 2014). Moreover, the proposed study considers

epistemological and philosophical assumptions to define reality based on people's views; therefore, self-generated stories seem to be suitable sources of data.

### **Disability and Internet usage**

Internet usage by young individuals with a disability is comparatively less than people without disabilities (Harrwas, 2010; Jaeger & Bowman, 2005). Dobransky and Hargittai (2006) found that more than one-third of people with any sort of disability have Internet access at home and use the Internet. They found that around 40% of people live in households with computers and 33% have access to the Internet. In general, people with a disability use the Internet for various purposes, such as searching for information, finding locations, and sending emails or texts. However, having a disability creates a barrier to Internet use, even with higher socioeconomic status. This might be because of a lack of knowledge about the benefits of using the Internet or safety concerns (Bradley, 2003). People with a disability may have a couple of issues in actively participating on the Internet, such as communicating through email, searching information, looking for products or being connected to the Internet. According to Disabled People's Lifestyle Report (2013), 78% people with a disability use Internet to find information and to communicate.

### **Internet stories of people with a disability**

Generally, stories or personal experiences of young people with a disability are reported by parents, partners, news reporters, researchers, caregivers, school authorities, organisations and governments (Centers for Disease Control and Prevention, 2014). These stories are presented in newsletters, TV/radio news segments or published in magazines, reports or documents managed by the organizations. The organizations can be public or private. For example, a public organization is a governmental organization; on the other hand, a private organization means a

non-governmental body, such as a community forum or a private television company.

Nowadays, the Internet is an effective medium for communication. People can share their views and opinions on the Internet or digital world more instantly and easily than face-to-face or paper-based communication. People with a disability may not be able to communicate verbally or physically. They may not be able to share their views through the newspaper or TV news or a report; however, the Internet allows everyone to share their stories and views instantly if they have a disability. A person with a disability can be a citizen journalist with the help of the Internet and their identity can be anonymous. For this reason, the objective of this study was to focus on stories that are shared through the Internet by individuals with disabilities.

Social media is commonly used by the youth for communication, networking and socialization (Shpigelman & Gill, 2014; Kent & Ellis, 2015; Lonkila & Gladarev, 2008). However, this study did not consider young people's presence in social media, such as Facebook, Twitter, WhatsApp or blogs due to several reasons. Firstly, to collect data from social media, would require being part of a group or having a friendship with the individual. For example, with Facebook, the researcher would need to be a Facebook friend in order to collect accurate information. However, being a Facebook friend cannot ensure the collection of accurate and authentic data if the person uses custom settings and restricts access to certain information. Therefore, collecting data through social media appeared to be more complex and less rigorous. Secondly, social media mainly shows instant feelings or news of people's life through pictures, videos and status updates only, which are not always narratives. Thirdly, looking at those sources requires informed consent from the individuals which would be time-consuming and complex for the researcher.

Instead of looking at instant visual information (pictures and videos) and short notes (comments and blog), this study will look at descriptive narratives voluntarily written by people with a disability, which shows their presence in our digital society. Those narratives can clarify the direct voice of people with a disability on the Internet. This study required an in-depth source of data to contribute to the rigour of the study, which could not be possible by collecting data from social media within a limited time. This study used mixed method approach to ensure its rigour. And mixed method approach demands qualitative data which was ensured by collecting narratives. In social media, people like to be specific writing short comments or sharing “Like” button or pictures mostly (Caton & Chapman, 2016).

## **Chapter II**

### **LITERATURE REVIEW**

There has been little research into the presence of young people with a disability on the Internet, indicating a gap in this field. Generally, the personal experiences of these young people are shared by authors who are not experiencing the disability (Centers for Disease Control and Prevention, 2014). Mostly, young people's personal experiences are collected and expressed in stories in informal discussion forums, for instance, blogs, Facebook and Twitter (Ellis & Kent, 2011). Some are expressed in both written and visual forms in newsletters, and news on websites (Blowes, 2015). Few stories about young people are presented in government and organizational websites or formal documents (Queensland Government, 2015; The Government of Western Australia, 2015). In informal discussions, people share their life through events, pictures, and views, which may not always be organized or documented properly. On the other hand, formal sharing means the stories are organized based on a company's guidelines. Even if the stories are shared formally or informally, the number of self-reported personal narratives or stories of young people with a disability on the Internet appears few. Research was needed to explore this phenomenon. Therefore, this study aimed to explore the presence and voice, on the Internet, of young Australians with a disability through their own self-reported stories.

Norris (2001) stated that the Internet has an empowering aspect by reducing the domination of a group in society, as disabilities seem invisible while communicating online. While communicating through the Internet, identity of a person does not always require. For example, in an email communication or an online chatting, people cannot see whether I am a male or female or having a disability or not unless I disclose. People with a disability feel that



people value them similar to others without knowing about their disability status which may differ when the persons know about the disability (Spirito Dalgin & Bellini, 2008). People with a disability feel empowered when they are treated equally (Esmail, Darry, Walter, & Knupp, 2010).

Moreover, the Internet helps people with disabilities escape isolation and participate within the community, expanding their sense of independence and self-determination (Bradley, 2003; Cook, et al., 2005). Fokkema and Knipscheer (2007) found that people with some physical disabilities, for example deafness, having difficulties walking or being visually impaired, felt less comfortable to be social in a face to face setting. They preferred digital communication more which made them isolated. As using a computer at home seems convenient allowing people with a disability cyberspace that can increase their self-confidence (Fokkema & Knipscheer,2007; Wilson, Jaques, Johnson & Brotherton, 2017). Seymour & Lupton (2004) argued that people with a disability explore reinforced relationships through online which reduced isolation as well. To avoid being lonely, youth with a disability prefer being online or use the Internet (Söderström,2009).

Research using personal narratives can explore many tacit themes and discover more information than using questionnaires, interviews or Likert-type inventories (Lawrence & Tar, 2013). Questionnaires, interviews or Likert-type inventories have pre-specified categories and concepts where participants respond within that limit (Lawson, Parker, & Sikes, 2006).

Scutta & Hobsona (2013) used Bruner's 'narrative mode' for higher education research and pointed out that stories were an enriched source of data and could retrieve things that may not be revealed by traditional research techniques. Similarly, Lawson, Parker and Sikes (2006)

used the narrative approach in investigating mainstream teachers' and teaching assistants' experiences and understandings of inclusion. Their study claimed that this type of research approach was not common, although it provided more spontaneous and realistic data than pre-determined concepts. Furthermore, personal stories can be a focus for research as these can reveal truths about everyday activities and experiences (Riessman, *Narrative Methods for the Human Sciences*, 2008). Conducting research about people with a disability is a sensitive matter as using pre-determined categories as a data-collecting tool may not accurately represent real life situations and also people with a disability may not participate in such processes spontaneously. Alternatively, sharing and telling stories are everyday activities, which play a robust role in revealing more real and authentic data (Riessman, 2005).

Nind (2008) reported that Atkinson with his colleagues (1993) used verbal and life history approaches with people with learning difficulties to identify their 'lost voices'. They argued that this approach was able to explore the voices of people with a learning disability by empowering them. Nierse and Abma (2011) pointed out that sharing personal stories indicated that people with a disability had a voice in a setting which empowered them.

Ashby (2011) studied the voices of teenagers with a disability. He defined "voice as the right and the ability to make oneself heard and to have ones' experiences and perspectives available to others; to participate in the construction of the self and to decide how to represent that self to others" (p.1). When people with a disability share their own stories, it means they have a voice, which empowers them (Ashby, 2011). Therefore, the voice of people with a disability needs to be studied to recognize the level of their empowerment within their society.

Young people with a disability may not use the Internet even though they can easily access it; therefore, their voices may not be prominent on this form of digital media. Dobransky and Hargittai's (2006) study explained that some individuals with a disability were not interested in using the Internet because of a lack of awareness about its benefits, frustrating experiences, or not being allowed to use it at home. The study reported that increasing Internet use has the abundant potential for enhancing the quality of life for people with a disability. Improving their quality of life also means having equal standards for education, health, communication, and entertainment like their peers. While, Dobransky and Hargittai's study was conducted ten years ago, Näslund and Gardelli (2013) found similar findings. Therefore, further study is required to investigate the current level of Internet usage by people with a disability, through their own voices and presence.

Using the Internet can be an effective medium for social inclusion for people with disabilities if it becomes equally available and accessible for all. It can be a neutral platform as it addresses an individual as a person, rather than as a person with a disability (Bowker & Tuffin, 2002). Using emails to interview participants, Bowker and Tuffin (2002) revealed that people with a disability valued participation through the Internet and considered it a new opportunity for spontaneous and more instant participation than printed or visual media. Fifteen participants with ataxia, cerebral palsy, brain injury, post-polio syndrome, terminal illness, blindness and visual impairment voluntarily took part in an email interview. The major strength of that study was that it incorporated people with various occupations and physical and sensory impairments; however, it only considered 30 to 59-year-old individuals with a disability. The study found that an adult with a disability preferred usage of the Internet over printed or visual media as it offered instant participation and communication. However, the study did not explore the presence of youth with

a disability on the Internet and the preference of youth with a disability regarding the Internet usages. This gap has indicated the space for future study.

For face-to-face communication, a person's identity is easily seen, whereas, participation through the Internet does not always require disclosure of identity. Watson (2002) argued that many people with a disability do not identify themselves as disabled. In a qualitative study, 28 persons with a disability in housing associations and sports clubs voluntarily participated in interviews. Watson's (2002) study discussed people's self-understanding of their disability. The study mostly focused on the construction of self and identity. The awareness of the self is what people feel themselves to be, not what others suggest they should be. The construction of self and identity is important, as it is an expression of the social and biological characteristics of a person (Mauss, 1998). The analysis showed that many of the participants with a disability felt normal while participating through the Internet. Having an impairment was ontologically insignificant for them, as it was a part of their everyday life.

The major finding of Watson's (2002) study was that the participants did not see themselves any differently with their disability. Saltes (2013) revealed that disclosure of identity plays an important role in how people with a disability present themselves while interacting on the Internet. The study explored the Internet dating environment with 108 responses by an Internet open-ended questionnaire and found that people with a disability were forced to disclose impairments and self-identity due to accessibility issues, especially people with visual and sensory impairments. Moreover, the study reported that self-representation was significant as a person developed their sense of self from the perceptions of others as well. The study focused on

the social model of disability and illustrated that Internet media reduces social barriers for people with a disability and ensures better inclusion.

The social model emphasizes the possible means of eliminating barriers which restrict life choices (Hughes & Paterson, 1997). The social model of disability declares that disability is produced by a system which is organized by society or the community rather than people's impairments or differences (Hughes & Paterson, 1997). It highlights the attitudes of people, society and community towards disability and people with a disability. On the other hand, in the medical model, a person's impairments or differences are to be fixed or changed by medical and other treatments, even though the impairments or differences may not cause any pain or illness (Shakespeare, 2006). Moreover, the model considers what is 'wrong' with the person, rather than what the person needs. This leads to low expectations, and a lack of independence, choice and confidence. The social model looks at 'disability' as a construction of perceptions, where the medical model considers it as a physical condition that is intrinsic (Haegele & Hodge, 2016). Brisenden (1986) argued that

In order to understand disability as an experience, as a living thing, we need much more than medical 'facts', however necessary these are in determining medication. The problem comes when they determine not only the form of treatment (if treatment is appropriate), but also the form of life for the person who happens to be disabled. (p.173)

This study considered 'disability' from the social model perspective in order to investigate Internet inclusivity of persons with a disability in Australia through their active participation. Internet participation indicated the interaction with society. The benefits of the social model are

that it looks at 'disability' as a social barrier that can be removed. Moreover, the model uplifts the self-esteem of people with a disability and identifies these people as having lots of other abilities. These ideas help to create a positive change in society.

People with a disability have different opinions regarding their participation on the Internet. For example, a study on the use of assistive technologies in the daily lives of 11 visually impaired young Norwegians revealed diverse findings. The blind people preferred participating through the Internet with the help of assistive technology, whereas, the partially sighted participants preferred not to interact (Söderström & Ytterhus, 2010). ICT assistive technology included a mobile phone, computer and the Internet. The study claimed that ICT could increase peer inclusion for people with visual impairment. The study indicated the need for future investigations in this field.

The most popular media platforms such as LinkedIn, YouTube, Google+, Facebook and Twitter exclude people with disabilities from participating (Ellis & Kent, 2017). It was noted by Harris (2010) that in spite of the popularity and benefits of the Internet for people with disabilities, their presence on the Internet through the Google search engine might still be less than the rest of the population.

According to Watling (2011), many people with some disability face barriers to Internet use because of costs, inadequate technical support and practices. The study argued that their voices have not often been heard. However, when considering barriers to using the Internet, the voices of people with a disability need to be highlighted and addressed. Similarly, the voices of people with a disability were also necessary to explore their presence in the digital world.

In China, using the Internet significantly minimized existing social barriers for people with a disability in the physical and social environment, through improved and regular social interactions. (Guo, Bricout, & Huang, 2005). For example, people with a physical impairment were not able to communicate face to face with their friends regularly; however, the Internet made their communication easier and more frequent. A survey of 122 individuals with disabilities in China by Guo, Bricout & Huang, suggested that the Internet could create an open space for these people to share, interact and communicate. The study highlighted the importance of the digital world to work towards inclusion more rapidly and on a broader scale.

Similarly, Adam and Kreps (2009) found that easy Internet accessibility would help to increase online social inclusion for people with a disability. The research findings disclosed that non-accessible technologies and unequal involvement could create new types of obstacles for people with a disability (Macdonald & Clayton, 2013; Harris, 2010). Macdonald and Clayton (2013) conducted a survey with an aim of examining disabled people's experiences of social exclusion and the digital divide within the United Kingdom. The study was not able to find any significant evidence to claim that digital and assistive technologies had any effect on increasing social inclusion for people with disabilities; nonetheless, the findings revealed that all kinds of technologies seemed to create a digital divide leading to social exclusion for these people. Poverty, inaccessibility, and inadequate skills and knowledge were the causes for creating digital exclusion. The study incorporated many aspects of assistive technologies where Internet use was only a small part. Moreover, the ability to use ICT depends on the type of disability. For example, a person using a wheelchair may feel more comfortable using the Internet than a person with a vision impairment (Ryngbeck, 2017). It may also be a challenge to access and afford the

Internet, which can create unequal opportunities and discrimination within society (Adam & Kreps, 2006).

Therefore, various issues were noted while investigating the current literature for the presence and voice of young people with a disability using the Internet for social inclusion. The digital world can create opportunities for social inclusion or be a reason for social exclusion. From the above discussion, it was evident that people with disabilities had various reasons for not being active on the Internet, such as inaccessibility, inadequate knowledge and skills, cost, safety issues, disinterest and having to disclose their disabilities etc. These reasons led them towards digital exclusion. At the same time, some people with a disability have reasons for being present on the Internet, such as social interaction, instant communication, and Internet dating, and these experiences led them towards social inclusion in the digital world. Those reasons are similarly accurate for people without a disability as well.

Using a mixed method approach, the aim of this study was to investigate the presence and voice, on the Internet, of young Australians with a disability, especially within the Google search engine.

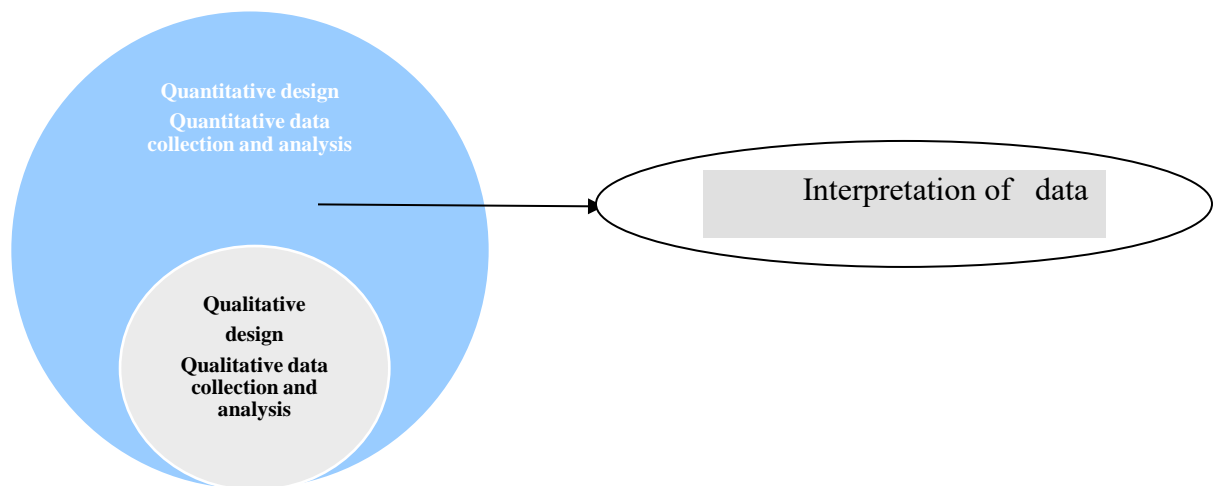


## Chapter III

### METHODOLOGY

#### Method

The proposed study was an in-depth study using qualitative and quantitative approaches. Therefore, an embedded mixed method design was carried out to conduct the study. An embedded design is a study where the researcher collects data qualitatively and quantitatively in a simultaneous or sequential process to have a supportive role of one form of data to another form of data (Creswell, 2012). The following diagram illustrates the whole process.



**Figure 1: Embedded Mixed Method design**

Firstly, in the quantitative design, data were collected via an Internet search using the Google Australia search engine. The researcher purposely selected the Google search engine, as it is the most popular, secure, fastest, and most accessed search engine on the Internet (Google, 2017; Rewas, Barth, & Pizano, 2009; Mossberg, 1995). This process addressed the first two research questions which were:

1. To what extent do young people with a disability have a presence on the Internet, specifically on the first 10 pages of Google Australia?

2. To what extent do young people with a disability have a direct voice on the Internet, specifically on the first 10 pages of Google Australia?

Secondly, in the qualitative design, self-reported stories or personal narratives of people with a disability were found and used as the primary sources of data. This process addressed the third research question namely:

3. What types of personal stories or narratives do young people with a disability share on the Internet, specifically on the first 10 pages of Google Australia?

### **Search keywords**

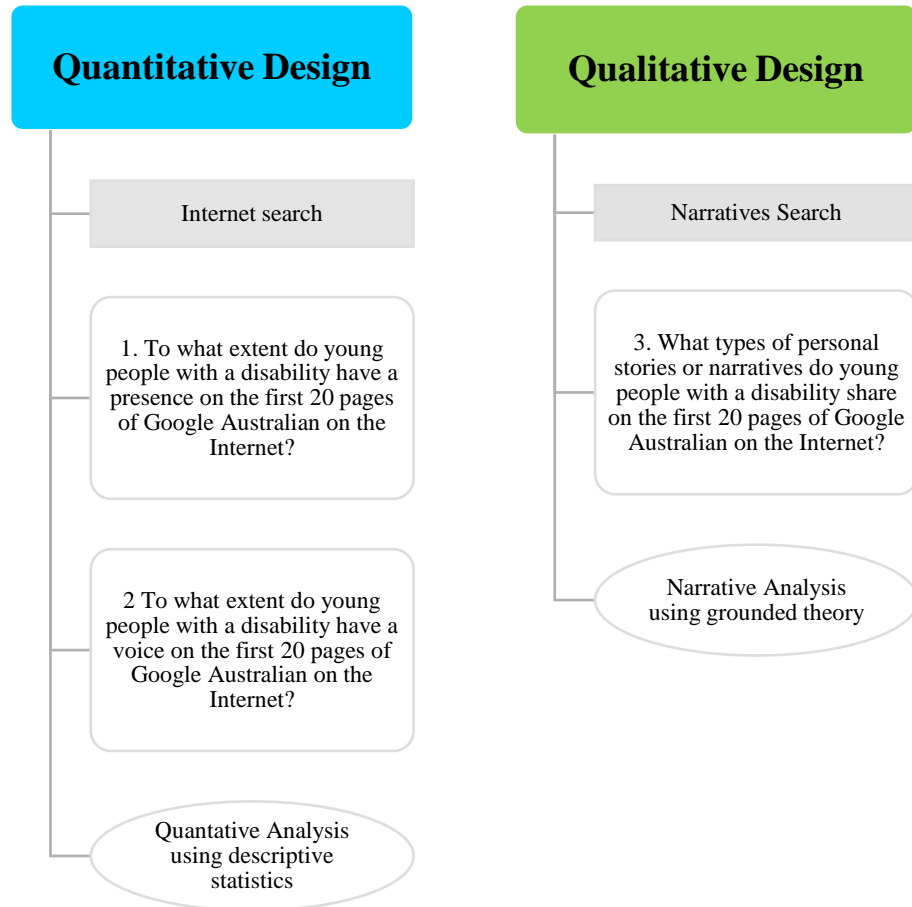
The researcher looked at the first 10 pages of Google Chrome after inserting each search term or keyword. Keywords that were used included

1. 'stories of young people with a disability in Australia',
2. 'My stories and people with a disability in Australia' and
3. 'personal stories of young people with disabilities in Australia'.

The following selection criteria were used to choose the stories. The stories had to be:

- personal narratives,
- self-reported by a young person with a disability,
- and written in English by an Australian young person.

The entire mixed method design of this study is demonstrated in the following diagram.



**Figure 2: Mixed Method design of this study**

The presence on the Internet of young people with a disability was explored from the same device (researcher's laptop) and same place (Adelaide Metropolitan area) for a whole month.

## **Population and Sample**

Young people living with a disability in Australia who shared their stories or personal experiences through the Internet were the target group or target population of the study. The first 10 stories encountered in the Google search, which met these criteria, were selected as the sample story data.

To select the sample stories, a number of steps were taken. Firstly, the researcher inserted the search keywords into Google and a list of websites was recorded., along with the time. Later, screenshots of the web pages were taken to prepare the list of sampled websites. This process was completed within a day. Secondly, after preparing the list of websites, the URL of each website was used to collect relevant stories for the study. This data collection process continued for 20 days. During this time, many new websites appeared while others disappeared after typing each search term. The information of pop out and pop in websites was recorded as well.

## **Data Collection Tool**

In this study, data collection meant searching web pages and websites with an aim to find self-reported stories or personal narratives by a young Australian with a disability The Internet search included viewing or noticing how many websites talked about people with a disability and their personal stories or experiences, while recording information and searching for narratives. Moreover, among the stories the following information was recorded:

- Who were the authors of the stories?
- Was the story self-generated by a person with a disability?

- What were the demographics of the authors (gender, age, types of disability, educational and economic background etc)?
- What was the story theme?

Therefore, the authors' information (age, gender, disability status, background) was documented. Self-reported stories were considered as expressing the voices of people with disabilities.

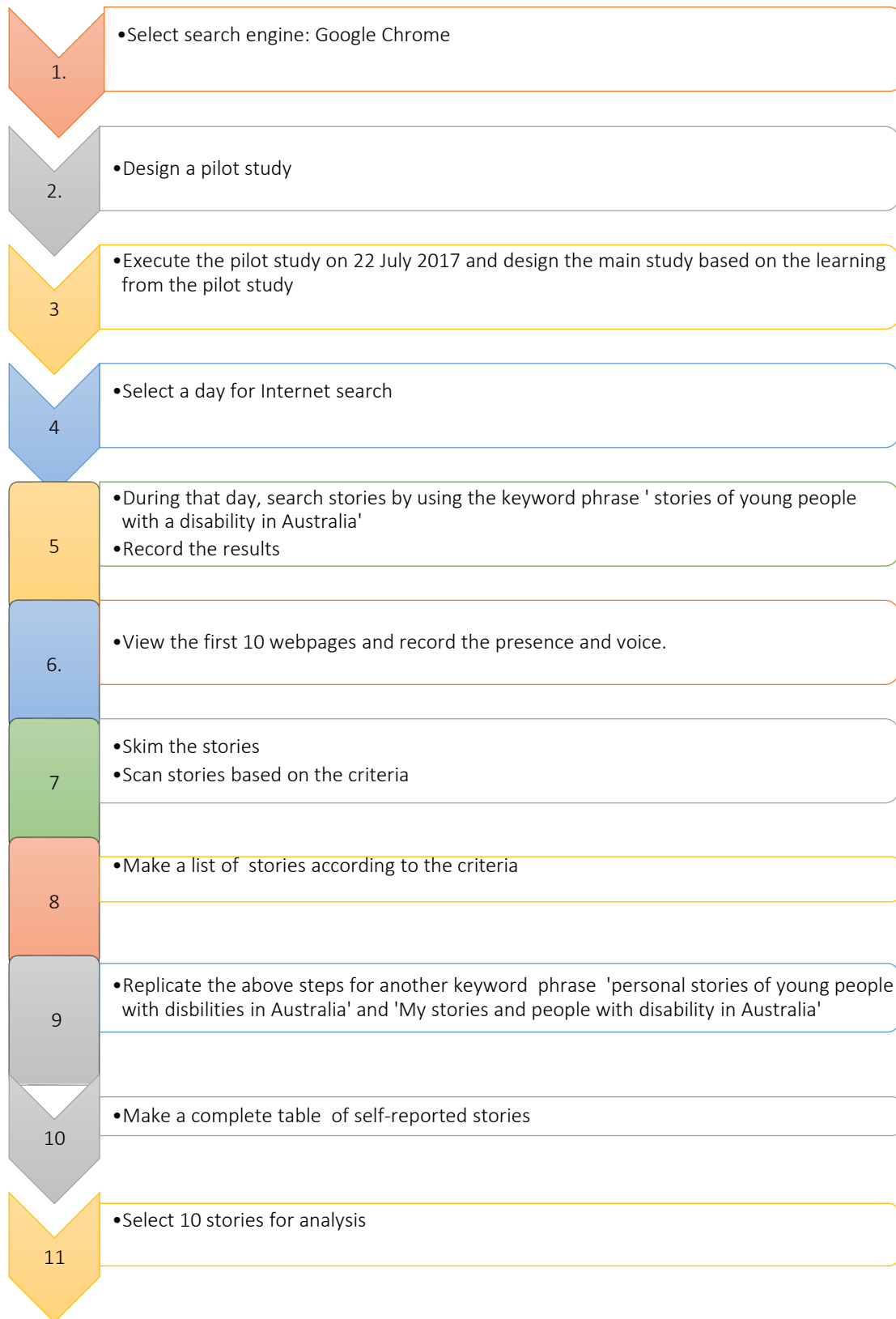
### **Pilot Study**

A pilot study was conducted in order to work out the best procedure and also understand the gaps in the data collection process. The pilot study was quantitative and exploratory in design. Firstly, when the first search item 'stories of young people with a disability in Australia' was inserted, 1,500,000 results came up within 0.59 seconds. Then, the first page of 10 websites was viewed to investigate the presence of young people with a disability on the Internet through stories. The presence was recorded in four categories: stories shared by people with a disability or self-reported stories; stories shared by organizations, such as Disability Employment Australia or Our Watch; stories shared by news media, such as ABC.net, SBS; and stories shared by parents, caregivers, friends or family members. The self-reported stories were downloaded or taken as screenshots. Afterwards, the researcher replicated the above process for another keyword phrase namely 'personal stories of young people with disabilities in Australia', which got 598,000 results within 0.57 seconds. In the pilot study, only four of the stories were shared by a person with a disability, and four stories were shared by organizations. However, this finding involved only the first Google search page.

## **Procedure**

A systematic approach was used for searching, listing and selecting the sample stories for analysis. The steps of the whole process were interlinked creating a systematic approach. Firstly, only one specific search engine, Google Chrome, was selected for this research.

The study aimed to view the first 10 pages for each keyword phrase. There was a maximum of three keyword phrases. Each web page consisted of 10 websites. In total, 100 websites were viewed for each keyword phrase to record the presence and direct voice of young people with disabilities, as well as to examine the first 10 self-reported stories for data analysis. Later, the researcher skimmed the stories to check they matched the selection criteria. A table was prepared for scanned stories. In figure 3, the flowchart illustrates the entire data collection process.



**Figure 3: Systematic Approach for Searching Internet Data**

## **Data Analysis**

Descriptive statistics were applied to analyse the quantitative data in exploring the presence and voice of young people with a disability on the first 10 pages of Google Australia. The researcher utilized data collected from three phases using three search keyword phrases. The data collection process was carried out throughout the month of December 2017. A total of 30 web pages were searched. Each webpage had 10 website links. In total, 300 websites were searched to gather the data. Full details of data search records are shown in a table in the appendix. The stories were analysed using narrative analysis and grounded theory.

Grounded theory is a systematic research approach for discovering patterns and information about people's social lives by collecting qualitative data, which leads to the development of a theory (Charmaz, 2014). Moreover, a grounded theory interprets qualitative data from a constructivist point of view. According to Charmaz (2008), a grounded theory design upholds the epistemology premise for social constructivism that deals with people's social lives and their complexity. The underlying philosophical assumptions of this study were constructivist epistemology; therefore, grounded theory analysis using thematic analysis seemed suitable for this study. In the thematic analysis, patterns across the data that helped provide descriptions of the phenomenon were defined as themes (Creswell, 2012; Lawrence & Tar, 2013; Swanborn, 2010; Yin, 2013). Using thematic analysis the narratives were interpreted and described in both inductive and deductive processes from realistic and constructive points of view (Vaismoradi, Turunen, & Bondas, 2013; Fereday & Muir-Cochrane, 2006). For those reasons, the study used thematic analysis using open, axial and selective coding. The researcher took notes throughout the entire process, which is known as memos. Memo writing helps to elaborate ideas, thoughts



and intuitions (Creswell, 2012). Lastly, the constant comparative procedure was carried out to connect the categories and generate the theory.

### **The Rigour of the Research**

The process of collecting data was in depth; however, there were strengths and weaknesses of the approach. For example, the major strength of data collection was that every step of the process was written to maintain an audit trail. The weakness was that the whole process was completely dependent on technology. The data was collected through an online search and the online information was changing every day.

Self-reported Internet stories of people were considered as computer-based primary data to ensure the rigour of the research. To collect more relevant stories, the researcher applied three different keyword phrases in three separate phases. This ensured data triangulation. In addition, through a systematic process, the researcher followed the steps mentioned above in figure 3. Every step and action were recorded in a diary. By maintaining a systematic and detailed process, the researcher minimized subjectivity and biases to uphold the reflexivity of the study. While analyzing the stories and reporting the findings, honest reporting was ensured to avoid personal bias, which enhanced reflexivity as well. The findings were checked with the original sources of data to confirm credibility.

However, member checking was not possible as the researcher collected data from unknown people online. Generally, in the member checking process, feedback is gained from the participants about the collected data (Punch & Oancea, 2014). In this study, the stories about the young people, available on the Internet, were the data sources. Therefore, member checking was

not possible for this study. Similarly, fittingness was not considered as this involves checking the data with similar people outside of the study (Creswell, 2012).

### **Underlying Philosophical Assumptions**

The research question ‘do young people with a disability have a presence and voice on the Internet?’ was influenced by the study of knowledge from relativist and constructivist viewpoints (Al-Amoudi & Willmott, 2011). These viewpoints reflected the relativist and the constructivist epistemology underlying philosophical assumptions. Furthermore, the study identified real issues by exploring people's views from their experiences and stories on the Internet. Sharing stories and experiences influences postmodernist, especially constructivist epistemology (Creswell & Poth, 2017; Guba, 1994; Madill, 2000). People’s views were a good source of information and the Internet was the most contemporary form of media to share their views. For this reason, the researcher considered people’s views that were shared through the Internet in order to see the reality of people with a disability in the context of inclusivity.

### **Ethical Consideration**

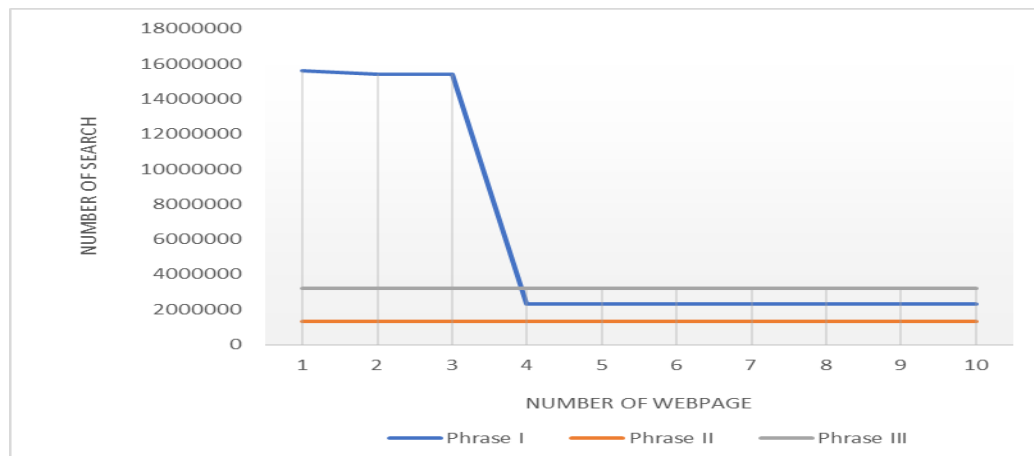
Several steps were considered to maintain the ethics of this study. First of all, the study objective was to explore the presence and voice of young people with a disability, with an ethical intention that a better understanding of the current situation will lead to benefits and improvements in the lives of the population group being investigated. Secondly, the data was collected from Internet stories that were shared by young Australian people with a disability. Even though informed consent was not required, the technique of collecting data from self-reported stories published online seems ethical. Moreover, the people in the stories were not identified. The research did not use any data from social media, such as Facebook, Twitter, or

blogs as this requires or needs the consent of the authors. Thirdly, no conflict of interest was present, as the researcher gained no financial benefits and was not involved with the contexts of the study. Furthermore, the records of this study are not going to be revealed to the public in order to protect the privacy and the confidentiality of the people in the stories. Fourthly, the research was honest, and reflexivity was practiced while conducting the study, collecting data and reporting the findings.

## Chapter IV

### Results

The following graph shows the relationship between search time and results of the relevant URL links for the search keywords. The number of web pages found is presented on the x-axis. And the y-axis represents the number of searched websites. Most searches took only half a second to find out the relevant websites. The graph shows that the number of closest relevant links was high till webpage 3 in phase I; afterwards, a high drop was seen, which remained steady until the end. On the other hand, the number of relevant links found remained the same throughout the whole search from webpage 1 to 10 in phase II and III. This result revealed that the search keyword of phase I was more suitable for finding self-reported stories than the other phases. The keywords were 'stories of young people with a disability in Australia', 'personal stories of young people with disabilities in Australia' and 'My stories and people with a disability in Australia' for phase I, phase II and phase III respectively.



**Figure 4: Comparison of Search Records**

Among the 300 sampled websites, 226 websites were unique, and 74 websites came up repeatedly during the search in phases I, II and III. The unique websites were those which did not repeatedly pop up while searching for stories on the Internet. Therefore, the targeted sample population of the websites of this study was 300. However, as 74 websites were repeated, the actual sample size was 226 websites. Less than one-quarter of the websites (24%) were repeated during the entire search. The details regarding the above evidence are shown in table 3.

**Table 3: Search Summary of Phases**

	<b>Phase I</b>	<b>Phase II</b>	<b>Phase III</b>	<b>Total</b>
Number of Web Search Pages	10	10	10	30
Number of Websites found	111	102	102	315
Number of Unique Websites	91	67	68	226
Number of Ads	11	02	02	15
Number of New Websites (pop in)	24	37	24	85
Number of Pop Out websites	08	10	07	25

The above table shows that phase I had more unique websites than others. This result strengthens the findings of figure 4 as well.

**Research question 1:** To what extent do young people with a disability have a presence on the Internet, specifically on the first 10 pages of Google Australia?

The research disclosed that the presence, on the Internet, of young people with a disability, specifically on the first 10 pages of Google Australia, was comparatively low. The number of websites that had self-reported stories was 27 among 226 websites (12%). However,

not all of those stories were relevant as some stories were talking about particular diseases or were not the personal stories of young Australian with a disability. Only 6 out of the 27 (22.2%) websites had relevant stories that matched the selection criteria for this study.

More specifically, the presence of young people with a disability on the Internet was classified under five categories:

1. stories shared by the people with a disability or self-reported stories
2. stories shared by organizations, such as Disability Employment Australia and Our Watch
3. stories shared by news media, such as ABC.net, SBS
4. stories shared by parents/caregiver/family members and
5. stories shared by others.

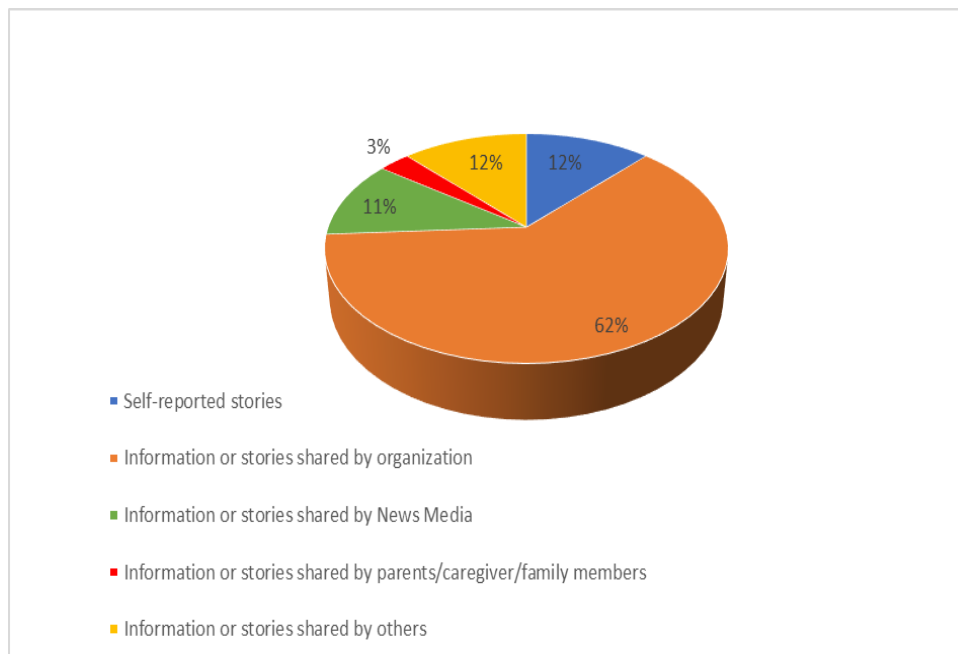
Table 4 illustrates these five categories. Among the five categories, it is seen that the majority information of the websites was shared by the organizations.

**Table 4: Categories of Presence of People with a disability**

<b>Story Categories/ Categories of presence</b>	<b>Phase I</b>	<b>Phase II</b>	<b>Phase III</b>	<b>Total</b>
Self-reported stories	15	7	5	27
Information or stories shared by organizations	55	44	41	140
Information or stories shared by news media	9	5	10	24
Information or stories shared by parents/caregivers/family members	2	1	6	9
Information or stories shared by others	10	10	6	26

Maximum information in the websites was shared by an organization either private or public (e.g. <https://made.org> › Portfolios; <https://www.qld.gov.au/disability/adults/parents-stories>). Nearly 62 % of the stories were shared by private or public organizations (figure 5). Some organizations revealed the name or identity of the writers who were classified as reporters (<https://www.ourwatch.org.au/.../Stella-Young,-a-passionate-advocate-for-women,-dis>; <https://ibbyaustralia.wordpress.com/2013/01/20/2013-outstanding-books-for-young-people-with-disabilities/>). However, most of the websites incorporated information written by unidentified writers. Those writers were classified as organizational writers (e.g. <https://www.ndis.gov.au/about-us/governance/IAC/iac-advice-independence>; [www.workskil.com.au/about/success-stories/stacys-story/](http://www.workskil.com.au/about/success-stories/stacys-story/)). Furthermore, some stories or information of people with a disability were shared by news media, such as television news or newspapers (e.g. [www.abc.net.au/local/videos/2013/05/08/3754434.htm](http://www.abc.net.au/local/videos/2013/05/08/3754434.htm); [www.heraldsun.com.au/.../people...disability-australia...story/c792b2f4b9e01c1aaa4e...](http://www.heraldsun.com.au/.../people...disability-australia...story/c792b2f4b9e01c1aaa4e...)). Writers of those websites were classified as journalists. Comparatively, very few websites included stories, views or information about people with a disability which were shared by their parents, caregivers or family members, approximately only 3% (e.g. <https://www.extendedfamilies.org.au/stories>; <https://www.theguardian.com/.../made-possible-book-learning-disability-career-succes...>). More than 11% websites included information or stories shared by others, such as researchers, editors, filmmakers, senators or authors (e.g. [www.jennymacklin.net.au/press\\_conference\\_royal\\_commission\\_into\\_violence\\_and\\_a...](http://www.jennymacklin.net.au/press_conference_royal_commission_into_violence_and_a...); [www.fya.org.au/wp-content/.../08/Propeller-Evaluation-Report-FINAL-16.7.15.pdf](http://www.fya.org.au/wp-content/.../08/Propeller-Evaluation-Report-FINAL-16.7.15.pdf); [www.documentaryaustralia.com.au/films/798/on-richards-side](http://www.documentaryaustralia.com.au/films/798/on-richards-side); <https://probonoaustralia.com.au/news/2017/07/youngcare-built-iconic-story-mateship/>).

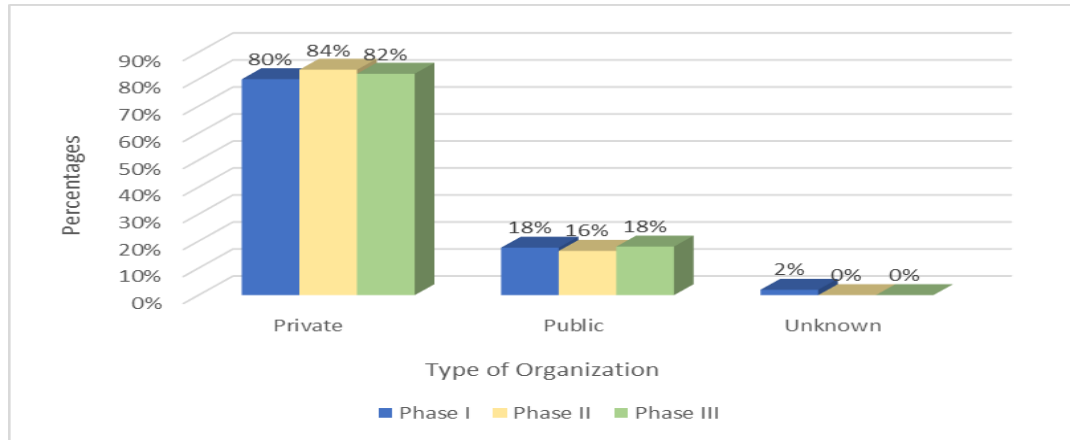
The study found that only 10% of websites had stories about people with a disability. Only 21% of the stories talked about people with a disability and only 12% of the stories were self-reported. However, most of those stories were written or presented by people other than the person experiencing the disability. Approximately, 88 % of the information was written, shared or presented by parents, caregivers, teachers, news reporters, organization reporters or researchers (figure 5).



**Figure 5: Classification of Writers**

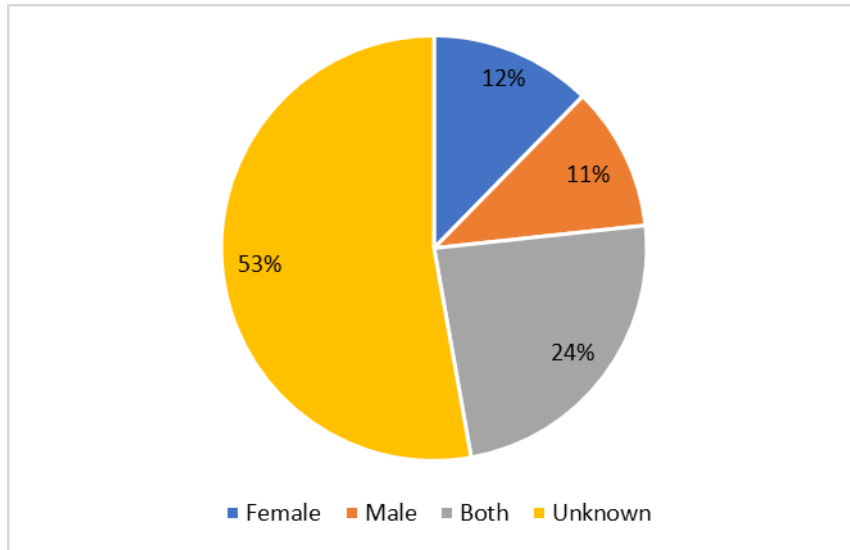
Most of the writers of the information on the websites worked for a private organization, 82% (figure 6). Around 17 % of writers shared the information on behalf of governmental or public organizations





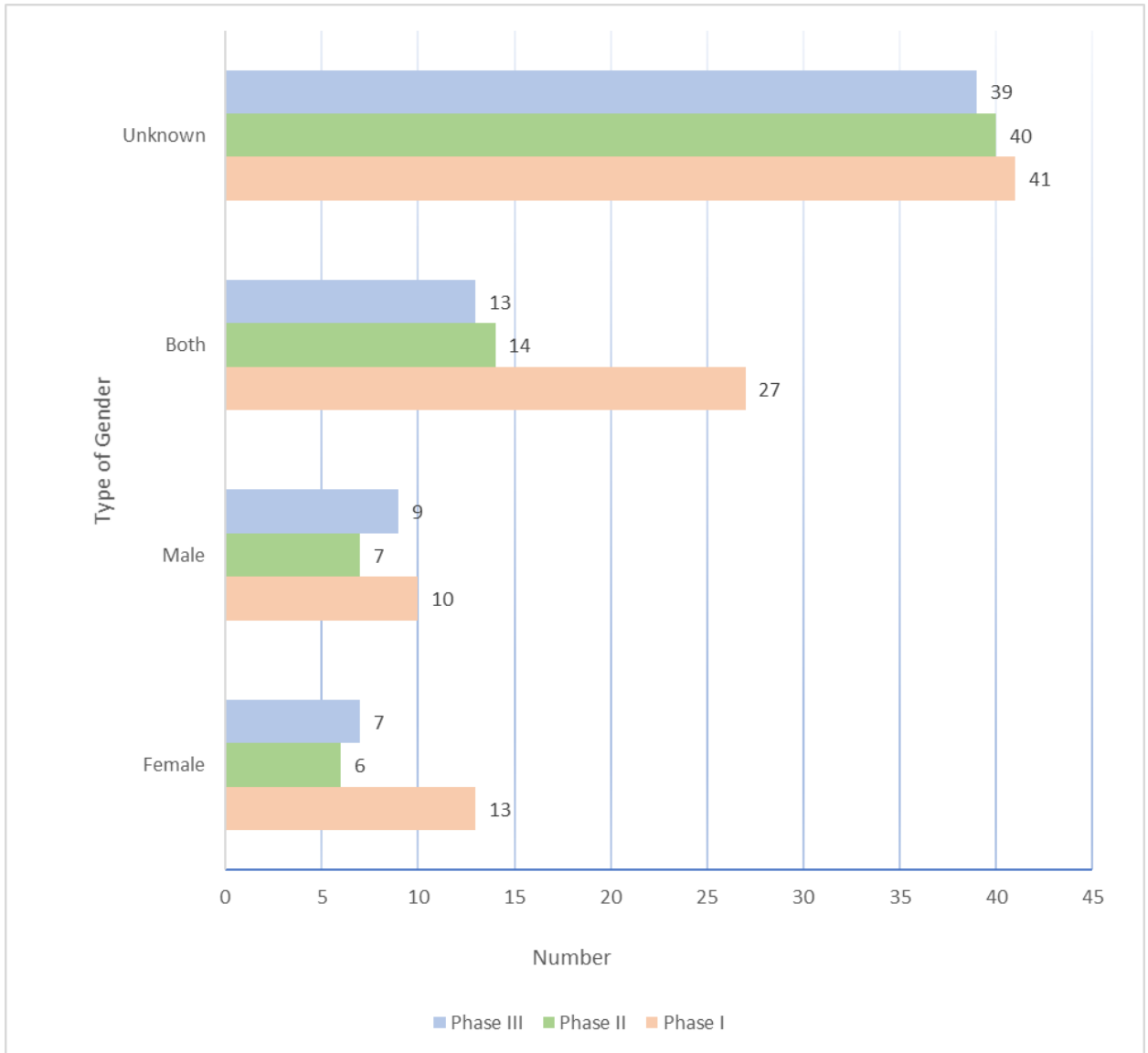
**Figure 6: Type of Organization of the Authors**

Most of the information on the websites - including stories, features, news, reports and documents was provided by writers of specific organizations. In those cases, information about the writer was not always available. For example, nearly half of the writers did not mention their name and 53% of the writers did not reveal their gender. For the rest of the writers on the sampled websites, there were slightly more females (12%) than males (11%). Besides, 24% of the information was shared by both types of gender (Figure 7). The gender of the writer did not seem to influence in sharing or writing stories of people with a disability; however, many writer's (53%) preferred not to reveal their gender.



**Figure 7: Gender Information of the Writers**

The amount of missing data regarding gender was 53%. Phase I had the highest number of female writers (14 % more than male writers). Moreover, phase 1, had the highest number of articles written by both genders' (figure 7).



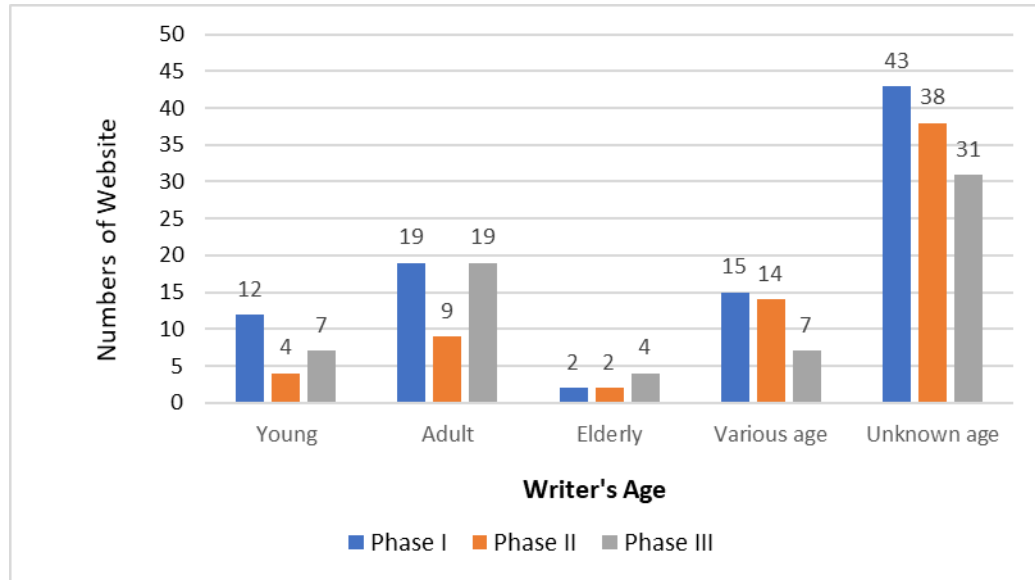
**Figure 8: Gender of the Writers**

Similarly, more than 49% of the writers did not mention their age. The study found that approximately 7.66 % writers were young (between 20-35 years old), average 15.66% writers were middle-aged (more than 35 years and less than 50 years old), and only 2.66% writers were elderly (above 50 years old). Table 5 shows the writers’ ages in phase I, II and III.

**Table 5: The Writers' Ages**

<b>Age Category</b>	<b>Phase I</b>	<b>Phase II</b>	<b>Phase III</b>	<b>Average</b>	<b>Average Percent</b>
Young (20-35)	12	4	7	7.66	3.39%
Adult (35-50)	19	9	19	15.66	6.93%
Elderly (50+)	2	2	4	2.66	1.17%
Various ages	15	14	7	12	5.31%
Unknown age	43	38	31	37.33	16.52%

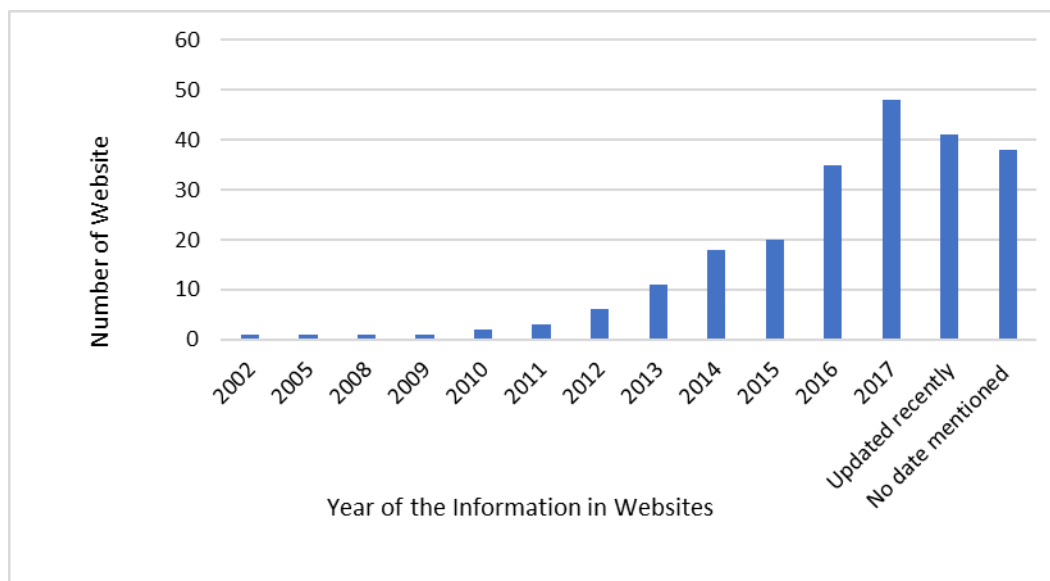
There were some websites that included multiple features, stories or articles. Those websites had writers of many different ages. The number of multiple types of writers was comparatively higher than the number of young writers (figure 9). The age of multiple types of writers was classified as the group 'various ages'. However, the number of multiple types of writers was slightly lower than the number of adult writers (figure 9). Figure 8 demonstrates that most of the writers in phase I, II and III did not disclose information about their age. The number of young writers were also low. The young people may not be interested in this area or may not have adequate knowledge and understanding about people with a disability and their life.



**Figure 9: Age of the Writers**

Most of the writers on the websites did not reveal whether they had a disability or not. Only 10.17% of writers were found where the writers mentioned their disability status. Fourteen websites had authors with multiple disabilities who wrote information, features or stories about their situations. Only three website authors disclosed that they had cerebral palsy. Two authors had hearing loss, one had Down syndrome disorder, one had epilepsy and two authors had an intellectual disability. Altogether only 23 out of 226 (10%) websites incorporated writers with a disability.

To investigate how recent the website information was, the researcher recorded the year the documents were published. The following bar chart shows that most of the information was published from 2013 to the time of the study. The peak year was 2017, however, many websites (41) only mentioned the time when the website was updated. There were a large number of websites that did not have any information on publication dates (figure 10).



**Figure 10: Publication Year of the Website Articles /Stories**

Overall, the above figures and tables indicate a low presence of people with a disability (12%) on the Internet, specifically on the first 10 pages of Google Australia. Furthermore, 82% of private organization websites incorporated the presence and voices of people with a disability in various topics. Most of the website authors preferred that their gender, ages and background were not disclosed.

**Research question 2:** To what extent do young people with a disability have a direct voice on the Internet, specifically on the first 10 pages of Google Australia?

The study found a very low percentage (2.65%) of young people with a disability have a direct voice on the Internet. Among 226 websites, only 27 had self-reported stories and only 6 stories were relevant to the context of the story selection criteria of this study. Therefore, only 2.65% of the self-generated stories reflected the direct voice of young people with a disability through Internet narratives. However, a few websites had video stories of people with a disability

(e.g. [www.abc.net.au/local/videos/2013/05/08/3754434.htm](http://www.abc.net.au/local/videos/2013/05/08/3754434.htm);

<https://www.sbs.com.au/.../story/forced-live-old-person-young-people-disabilities-trap...>;

[www.mychoicematters.org.au/index.php?option=com\\_content&view...id...](http://www.mychoicematters.org.au/index.php?option=com_content&view...id...)).

Nearly 10% of the websites had irrelevant self-reported stories in terms of this study. The topics of those stories were violence against women, meningococcal disease, diversity in youth, stories of low-income countries, metastatic breast cancer, and mental health etc. (e.g.

<https://www.endthecycle.info/>; [www.dvrcv.org.au](http://www.dvrcv.org.au) > Stories;

[www.meningococcal.org.au/stories/](http://www.meningococcal.org.au/stories/); [www.rarevoices.org.au/page/49/personal-stories-list](http://www.rarevoices.org.au/page/49/personal-stories-list)). Above

all, among 300 websites, 24% of the websites were repeated during each phase (e.g.

<https://headspace.org.au/.../powerful-stories-ignite-mental-health-conversation-during...>;

<https://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf>;

[www.bbc.com/news/blogs-ouch-30111911](http://www.bbc.com/news/blogs-ouch-30111911)). Furthermore, more than half of the sample websites

talked about young people; however, few websites included children and young people

simultaneously (e.g. <https://aifs.gov.au/cfca/bibliography/children-disabilities-special-needs>;

<https://deafchildrenaustralia.org.au/stories-for-young-people/>). Table 6 presents the details of the

websites in each phase that incorporated stories written and shared by people with a disability. It

can be seen from table 6 that among 27 websites, only one website came up twice

(<https://www.cyp.wa.gov.au/.../culturally-and-linguistically-diverse-children-and-you...>) which

was not relevant to the search. More than 12 % of the writers of the stories shared them on a

governmental website. The rest of them were published on websites belonging to private

organizations. Young people with a disability who shared their stories on the Internet were

mostly female (e.g. [wwda.org.au/poems/](http://wwda.org.au/poems/); [cpaustralia.com.au/share-your-story/the-hon-kl-](http://cpaustralia.com.au/share-your-story/the-hon-kl-vincent-dignity-for-disability/)

[vincent-dignity-for-disability/](http://news.curtin.edu.au); [news.curtin.edu.au](http://news.curtin.edu.au) > News and events > News stories.

**Table 6: List of websites of self-reported stories**

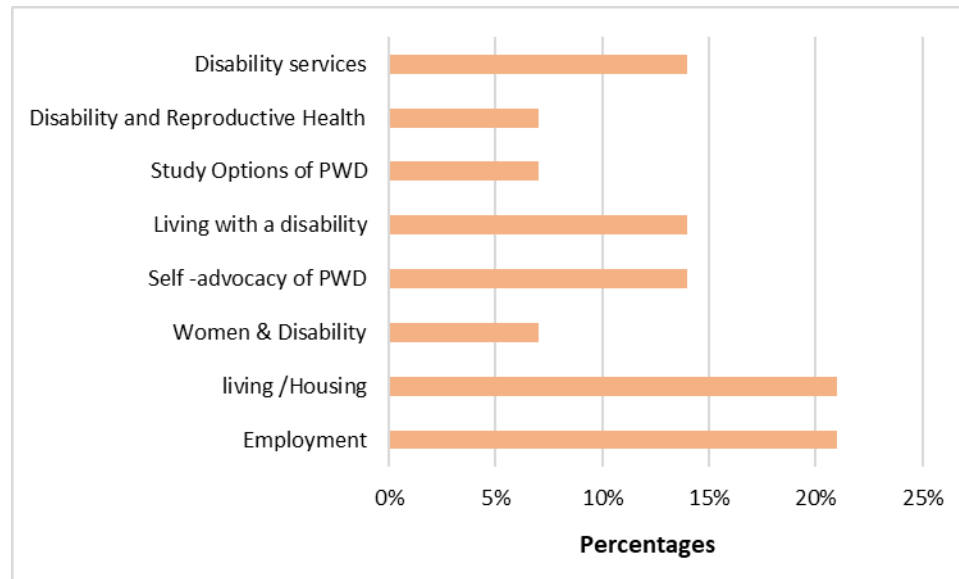
URL	Gender	Age	Year
<a href="https://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf">https://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf</a>	Both	Young	Current
<a href="https://www.sbs.com.au/.../story/forced-live-old-person-young-people-disabilities-trap...">https://www.sbs.com.au/.../story/forced-live-old-person-young-people-disabilities-trap...</a>	Both	Multiple	2015
<a href="https://www.carergateway.gov.au/kains-story">https://www.carergateway.gov.au/kains-story</a>	Female	Young	Current
<a href="http://www.parkinsonsvic.org.au/information-for-you/personal-stories/">www.parkinsonsvic.org.au/information-for-you/personal-stories/</a>	Both	Multiple	2017
<a href="http://cpaustralia.com.au/share-your-story/the-hon-kl-vincent-dignity-for-disability/">cpaustralia.com.au/share-your-story/the-hon-kl-vincent-dignity-for-disability/</a>	Female	Young	2010
<a href="http://www.arcinc.org.au/my-story/sere">www.arcinc.org.au/my-story/sere</a>	Both	Multiple	
<a href="https://www.cyp.wa.gov.au/.../culturally-and-linguistically-diverse-children-and-you...">https://www.cyp.wa.gov.au/.../culturally-and-linguistically-diverse-children-and-you...</a>	Both	Multiple	2016
<a href="https://www.cyp.wa.gov.au/.../culturally-and-linguistically-diverse-children-and-you...">https://www.cyp.wa.gov.au/.../culturally-and-linguistically-diverse-children-and-you...</a>	Both	Multiple	2016
<a href="http://www.dvrcv.org.au">www.dvrcv.org.au</a> › Stories	Both	Multiple	Current
<a href="http://disabilityemployment.org.au">disabilityemployment.org.au</a> › People With Disability	Both	Young	
<a href="http://www.pregnancybirthbaby.org.au/personal-story-disability-and-having-a-baby">www.pregnancybirthbaby.org.au/personal-story-disability-and-having-a-baby</a>	Female	Young	2017
<a href="http://www.everyaustraliancounts.com.au/wp-content/uploads/EAC_HousingPaper1.pdf">www.everyaustraliancounts.com.au/wp-content/uploads/EAC_HousingPaper1.pdf</a>	Both	Multiple	2012
<a href="http://www.deafnessforum.org.au&gt;true-stories">www.deafnessforum.org.au&gt;true-stories</a>	Female	Elderly	Current
<a href="https://www.endthecycle.info/">https://www.endthecycle.info/</a>	Both	Multiple	
<a href="https://www.pc.gov.au/inquiries/completed/disability-support/.../subdr0722.pdf">https://www.pc.gov.au/inquiries/completed/disability-support/.../subdr0722.pdf</a>	Female	Young	
<a href="https://www.ypinh.org.au/your-stories">https://www.ypinh.org.au/your-stories</a>	Both	Multiple	
<a href="http://www.meningococcal.org.au/stories/">www.meningococcal.org.au/stories/</a>	Both	Young	Current
<a href="https://www.beyondblue.org.au/the-facts">https://www.beyondblue.org.au/the-facts</a>	Both	Multiple	Current
<a href="https://www.bcna.org.au">https://www.bcna.org.au</a> › Metastatic breast cancer	Female	Mid age	Current
<a href="http://www.rarevoices.org.au/page/49/personal-stories-list">www.rarevoices.org.au/page/49/personal-stories-list</a>	Both	Multiple	2017
<a href="http://news.curtin.edu.au">news.curtin.edu.au</a> › News and events › News stories	Female	Young	2016
<a href="https://www.adcet.edu.au/resource/9164/create-your-future-personal-stories-of-disability-in-study-and-work/">https://www.adcet.edu.au/resource/9164/create-your-future-personal-stories-of-disability-in-study-and-work/</a>	Both	Multiple	
<a href="http://www.mychoicematters.org.au/index.php?option=com_content&amp;view...id...">www.mychoicematters.org.au/index.php?option=com_content&amp;view...id...</a>	Both	Multiple	
<a href="https://www.carecareers.com.au/blog/tag/disability-support-worker/">https://www.carecareers.com.au/blog/tag/disability-support-worker/</a>	Both	Young	2017
<a href="http://wwda.org.au/poems/">wwda.org.au/poems/</a>	Both	Young	



More than 70% of the websites included multiple stories where both male and female people with a disability shared their stories or personal narratives (e.g. [disabilityemployment.org.au](http://disabilityemployment.org.au) › People With Disability; [wwda.org.au/poems/](http://wwda.org.au/poems/)). Only 10 of the writers were young (20-35 years old). In addition, all the stories were shared from the year 2012 to 2017.

On average, only 12% of the sampled websites indicated the presence, on the Internet, of young people with a disability. Phase I revealed that only 16.5 % of websites talked about people with a disability and their life. In phase II and phase III, the percentages for the presence of people with a disability were 10.5% and 7.35% respectively. On the other hand, less than 3% of the websites reflected the direct voice of young Australians through their own individual stories or narratives in total. In phase II, the study found that people with a disability shared very few self-reported stories, indicating that less examples of direct voice were found in this phase. Though the number of direct voices seemed comparatively higher in phase I (5.5%) than phase II (1.5%), the percentage does not appear satisfactory. Similarly, people with a disability had slightly more presence in the websites of phase I and II than phase III. Moreover, no relevant and unique self-reported stories of people with a disability were found in phase II. However, 60% of self-reported stories in phases I and III were relevant to the search. Overall, the presence and direct voice of young people with a disability on the Internet through their personal stories were very low.

People with a disability shared stories of various issues. The topics of the stories were categorised and shown in figure 11.



**Figure 11: Topics Covered in the Direct Voice**

It was noted that young people with a disability mostly preferred to talk about their employment, housing or living issues. An average number of stories discussed self-advocacy of people with a disability, living with a disability and disability services (13%). A few stories discussed study options, reproductive health, and disability issues specific to females. More information related to the story topics is discussed in association with the findings of research question three.

To sum up, the number of self-reported stories, on the Internet, of young Australians with a disability was also low, which indicated only a small percentage (3%) of direct voices of people with a disability on the Internet. The current practices involving the direct voice of young Australian people with a disability on a website was formed or influenced by individual organization in 62% of cases. Moreover, only 6 out of 27 websites had relevant stories that revealed significant information about people with a disability and their life. In addition, there

were a variety of topics presented in the information and narratives shared by people with a disability. Such as, employment, independent living or living in a nursing home, disability services, self-advocacy, relationship and reproductive health.

**Research question 3:** What types of personal stories or narratives do young people with a disability share on the internet, specifically on the first 10 pages of Google Australia?

The self-reported stories were downloaded or taken as screenshots. The study found that within the sampled websites, only 33 stories were shared by the people with a disability in 6 websites. Among those stories, only 10 stories were selected for analysis.

Out of 226 websites, 14 websites had self-reported stories and only 6 websites were relevant to the context of this study. Some websites had a number of stories (e.g. [disabilityemployment.org.au](http://disabilityemployment.org.au) › People With Disability; [wwda.org.au/poems/](http://wwda.org.au/poems/)). Therefore, the researcher made a list of relevant stories according to the selection criteria. Afterwards, 10 stories were selected. Table 7 shows the list of URLs from where the sampled stories were collected for analysis.

**Table 7: URLs featuring relevant self-reported stories**

<b>Serial No</b>	<b>URL</b>	<b>Number of total stories</b>	<b>Selected stories</b>
1	<a href="http://disabilityemployment.org.au">disabilityemployment.org.au</a> › People with Disability	5	Tristran and Aaron
2	<a href="https://www.ypinh.org.au/your-stories">https://www.ypinh.org.au/your-stories</a>	3	Molly
3	<a href="http://wwda.org.au/poems/">wwda.org.au/poems/</a>	10	Jean
4	<a href="https://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf">https://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf</a>	7	Georgia and Morgan
5	<a href="http://www.pregnancybirthbaby.org.au/personal-story-disability-and-having-a-baby">www.pregnancybirthbaby.org.au/personal-story-disability-and-having-a-baby</a>	1	Anonymous
6	<a href="http://www.arcinc.org.au/my-story/sere">www.arcinc.org.au/my-story/sere</a>	7	Sere, Jana and Gaby

Most of the stories were selected from phase I as phase II did not have any relevant stories and phase III had only one relevant story according to the selection criteria. The stories were classified into several categories, such as employment, career path and disability support services stories etc.

### **Employment stories of young people with a disability**

The first category was employment stories of young people with a disability. The story was about Tristran who had lots of trouble after completing Year 12 (<https://disabilityemployment.org.au/for-people-with-a-disability/stories/item/1609/>). He is a young person with an intellectual disability. In his story, he discussed the need for money and work in relation to his need for independence. He had trouble getting jobs, and without work he felt underprivileged and unhappy. Similar features were seen in the second story on the same website. The story was shared by Aaron who had a brain injury. (<https://disabilityemployment.org.au/for-people-with-a-disability/stories/item/1539/>). Aaron is a

person with a cognitive disability. Moreover, he lost his vision and he is unable to use his left hand. Aaron divided his story into three chapters where he discussed his life before the injury, the experience of being a person with a disability and also the support services that he received to find work. The support services not only enabled him to manage work but also boosted his confidence and independence.

The above stories were employment stories which basically highlighted the support and assistance given by a particular organization to help people get work. Aaron said in his story that

I lost 90% of my vision, use of my left hand and I have an acquired brain injury. Through Senswide and UCAN café, I have had the opportunity to work and mix in the community and show that people with a disability can work and live a normal life.

Similarly, Tristran said that

I don't feel as though I've had many obstacles along the way, and Ostara Australia is awesome and has supported me the whole way. I'm still in contact with them regularly.

The significant findings from these stories were that with the help and support of organizations, family members and instructors, young people with a disability felt confident and independent after getting work. They felt happy and able to do whatever they desired. Tristran shared that

I wasn't happy and had no money. But now I'm really happy, have an income and look forward to working full-time soon. I even saved up enough money to take my girlfriend to Hamilton Island for her 21st birthday!

These stories are recognized at face value; however, the authenticity of those stories may be questionable. The stories were presented to highlight the services and assistance that they got from a particular organization. Aaron mentioned that “I really enjoy spreading the word about the support and help that Senswide provides as it has been such a big part of my recovery.”

As shown in Table 8, employment plays a vital role for young people with a disability similar to the people without a disability. Having work and earning money make them self-confident and independent (Adonis, 2016). To have work or to prepare for work, people with a disability require support and encouragement from family, friends and colleagues. Moreover, supportive work environment and disability support services can uplift their self-esteem towards employment.

**Table 8: Open Coding of Employment Stories**

Open code	Properties	Examples of quotes
Not having work	Having trouble finding work due to disability  Employers were not interested  No income	I was 22, had no money and was pretty unhappy.   I had my heart set on working in a café so this narrowed the fields in which I could work.
Lack of self-esteem and confidence	Feeling unhappy  Feeling nervous while working  Suffering a lot due to disability	I had no self-esteem and I was very depressed about having a disability.  I would not get out of bed, I had no self-esteem and I was very depressed with having a disability.
Supportive family members and colleges	Support to gain skills and knowledge  Support to do TAFE courses and training  Support to be independent	My girlfriend's mom was great. She helped me to obtain driving licenses and buy a car.  Instructors were really supportive and patient throughout training.

### **Career Paths**

The second category for the stories was career paths. While collecting data, it was found that one organization guides people with a disability to plan their career path and to write their own stories (<https://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf>). Funded by the Australian Government, the National Disability Coordination Officer Programme designed a workbook to assist people with a disability to make informed choices regarding their future

career. This workbook guides them to write their own stories about their career. Among seven stories from this workbook, two stories met the selection criteria. Those were the stories of Georgia and Morgan. Georgia was working in a pharmacy, which had been her aim since high school. However, she had been diagnosed with dyslexia when she was in primary school. Georgia found her parents, teachers and friends to be supportive and helpful. However, she mentioned that students with dyslexia could be negatively impacted if teachers lacked knowledge and understanding about this disability. She argued that

Lack of understanding and prejudice about dyslexia by some of my teachers/lecturers had a negative impact on my learning and my confidence throughout primary, high school and university.

Similarly, Morgan emphasized the need for educating teachers about the disability.

These findings are summarized in Table 9. These stories highlight the importance of family members and friends in playing a supportive role and helping to motivate the young person towards their goals. Moreover, both Georgia and Morgan had similar opinions in terms of receiving Disability Support Services and revealing disability information which were mentioned elaboratively in the Disability Support Services and disclosure of disability themes.



**Table 9: Open Coding of Stories about Career Paths**

<b>Open code</b>	<b>Properties</b>	<b>Examples of quotes</b>
Disclosure of disability	Do not feel comfortable about revealing disability  Feeling the need to hide disability	I didn't tell anyone, as I didn't think the system could help me.  I have spent half my life trying to hide my disability from the world
Supportive family	Encourage to study further	My parents went to great lengths to ensure my teachers were aware of my disability through discussions at each parent-teacher interview, and how they could assist me with my studies.  The family was very supportive and gave him encouragement to continue further study even when things got tough.

### **Disability Support Services**

The third category was disability support services. The support services for people with a disability differ according to the disability and needs of the people. For example, Jean (<http://wwda.org.au/poems/personalstories/madden1/>) and Molly (<https://www.ypinh.org.au/your-stories/129-mollys-story>) required support services related to everyday living and treatments, whereas Georgia and Morgan (<https://www.cdu.edu.au/sites/default/files/saes/docs/the-road-ahead.pdf>) needed services for study purposes. Tristran and Aaron ([disabilityemployment.org.au](http://disabilityemployment.org.au) › [People With Disability](#)) were looking for support services to help them find work. Tristran faced problems in getting proper support services to prepare him for a job. He said,

At the time I was linked with a Disability Employment Provider, but they didn't really help me. They expected me to find a job myself, but I didn't have any paid work experience and I didn't have a proper resume.

On the other hand, Aaron experienced positive support from a specific organization in getting work. However, he did not mention anything specific in this regard.

Jean and Molly also mentioned that support services were available; however, they did not seem adequate in terms of their need and time of need. Molly's experience of the support services was not good. Her mother went on unpaid leave while she was in the hospital. Moreover, they needed more support in that time. Molly said,

I sat in the hospital for 12 months before disability services assessed my case and approved an adequate disability support package. This, however, was not very helpful as they said they didn't actually have the funds to allocate to me!

Morgan and Georgia received support services from their university disability services office after entering the university education. Morgan said,

The Disability Liaison Officer should be your first point of call and make good connections with Lecturers. They (Lecturers) need to know and people are embarrassed to bring it up.

As shown in Table 10, disability support services are unique as those are required to serve an individual with a specific disability and its associated demands.

**Table 10: Open Coding of Support Services**

Open code	Properties	Examples of quotes
Disability support services	Modification in systems  Learning Assessment Plan	A Learning Access Plan was agreed on and adjustments were put in place for Morgan to continue his study.  “My Learning Access Plan detailed my exam requirements, for example, more time and meals break along with having the ability to type my exams and include spell check.”
Learning and life skills	TAFE courses  Attending learning and life skill programs  Support to do TAFE courses and training  Support to gain skills and knowledge	Wendie saw a piece in the paper about a TAFE course in Leaders for Tomorrow and told my Aunty and Uncle about it. They were all for it, so Wendy helped with the paperwork. Now, I have been to workshops in Melbourne and Sydney.  “I currently attend the Learning and Life Skills program each day and undertake many activities throughout the week.”

On the other hand, Phase III had only one unique website which had seven stories ([www.arcinc.org.au/my-story/sere](http://www.arcinc.org.au/my-story/sere)). Three out of the seven stories were selected for this analysis. Sere, Jana and Gaby were the persons with a disability. In their stories, the name of their disability was not seen. All of them discussed their life with a disability and the support services they received from the ARC. Their stories were also influenced by the organization from where they received disability services. However, these services made them feel included within the community and gave them opportunities to meet other people with a disability. This was a noticeable finding from the stories of Sere, Jana and Gaby. Sere said that “I can enjoy myself. I get to know other young people with different disabilities, but we share our abilities.”

## **Disclosure of Disability**

The fourth category was disclosure of disability. In her story, Georgia said, “This has been something that has been very hard to overcome, partly because I have spent half my life trying to hide my disability from the world.” Moreover, Morgan said, “I didn’t tell anyone as I didn’t think the system could help me. If there is nothing in place to help me, there was no reason to tell anyone.” Both preferred not to disclose their disability status. The quotes about disclosing disability reflect that people with a disability feel uncomfortable sharing this information about themselves. They thought the system might not help them or that disclosing their identity of disability may cause more problems in studying. In both Sere’s (<http://www.arcinc.org.au/my-story/sere>), Jana (<http://www.arcinc.org.au/my-story/jana>) and Gaby’s stories (<http://www.arcinc.org.au/my-story/gaby>), the name of their disability was not revealed, as some people may not want to disclose their disability due to unexpected experiences.

## **Experiencing or living with a disability**

The fifth category was experiencing or living with a disability. All writers of the 10 stories expressed their experiences individually. Both Jean and Molly shared their experiences of having a disability at a young age. They both had a temporary physical disability after either an accident or a disease. They did not have the disability at their early age. Their stories mainly illustrated the difficulties of living with a disability and highlighted the life of a person with a disability and support services in association with the temporary disability. Jean emphasized the learnings that she acquired during her temporary disability. She defined her experience:

I have spent the best part of two years in my wheelchair. Each time the doctors told me I would never walk again. I am very grateful to say I am

walking now, and I have a great appreciation for those who get around on wheels.

A temporary disability means a person having a disability suddenly due to an accident, work injury or disease. As it is short term, disability support services are limited for these people (Krause, Dasinger, Deegan, Brand, & Rudolph, 1999). Among the 10 stories, Jean and Molly were the only ones with a temporary disability, the rest had a permanent disability. Also, four of the authors were anonymous,

Table 11 shows the open coding, properties and examples of life with a disability.

**Table 11: Open Coding of Stories of Life with a Disability**

<b>Open code</b>	<b>Properties</b>	<b>Examples of person 'swords</b>
Safe and Cared for	Feeling safe and cared for  Having fun  Practicing hobbies	When I go to ARC for Respite, I feel very safe and can trust them. Ellen and the carers are very friendly and helpful in lots of ways.  Some other things I like are listening to music, vacuuming at Nonna's house and watching TV.
Included and Connected	Support to be independent  Feeling included in the community by making friends.  Being connected with other people with a disability	I have met other people with a disability of all ages, and from all over Australia.  I love hanging out with my friends whenever I can, and I am part of the "Groovy Chicks" social group. We have fun and do lots of cool things such as movie nights and BBQ's  Each month I like to dance the night away at the ARC disco and see my friends
Normalization	Being normal like other who do not have any disability	".....the people will be coming into the house not specifically for him but to help me, or to help with the children, or to help with the cooking, and I want it to be a bit more normal."

Lastly, an anonymous author wrote about having a baby and starting a family. She mentioned that people come to her house to help her, which means she received support from others. She said,

.....we have a lot of different people coming into the house, then I think it will be really nice for him to have a sibling, because the people will be coming into the house not specifically for him but to help me, or to help with the children, or to help with the cooking, and I want it to be a bit more normal.

People with a disability try to make their life as similar as possible to others who do not have a disability. The above author also highlighted the issues of relationships and reproductive health for persons with a disability.

The concerns about relationships or having children indicate the necessity of leading a life as similar as possible to the lives of people without a disability. Normalization is a suitable platform to build inclusion within the community where a process of deconstruction is desirable (Culham & Nind, 2003; Foley., 2016).

In the process of normalization, people with a disability feel included in the community and act like others without a disability. They feel valuable and safe. Having a job, career plan, partner or a family are normal issues for a young person in his or her everyday life, and these same concerns were also expressed by young people with a disability in this story.

After creating open coding, the axial codes and selective codes were shaped based on the open codes. Axial coding is a process of relating codes to each other through inductive and deductive thinking (Kendall, 1999). On the other hand, selective coding is a process of choosing

one category or a single storyline from the core categories and relating all other categories to that one (Walker & Myrick, 2006). Table 12 presents open, axial and selective coding of the stories.

**Table 12: Open Coding, Axial Coding and Selective Coding**

<b>Open code</b>	<b>Axial coding</b>	<b>Selective code</b>
Not having work  Learning and life skills	Work and skills	Empowering for normalization
Lack of self-esteem and confidence  Disclosure of disability	Lack of empowerment	
Included and connected  Safe and cared  Normalization  Supportive family members and colleges  Disability support services	Part of a community/ Belonging	

By being included in the community, people with a disability gain confidence and enhanced self-esteem. Sere said in his story that “I get to know other young people with different disabilities, but we share our abilities”.

Therefore, the themes of the stories were employment, having a career path, disability support services, disclosure of disabilities, temporary disabilities, living with a disability, relationships and reproductive health, and the normalization of people with a disability with the aim of inclusion within society.

While collecting data through the Internet search, the researcher observed that there were less than average number of Facebook groups for people with a disability to join (e.g.

<https://www.facebook.com/PWD.Australia/>;

[https://www.facebook.com/CDISAUS/?hc\\_ref=ARSkpGyOO3-](https://www.facebook.com/CDISAUS/?hc_ref=ARSkpGyOO3-)

[QSGNHfziWjfVpX1fs\\_3V3x1R75c1\\_L6be1V6d1glQltaDe-7SlxUtkgo&fref=nf](https://www.facebook.com/CDISAUS/?hc_ref=ARSkpGyOO3-QSGNHfziWjfVpX1fs_3V3x1R75c1_L6be1V6d1glQltaDe-7SlxUtkgo&fref=nf)). Moreover, few blog websites (e.g. <https://www.ssi.org.au/.../1158-ability-links-nsw-storybook-shines-a-light-on-diverse-...>; [ruckus.org.au/who-we-work-with/](http://ruckus.org.au/who-we-work-with/)) were seen as well, and the percentage of participation within those sites was still small.

### **Key study findings**

The key findings of this study were: (a) the presence, on the Internet, of young people in Australia with a disability was very low; (b) the number of self-reported stories, on the Internet, of young Australians with a disability was also low, indicating only a small percentage of direct voices; (c) current online practices of direct voice of young people with a disability in Australia was formed or influenced by individual organizations; (d) mostly private organizations incorporated the presence and voices of people with a disability for a range of topics; (e) most of the authors preferred not to be identified in terms of gender, age and background; (f) there was a diversity of topics found in the narratives and information shared by people with a disability and (g) few relevant stories were found that revealed significant aspects about people with a disability and their lives. Lastly, people with a disability expressed the importance of being empowered and leading a life that is similar to the lives of people without a disability.



## Chapter V

### Discussion and Reflections

This study aimed to explore and investigate the presence and voice, on the Internet, of young Australians through their own self-reported written stories in English. The study found that only 12% websites reflected the presence of young people with a disability through their personal stories, and their direct voice was less than 3 %.

There could be a variety of reasons for this. Firstly, sharing stories on websites is very public. People with a disability may like to use Internet for private purposes only, such as emails, e-banking and chatting etc. Nearly 97% of people with a disability reported that the purpose for using the Internet was mostly personal or private (Australian Bureau of Statistics, 2011).

Secondly, the target group may face problems using the Internet due to their disabilities. However, the Australian Digital Inclusion Index (2017) reported that the digital world was more inclusive for Australian young people with a disability, as the index was 63 in 2017. An Australian Digital Inclusion Index of less than 45 indicates low digital inclusion (Thomas, et al., 2017). It was noted that more than 20% of young people experienced discrimination due to their disability (Australian Bureau of Statistics, 2016); however, there was no mention of discrimination in the digital world. A website is accessible if it can be easily used by all without creating barriers to any group of people. For example, if a website cannot be used by a person with a hearing or visual impairment, then the web does not have complete accessibility.

Adam and Kreps (2006) argued that Internet or web accessibility for individuals with a disability raises questions about equal opportunity and nondiscrimination towards inclusion. They found that to reduce the digital divide between users of Internet technology with and

without a disability, positive and realistic actions have been taken. The measures were mainly focused on legislations and laws, awareness about the discriminatory nature of the accessibility issue, and the development of accessible technological tools.

To make websites accessible to operators or users with disabilities, the World Wide Web consortium (W3C) has enclosed an inclusive document with a set of guidelines regarding Internet accessibility (Adam & Kreps, 2006). An Investigation revealed that over a decade ago people with disabilities had less interest in living in houses with computers, using computers and being online (Dobransky & Hargittai, 2006). However, people with hearing disabilities and those who have limited walking ability showed curiosity for being Internet users. To remove the digital divide, the need for a global e-Inclusion movement has been recommended as well (Molina, 2003; Schmidt, 2017). Dobransky & Hargittai's (2006) research suggested that in order to create digital inclusion, people with disabilities need to have a deeper understanding about the uses of the Internet and the spread of new information technology. If this trend was continued, this could indicate a third reason for the lack of presence and direct voice for this group of people.

Within the community, people with a disability are a diverse group. One in five Australians has any type of disability and 18.5 % of population has disability (Disability statistics, 2017). However, 62 % of people have Internet accessibility at home according to the Australian Bureau of Statistics (2011). The most common usages of the Internet by people with a disability were general browsing at 90% and chatting by email at 83%. The most significant change in the 2009 report was that three in five people with a disability used the Internet at any location (Australian Bureau of Statistics, 2011). Nevertheless, no specific information was found regarding the sharing of personal narratives on the Internet by people with a disability.

People with a disability may lack the knowledge and understanding about how to use the Internet to share their stories. Sharing stories on the Internet is one type of self-advocacy. This study also found that only 2% of the sampled websites advocated the direct voices of people with a disability and 13.5% of the websites highlighted self-advocacy of people with a disability. Moreover, people with a disability may not be able to afford the cost of the Internet as well. Online connectivity for people with a disability is a temporary field of research. The research found that people with a disability faced difficulties in accessibility, affordability and usability of Internet even though they could possibly gain substantial benefits from using the Internet (Harris, 2010; Digital Inclusion Survey, 2014; Guo, Bricout, & Huang, 2005).

Lastly, a lack of interest may be the hidden cause for the low number of self-written stories. Every Australian Counts asked people nationwide in 2012 to share their personal housing stories in their own words and only 25% of these stories were shared by people with a disability.

From the above findings, the inclusivity on the Internet is seen as little. A lack of social inclusion is present in the digital world. People with disabilities still face multiple barriers to meaningful participation in the digital community. This generates a digital divide leading to digital exclusion.

Another noteworthy finding of this study was that individual organizations, such as employment or nursing home organizations seemed to encourage the direct voices of young people with a disability in Australia. The 10 stories analyzed in this study were collected from the websites of private organizations. Government websites incorporated a few narratives, which were either video or edited stories of people with a disability. It is positive to observe that young people with a disability were encouraged by private organizations to participate on the Internet and to have a direct voice online. However, government organizations are required to make more

space in the digital world for people with a disability to share their experiences, therefore ensuring better inclusion on the Internet.

Disclosing the identity of the authors was a concern for writers as well. Many of the people who shared information or stories liked to remain anonymous regardless of whether they had a disability or not. The number of unknown authors was high at 53%. Most of the authors did not reveal their information of disability (90%). Similarly, among the 10 selected stories analyzed four stories were written by authors who did not want to release their disability status. Disclosure of disabilities was a theme of the grounded theory of this study. People often feel uncomfortable about revealing personal information like this as they may experience discrimination and humiliation due to their disability (Matthews, 2009). Moreover, many people feel anxious about losing opportunities in the workplace or community or in getting unnecessary concerns (such as, unnecessary sympathy) in their life due to their disability (Spirito Dalgin & Bellini, 2008). This study also found a similar trend. Nevertheless, the people who did reveal more information were people with cerebral palsy, hearing loss, Down syndrome disorder, epilepsy or an intellectual disability though the percentage was very low. Generally, people with a physical disability appear to have easy access to the Internet compared to those with emotional, sensory, cognitive or intellectual disabilities; however, this study did not find such a result.

Lynch and Gussel, (1996) showed in their investigation that disclosure of a disability benefited learners as it helped instructors to plan the curriculum according to their interest and needs, and it also promoted self-advocacy. However, when participating in situations within the community, people preferred either to not talk about their disability or hide the information as much as they could due to societal attitudes.

Societal attitudes towards people with a disability do not seem to be positive (Nota, Santilli, Ginevra, & Soresi, 2014). This study found that a story by an anonymous writer with a physical disability argued about her happiness with her husband since they got together. She wanted to start a family and have a baby. She believed that this step would make her life more normal; however, she found herself in need of assistance. Moreover, there can be a social stigma that people with a disability are asexual, or that they don't require a sexual life due to a predominant heteronormative idea of sex and what is considered natural (Esmail, Darry, Walter, & Knupp, 2010). This may negatively impact their confidence, desire and ability to find a partner or to start a family (Esmail, Darry, Walter, & Knupp, 2010).

While analyzing the qualitative data and stories, relationships, reproductive health and, having a baby were the topics of a few stories. Overall, less than 8% of stories discussed disability and reproductive health in quantitative data. Furthermore, a diverse range of topics was found. The most common topics were employment and living arrangements, for example, nursing homes or living at home as an independent person. Employment is an area of concern for young people with or without a disability. Unemployment is a burning issue for all youth as people face discrimination and unequal treatment due to race, sex, sexual orientation, religion, national origin, age, and disability in workplaces (Carle, 2012). For example, in youth with an Autism Spectrum Disorder, only 34.7% went to college and more than 50% of youth with a disability had no participation in employment or education after finishing primary schooling (Shattuck, et al., 2012). Research has shown that people with a disability from lower-income families and people with greater functional impairments are at a higher risk of poor achievements in their life (Social Inclusion Board, 2008; Shattuck, et al., 2012; Ayllón, 2015; Migliore,

Timmons, Butterworth, & Lugas, 2012; Moore, & Schelling, 2015). It seemed positive to observe that people with a disability had similar concerns to other youth without a disability.

In many countries, after completing higher secondary level, young people want to live independently (Ayllón, 2015). It costs money to move out of home, and an income is necessary. Therefore, living an independent life and earning money are associated. Young people with a disability prefer to live independently rather than in a nursing home (Brisenden, 1986; Ayllón, 2015). Living independently was another important issue for people with a disability; however, the number of stories that included living arrangements was comparatively insignificant. To conclude, people with a disability recognized the importance of leading a normal life like other people. Being normal or normalization was the key theme of the story. To empower them to live a normal life, several disability services as well as the support of family members and peers were observed. However, how 'normal' is defined for someone with a disability seems to be a future research question.

### **Strengths and Limitations**

Some limitations need to be considered while evaluating the findings. For instance, the focus of the study was young people with disabilities in Australia only. This research area also requires a larger scale study. However, this study has worked with a limited sample size of the first 10 self-reported personal stories or narratives by young people with a disability. In order to triangulate the data, future research can also incorporate stories shared by parents, caregivers and teachers. In addition, the major limitation of the study was the use of Internet-based primary data only. Using Internet-based data had some major challenges, for example, information can be constantly changed and updated. This study observed that 85 new websites popped up and 25

websites disappeared while collecting data. Tracking information regarding Internet search data seemed complicated as well.

On the other hand, this research included an in-depth qualitative study. A mixed method approach was applied to understand and clarify the research problem using grounded theory design to analyze the data. Moreover, the rigour of the study was maintained by using an audit trail, reflexivity and computerized primary sources of data. While interpreting the data and grounding the theory, the relative and the constructivist epistemology views were also considered. These underlying philosophical assumptions made the study robust. The study was suitable for a short data-gathering period from November to December 2017. The method of data collection had the advantages of being convenient and efficient and did not require any cost. Using Internet search data made the study time controllable and low-priced. Finally, using Internet-based computerised primary sources created a new type of data for research. This was a major strength of the study, paving the way for advancement in diverse future research.

### **Recommendations for Practices**

The results and conclusions of this study provide opportunities for improvement in Internet connectivity practices. While making recommendations, it has been kept in mind that these may be inapplicable to other circumstances or people from countries other than Australia.

The recommendations for practice are to:

- analyze the perceptions of barriers for young people with a disability to identify the issues they face while sharing personal views. Previous practices for young people with a disability on the Internet may advance information as to which activities offer solutions for overcoming barriers in sharing personal narratives or in having a direct voice.

- look into the accessibility and affordability of the Internet for the target group to ensure they maximize their presence and direct voice in the digital world.
- inform young individuals with a disability about the benefits of using the Internet as a tool for sharing their thoughts and views. This can be done by family, community activities or even be incorporated into school curriculum.
- encourage young people with a disability towards self-advocacy with the use of the Internet.
- advocate the importance of the online presence and direct voices of young people with a disability to their parents, caregivers and family members. The Internet is an easy and instantly accessible medium for communication.

### **Implications for Future Research**

Similar mixed method studies could broaden the findings of the current study. Furthermore, a large-scale study could also be conducted to explore more in-depth reasons for the low presence and number of voices of people with a disability on the Internet. Contributing knowledge of other variables, such as gender, type of disability or investigating other connections among the themes can help to expand the current findings of this study. Understanding the meaning of being ‘normal’ or leading a ‘normal life’ by people with a disability could also be an area for future research. The reasons behind the low number of self-reported stories, on the Internet, of youth with a disability can be an area for future exploration. The relationship between the digital divide and the direct voices of people on the Internet needs to be investigated as well.



## **Reflections**

Internet Inclusivity can be achieved if the Internet world includes users regardless of their disability, affordability and social barriers. It seems easier to ensure social inclusion through the Internet than real life situations. However, no evidence has been established to strengthen this statement. Younger people with a disability are motivated to use new technology, such as the latest mobile phone and Facebook (Zajicek, 2007). It can be effective to motivate the youth with a disability towards the digital world for interactions and inclusion.

Undoubtedly, the Internet signifies an enormous new step in interactive communications for people with a disability. People with disabilities can possibly have more confronting issues of time, space, communication and the body in digital communication compared to face-to-face communication (Clarkson, Coleman, Keates, & Lebbon, 2013). This study found that young people with a disability still did not seem comfortable in sharing stories on the Internet, like home and the known world; however, they were motivated to use Internet technology for communication, much as they would use the telephone or a letter. It is clear that they did not feel free to share their personal narratives or stories on the Internet.

The experience of disability and the position of people with disabilities in society were seen as vulnerable. Nevertheless, the activities of members with or without a disability in society are equally important. There was little evidence that people with a disability led a similar lifestyle to those without a disability and may not enjoy equal opportunities due to challenges and existing social structures.

According to the social model of disability, existing social structures need to reform in order to reduce the barriers to inclusion. As this study revealed that the percentages of presence and direct voice of young people with a disability were very insignificant, it seemed that barriers

were present to share their own voice. Internet technology is required to provide the means for people with disabilities to actively engage in the digital world. It cannot be treated like a choice, rather it is needed and seen as a significant opportunity for the young people with a disability. A sparse amount of literature was found to support the findings of this study, which indicates the need for more future research in this area. It was noted that few young people with a disability were positive regarding the changes and developments in the digital world that were made for them. Georgia said in her story, “It has been a very long road but there really is a light at the end of the tunnel, things are now finally starting to look up.”

## Appendix

**Table 1A: Summary of Data Search Records**

Phrase Webpage No	I		II		III	
	Results	Time	Results	Time	Results	Time
1	15600000	0.36	1340000	0.63	3180000	0.44
2	15400000	0.53	1340000	0.52	3180000	0.47
3	15400000	0.42	1340000	0.54	3180000	0.46
4	2320000	0.72	1340000	0.49	3180000	0.49
5	2320000	0.47	1340000	0.54	3180000	0.48
6	2320000	0.75	1340000	0.49	3180000	0.57
7	2320000	0.65	1340000	0.64	3180000	0.52
8	2320000	0.92	1340000	0.61	3180000	0.51
9	2320000	0.55	1340000	0.6	3180000	0.58
10	2320000	0.56	1340000	0.61	3180000	0.60

## Screenshots of sampling in phase II

personal stories of young people with disabilities in Australia

About 1,340,000 results (0.63 seconds)

**Women's stories dispel disability myths - ABC North Coast NSW ...**  
[www.abc.net.au/local/videos/2013/05/08/3754434.htm](http://www.abc.net.au/local/videos/2013/05/08/3754434.htm)  
May 8, 2013  
A Northern Rivers organisation that supports young people with disabilities is helping a group of women ...

**SHUT OUT: The Experience of People with Disabilities and their ...**  
<https://www.dss.gov.au/.../disability...shut-out-the-experience-of-people-with-disabilit...>  
Sep 19, 2016 - Again and again, people with disabilities and their families, friends and carers demonstrated their resilience. These were tales of success. Many people demonstrated considerable courage in telling their stories in submissions and at public consultations. Their willingness to reveal personal details in such a ...

**[PDF] Young People with a Disability: Independence and Opportunity A ...**  
[web.education.unimelb.edu.au/ycr/linked\\_documents/research\\_report39.pdf](http://web.education.unimelb.edu.au/ycr/linked_documents/research_report39.pdf)  
by H Stokes - 2013 - Cited by 2 - Related articles  
Independence of people with disabilities has tended to focus on ... on opportunities for independence for young people with a disability? Methods. The Literature Review synthesises international and Australian literature related to the personal and social factors ... in their narratives, or stories they construct, and are made ...

**Young finalists are 'nothing short of inspirational' | Australian Human ...**

Taskbar: Desktop, OneDrive, Arifa, Address, Links, 4:50 PM Saturday 16/12/2017

personal stories of young people with disabilities in Australia

**Young finalists are 'nothing short of inspirational' | Australian Human ...**  
<https://www.humanrights.gov.au/.../stories/young-finalists-are-nothing-short-inspiratio...>  
Nov 20, 2013 - Five talented and inspirational young Australians are shortlisted for the 2013 Young Person's Human Rights Medal, the Australian Human Rights ... to rural and Indigenous students in Western Australia; promote performing arts for individuals with special needs; and share personal stories that encourage ...

**[PDF] A place I can proudly call home - Every Australian Counts**  
[www.everyaustraliancounts.com.au/wp-content/uploads/EAC\\_HousingPaper1.pdf](http://www.everyaustraliancounts.com.au/wp-content/uploads/EAC_HousingPaper1.pdf)  
share their personal housing stories in their own words. To date, more ... stories shed light on the many people with disability who struggle to ... Kind Regards, John Della Bosca, Every Australian Counts Campaign Director. The stats about disability housing. Right now there are - 6,381 young people in aged care facilities.

**Personal stories - House with No Steps**  
<https://www.hwms.com.au/Supporting-us/Personal-stories>  
Everybody has a story to tell. We support over 3000 people with a disability. Here are just a few of their stories.

**Disability statistics - House with No Steps**  
<https://www.hwms.com.au/resource-centre/disability-statistics>  
Find disability statistics and facts about incidence of disability, employment, education, carers, mental health, and disability services in Australia. ... Almost 1 in 12 Australians with disability have experienced discrimination or unfair treatment because of their disability. Young people with disability aged between 15 - 24 are ...

**Stories and Poems - Women With Disabilities Australia**  
[wwda.org.au/poems/](http://wwda.org.au/poems/)  
WWDA welcomes and encourages women with disabilities to have a voice and express their views, feelings, thoughts, and experiences in any way that suits them. This section of the website provides women with disabilities with a space to share their personal stories, poetry and musings. If you are a woman with a disability ...

Taskbar: Desktop, OneDrive, Arifa, Address, Links, 4:50 PM Saturday 16/12/2017

personal stories of young people with disabilities in Australia

Articles: Disability articles, personal stories, accessible travel and ...  
[www.e-bility.com/articles/](http://www.e-bility.com/articles/)  
 Articles written by and for people with disability ... Zach shares his experiences growing up with the skin condition epidermolysis bullosa (EB) and hopes that writing about his thoughts will help other young people out there with EB and inspire them to keep going when the going gets tough. Published: April 2006. Keywords: ...

Children with disabilities/special needs - Australian Institute of Family ...  
<https://aifs.gov.au/cfca/bibliography/children-disabilities/special-needs>  
 This paper reviews the literature on the physical design needs of unpaid carers of young and middle-aged people with disability, and what design features could help them provide care in the home in more comfortable and ... This personal story highlights the experience and impact of raising a child with disabilities.

Searches related to personal stories of young people with disabilities in Australia

- disability and social exclusion in australia
- disability issues in australia
- issues facing persons with disabilities
- family and carer issues disability
- disability discrimination statistics australia
- history of disability in australia
- current issues facing the disability sector
- social attitudes towards disability

personal stories of young people with disabilities in Australia

Google personal stories of young people with disabilities in Australia

All News Shopping Images Videos More Settings Tools

Page 2 of about 1,340,000 results (0.52 seconds)

Learn About Disability - Stories Of Disability - fya.org.au  
[www.fya.org.au/disability/stories](http://www.fya.org.au/disability/stories)  
 "What It's Like To Have A Disability No One Can See" - Sara Gingold  
 Subscribe to FYA Resources Our Research Join The Movement

Personal stories - Disability Services Commission  
[www.disability.wa.gov.au/individuals-families-and-carers/for-individuals.../stories/](http://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals.../stories/)  
 We all have our own unique story to tell. In this section people with disability and their families and carers share their experiences of life in their communities. Lighthouse Project personal stories; This is my story - Disability Awareness Week 2016; This is my story - Disability Awareness Week 2015; WA NDIS personal ...

Young people with disability- relationships with support workers ...  
[https://www.parenthub.com.au/\\_young-people-with-disability-relationships-with-sup...](https://www.parenthub.com.au/_young-people-with-disability-relationships-with-sup...)  
 Mar 3, 2017 - A new book has been launched showing the dynamics of the relationship between young people with disability and their support worker. ... photos taken by 45 pairs of young people and support workers who have shared their stories, from across six sites around Australia, including Northern NSW, Sydney, ...

Parents' stories shared | People with disability | Queensland Government  
<https://www.qld.gov.au/disability/adults/parents-stories>

personal stories of young... x

Secure | <https://www.google.com.au/search?q=personal+stories+of+young+people+with+disabilities+in+Australia&ei=Y7o0WuToNcqljwPVvrGICA&start=10&sa=N&biw=1366&bih...>

Apps Grace Monash Endeavour

children) are supportive community and family-and good parenting skills. Every parent needs those, disability or not.' says Rikki. Like any new couple, we struggled in the early days of becoming parents but we learnt quickly ...

**News – Summer Foundation**  
<https://www.summerfoundation.org.au/category/news/>  
The Summer Foundation is looking for National Disability Insurance Scheme (NDIS) participants to create personal digital stories that capture their experience of hospital discharge, housing or living as a young person in aged care. Your stories will be used to help the health system, aged care sector and the NDIS improve ...

**Disability Works Australia Ltd. Woolworths success story**  
[www.dwa.org.au/success-stories/Woolworths%20National.htm](http://www.dwa.org.au/success-stories/Woolworths%20National.htm)  
DWA's work with Woolworths boasts many success stories across Australia, highlighting Woolworths commitment to assisting people with disabilities. Here are but a few ... Woolworths is pleased to be a part of a program that gives young Australians an opportunity to participate in a Bakery Apprenticeship. This is a valuable ...

**Resources | Down Syndrome Australia**  
<https://www.downsyndrome.org.au/resources.html>  
The text is complimented by Personal Perspectives - reflections by people with Down syndrome and their families. ... One day they were joined by Hugh, a young friend with Down syndrome. Together they hatch ... Transitions to Employment of Australian Young People with Disability and the Ticket to Work Initiative. Visit our ...

**[PDF] Effective Career Development Services for Young People (15-24) wit...**  
[www.tickettowork.org.au/\\_Facilitating-the-Career-Development-of-Young-People-w...](http://www.tickettowork.org.au/_Facilitating-the-Career-Development-of-Young-People-w...)  
Effective Career Development Services for Young People (15-24) with Disability. Final Report.  
Prepared by Miles Morgan for the Career Industry Council of Australia | February 2012. Miles Morgan Australia Pty Ltd. C2/58 Newcastle St. WA 6008. Tel 08 9228 8069. Fax 08 9328 9876. ABN 11 081 037 005 ...

Windows taskbar: Desktop, OneDrive, Arifa, Address, Links, 4:51 PM, Saturday, 16/12/2017

## **List of Sampled Websites**

Serial no	URL of Website
1	<a href="http://www.abc.net.au/local/videos/2013/05/08/3754434.htm">www.abc.net.au/local/videos/2013/05/08/3754434.htm</a>
2	<a href="http://www.abc.net.au/rampup/articles/2012/08/14/3566857.htm">www.abc.net.au/rampup/articles/2012/08/14/3566857.htm</a>
3	<a href="http://www.adelaidenow.com.au/...australia/people-with-a-disability...story/6f8418d7984e1...">www.adelaidenow.com.au/...australia/people-with-a-disability...story/6f8418d7984e1...</a>
4	<a href="http://disabilityemployment.org.au">disabilityemployment.org.au</a> > People With Disability
5	<a href="https://www.sbs.com.au/.../story/forced-live-old-person-young-people-disabilities-trap...">https://www.sbs.com.au/.../story/forced-live-old-person-young-people-disabilities-trap...</a>
6	<a href="https://www.dss.gov.au/.../disability.../shut-out-the-experience-of-people-with-disabilit...">https://www.dss.gov.au/.../disability.../shut-out-the-experience-of-people-with-disabilit...</a>
7	<a href="http://www.everyaustraliancounts.com.au/wp-content/uploads/EAC_HousingPaper1.pdf">www.everyaustraliancounts.com.au/wp-content/uploads/EAC_HousingPaper1.pdf</a>
8	<a href="https://www.humanrights.gov.au/.../stories/young-finalists-are-nothing-short-inspiratio...">https://www.humanrights.gov.au/.../stories/young-finalists-are-nothing-short-inspiratio...</a>
9	<a href="https://www.northcott.com.au/stories/">https://www.northcott.com.au/stories/</a>
10	<a href="https://www.ourwatch.org.au/.../Stella-Young,-a-passionate-advocate-for-women,-dis">https://www.ourwatch.org.au/.../Stella-Young,-a-passionate-advocate-for-women,-dis</a>
11	<a href="https://www.carecareers.com.au/.../true-stories-tania-hornberg-preparing-young-peopl...">https://www.carecareers.com.au/.../true-stories-tania-hornberg-preparing-young-peopl...</a>
12	<a href="https://www.downsyndrome.org.au/resources.html">https://www.downsyndrome.org.au/resources.html</a>
13	<a href="https://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/stories/">https://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/stories/</a>
14	<a href="http://www.dwa.org.au/success-stories/woolworths%20national.htm">www.dwa.org.au/success-stories/woolworths%20national.htm</a>
15	<a href="https://www.humanrights.gov.au/.../violence-against-women-disability-rural-australia">https://www.humanrights.gov.au/.../violence-against-women-disability-rural-australia</a>
16	<a href="https://www.ypinh.org.au/your-stories">https://www.ypinh.org.au/your-stories</a>
17	<a href="https://www.facebook.com/PWD.Australia/">https://www.facebook.com/PWD.Australia/</a>
18	<a href="https://www.qld.gov.au/disability/adults/parents-stories">https://www.qld.gov.au/disability/adults/parents-stories</a>
19	<a href="http://www.australiacouncil.gov.au">www.australiacouncil.gov.au</a> > About Us > International Day of People with Disability
20	<a href="https://www.pwc.com.au/industry/government/assets/disability-in-australia.pdf">https://www.pwc.com.au/industry/government/assets/disability-in-australia.pdf</a>
21	<a href="http://www.connectgroups.org.au/directory/listing/children-with-disability-australia">www.connectgroups.org.au/directory/listing/children-with-disability-australia</a>
22	<a href="https://www.parliament.vic.gov.au/.../stories/.../Youth.../Submission_57-PWDA.pdf">https://www.parliament.vic.gov.au/.../stories/.../Youth.../Submission_57-PWDA.pdf</a>
23	<a href="https://made.org">https://made.org</a> > Portfolios
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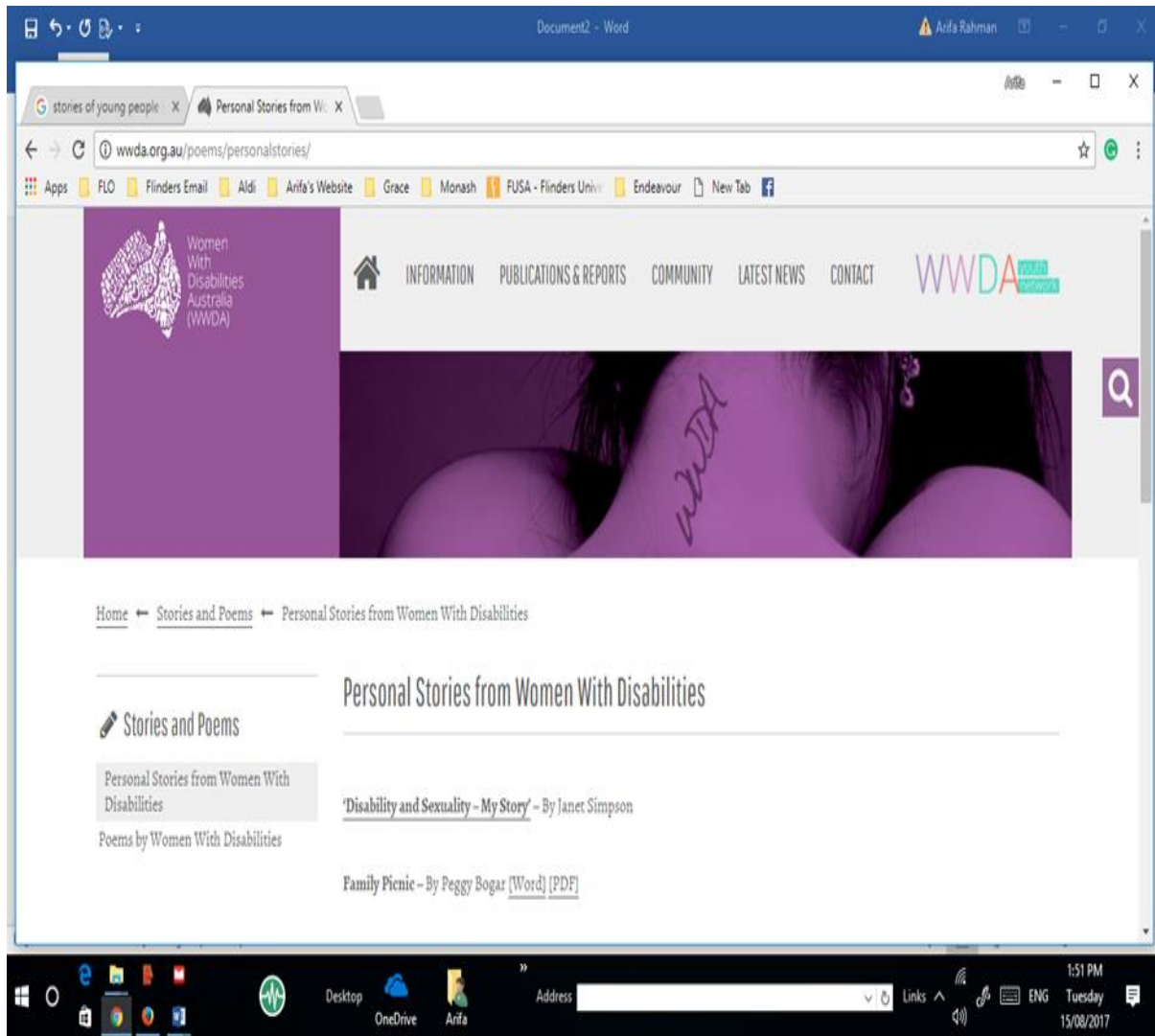
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157	<a href="https://www.youngcare.com.au/young-people-in-aged-care-an-australian-crisis/">https://www.youngcare.com.au/young-people-in-aged-care-an-australian-crisis/</a>
158	<a href="https://redcross.org.au/careers-for-people-with-disabilites">https://redcross.org.au/careers-for-people-with-disabilites</a>
159	<a href="http://www.abc.net.au/news/2016-12-05/my-disability-matters-social...disabled.../8092230">www.abc.net.au/news/2016-12-05/my-disability-matters-social...disabled.../8092230</a>
160	<a href="http://www.abc.net.au/news/2016-12-27/website-creates-online-community.../8149054">www.abc.net.au/news/2016-12-27/website-creates-online-community.../8149054</a>
161	<a href="https://www.humanrights.gov.au/.../disability-rights-not-service-summary-stories">https://www.humanrights.gov.au/.../disability-rights-not-service-summary-stories</a>
162	<a href="http://www.humanrights.gov.au/.../human-rights-people-intellectual-disabilities-australia-wh...">www.humanrights.gov.au/.../human-rights-people-intellectual-disabilities-australia-wh...</a>
163	<a href="https://www.continence.org.au/pages/personal-stories.html">https://www.continence.org.au/pages/personal-stories.html</a>
164	<a href="http://www.theaustralian.com.au/...disabled-is...story/a0af03db5a315469139193e2764cab85">www.theaustralian.com.au/...disabled-is...story/a0af03db5a315469139193e2764cab85</a>
165	<a href="https://www.aph.gov.au/.../House_of_Representatives_committees?url.../disability/sub...">https://www.aph.gov.au/.../House_of_Representatives_committees?url.../disability/sub...</a>
166	<a href="https://www.pc.gov.au/inquiries/completed/disability-support/.../subdr0742.pdf">https://www.pc.gov.au/inquiries/completed/disability-support/.../subdr0742.pdf</a>

167	<a href="https://www.pwc.com.au/industry/government/assets/disability-in-australia.pdf">https://www.pwc.com.au/industry/government/assets/disability-in-australia.pdf</a>
168	<a href="http://www.news.com.au/lifestyle/real-life/news-life/australias-most-shocking-statistic-sexual-abuse-and-domestic-violence-against-women-with-disabilities/news-story/21246ae889850b1d958088fd80b880ae">http://www.news.com.au/lifestyle/real-life/news-life/australias-most-shocking-statistic-sexual-abuse-and-domestic-violence-against-women-with-disabilities/news-story/21246ae889850b1d958088fd80b880ae</a>
169	<a href="https://www.cbm.org.au/content/who-we-are/our-story">https://www.cbm.org.au/content/who-we-are/our-story</a>
170	<a href="https://www.myagedcare.gov.au/caring-someone">https://www.myagedcare.gov.au/caring-someone</a>
171	<a href="https://books.google.com.au">https://books.google.com.au</a> > Social Science > People with Disabilities
172	<a href="https://www.sbs.com.au/.../comment-people-disabilities-have-same-right-be-parents-e...">https://www.sbs.com.au/.../comment-people-disabilities-have-same-right-be-parents-e...</a>
173	<a href="http://adwww.1and1.com/">Adwww.1and1.com/</a>
174	<a href="http://www.divine.vic.gov.au/">http://www.divine.vic.gov.au/</a>
175	<a href="https://www.care.org.au">https://www.care.org.au</a> > Blog > Blog
176	<a href="http://www.assisteddogs.org.au/">www.assisteddogs.org.au/</a>
177	<a href="https://www.ndis.gov.au/people-disability/videos-and-stories/videos">https://www.ndis.gov.au/people-disability/videos-and-stories/videos</a>
178	<a href="http://www.e-bility.com/articles/sauvage.php">www.e-bility.com/articles/sauvage.php</a>
179	<a href="http://www.abc.net.au/abc-international-development/paving-pacific-pathways.../8892528">www.abc.net.au/abc-international-development/paving-pacific-pathways.../8892528</a>
180	<a href="http://www.heraldsun.com.au/.../most-people-with-a-disability-want-to-work/.../6ac5442d2...">www.heraldsun.com.au/.../most-people-with-a-disability-want-to-work/.../6ac5442d2...</a>
181	<a href="http://australiaawards.gov.au/.../disability-inclusion-in-higher-education-sisi's%20story">http://australiaawards.gov.au/.../disability-inclusion-in-higher-education-sisi's%20story</a>
182	<a href="https://www.agd.sa.gov.au/sites/g/files/.../graeme_innes_symposium_speech_notes.pdf">https://www.agd.sa.gov.au/sites/g/files/.../graeme_innes_symposium_speech_notes.pdf</a>
183	<a href="https://www.bluebadgeinsurance.com.au/people-invisible-disabilities-face-harassment-...">https://www.bluebadgeinsurance.com.au/people-invisible-disabilities-face-harassment-...</a>
184	<a href="http://www.rarevoices.org.au/page/49/personal-stories-list">www.rarevoices.org.au/page/49/personal-stories-list</a>
185	<a href="http://theconversation.com/australia-has-kept-disabled-migrant-children-out-for-decades-its-...">theconversation.com/australia-has-kept-disabled-migrant-children-out-for-decades-its-...</a>
186	<a href="https://uniting.org/services/disability-services">https://uniting.org/services/disability-services</a>
187	<a href="http://cpaustralia.com.au/share-your-story/the-hon-kl-vincent-dignity-for-disability/">cpaustralia.com.au/share-your-story/the-hon-kl-vincent-dignity-for-disability/</a>
188	<a href="http://www.apsc.gov.au/.../disability/...disability.../implementation-guide-for-hr-practitioner...">www.apsc.gov.au/.../disability/...disability.../implementation-guide-for-hr-practitioner...</a>
189	<a href="https://books.google.com.au/books?isbn=0857005308">https://books.google.com.au/books?isbn=0857005308</a>
190	<a href="http://www.theherald.com.au/story/.../people-with-a-disability-must-speak-up-for-their-right...">www.theherald.com.au/story/.../people-with-a-disability-must-speak-up-for-their-right...</a>
191	<a href="https://mydisabilitymatters.news">https://mydisabilitymatters.news</a> > News > Australia
192	<a href="http://www.adelaidenow.com.au/...australia/...disability...story/4f1c8033bcc5b2be862d460...">www.adelaidenow.com.au/...australia/...disability...story/4f1c8033bcc5b2be862d460...</a>
193	<a href="https://www.humanservices.gov.au/individuals/services/.../disability-support-pension">https://www.humanservices.gov.au/individuals/services/.../disability-support-pension</a>
194	<a href="https://www.theguardian.com/.../made-possible-book-learning-disability-career-succes...">https://www.theguardian.com/.../made-possible-book-learning-disability-career-succes...</a>
195	<a href="https://probonoaustralia.com.au/news/2017/03/new-tv-series-feature-people-disability/">https://probonoaustralia.com.au/news/2017/03/new-tv-series-feature-people-disability/</a>
196	<a href="https://mindainc.com.au/disability-statistics">https://mindainc.com.au/disability-statistics</a>
197	<a href="https://www.wheelercentre.com/notes/968ab248d6a1">https://www.wheelercentre.com/notes/968ab248d6a1</a>
198	<a href="http://www.connectability.org.au/stories-achievements/">http://www.connectability.org.au/stories-achievements/</a>
199	<a href="https://www.documentaryaustralia.com.au/page/1092/inspiring-stories">https://www.documentaryaustralia.com.au/page/1092/inspiring-stories</a>
200	<a href="https://www.childfund.org.au/creating-opportunities-people-disability/">https://www.childfund.org.au/creating-opportunities-people-disability/</a>
201	<a href="https://www.disabilityloop.org.au/melanies_story.html">https://www.disabilityloop.org.au/melanies_story.html</a>
202	<a href="https://www.and.org.au/.../tapping-into-talent-employing-people-with-disability.html">https://www.and.org.au/.../tapping-into-talent-employing-people-with-disability.html</a>
203	<a href="http://www.indigenous.gov.au/australian-actor-named-patron-for-international-day-of-peop.">www.indigenous.gov.au/australian-actor-named-patron-for-international-day-of-peop.</a>
204	<a href="https://www.ms.org.au/get-involved/ms-my-story.aspx">https://www.ms.org.au/get-involved/ms-my-story.aspx</a>
205	<a href="https://books.google.com.au/books?isbn=1743348045">https://books.google.com.au/books?isbn=1743348045</a>
206	<a href="https://defiantlives.com/disability-rights/">https://defiantlives.com/disability-rights/</a>

207	<a href="https://hope1032.com.au">https://hope1032.com.au</a> › Topics › Inspirational Stories
208	<a href="rcsupport.pwd.org.au/images/docs/PWDAAdvocateToolkit.pdf">rcsupport.pwd.org.au/images/docs/PWDAAdvocateToolkit.pdf</a>
209	<a href="https://www.dailytelegraph.com.au/...disability...australia.../story-e6freuy9-1226614493...">https://www.dailytelegraph.com.au/...disability...australia.../story-e6freuy9-1226614493...</a>
210	<a href="https://www.mndaust.asn.au/Get-involved/spotlight-on-mnd.aspx">https://www.mndaust.asn.au/Get-involved/spotlight-on-mnd.aspx</a>
211	<a href="http://www.arcinc.org.au/my-story/sere">www.arcinc.org.au/my-story/sere</a>
212	<a href="http://www.carersaustralia.com.au/files/download/?id=562">www.carersaustralia.com.au/files/download/?id=562</a>
213	<a href="http://news.curtin.edu.au">news.curtin.edu.au</a> › News and events › News stories
214	<a href="http://unemployedworkersunion.com/stories-2/">unemployedworkersunion.com/stories-2/</a>
215	<a href="https://mediaaccess.org.au/latest_news/...and.../disability-the-untold-story-of-the-nbn">https://mediaaccess.org.au/latest_news/...and.../disability-the-untold-story-of-the-nbn</a>
216	<a href="http://www.wiseemployment.com.au/en/about-us/wise-story/">www.wiseemployment.com.au/en/about-us/wise-story/</a>
217	<a href="http://www.sa.companioncard.asn.au/">www.sa.companioncard.asn.au/</a>
218	<a href="http://www.housingchoices.org.au">www.housingchoices.org.au</a> › Housing
219	<a href="https://www.waltja.org.au/unfinished-business-stories-from-aboriginal-and-torres-strai...">https://www.waltja.org.au/unfinished-business-stories-from-aboriginal-and-torres-strai...</a>
220	<a href="https://www.northcott.com.au/">https://www.northcott.com.au/</a>
221	<a href="http://www.rasaid.org.au/articles.html">www.rasaid.org.au/articles.html</a>
222	<a href="https://www.ahuri.edu.au/.../AHURI_Final_Report_No246_Moving-to-my-home-h...">https://www.ahuri.edu.au/.../AHURI_Final_Report_No246_Moving-to-my-home-h...</a>
223	<a href="https://www.carergateway.gov.au/disability-support-services">https://www.carergateway.gov.au/disability-support-services</a>
224	<a href="http://www.disabilityonline.community/about-ndis">www.disabilityonline.community/about-ndis</a>
225	<a href="https://www.dementia.org.au/about-dementia/resources/stories">https://www.dementia.org.au/about-dementia/resources/stories</a>
226	<a href="http://www.smh.com.au">www.smh.com.au</a> › Comment

## Screenshots of Websites that contained Stories




stories of young people x Employment stories - D... x Stella Young, a passiona... x

disabilityemployment.org.au/for-people-with-a-disability/stories/

- 'Now I'm really happy' - Tristran's Story - Ostara**


While I completed Year 12, I had a lot of trouble finding work: after finishing school because of my intellectual disability – employers just weren't interested in me.

[Read full item](#)


- 'Service With A Smile' - Tim's Place, Albuquerque, US**


At Tim's Place in Albuquerque, New Mexico, meals are accompanied by a hug offered by owner Tim Harris.

[Read full item](#)


- 'I am a new person' - Suguna, Amala and Mano's story - Ostara Australia**


Three Tamil refugees have transformed their lives through disability employment support, and now play a confident role in their new communities. The women all experienced mental ill-health as a result of events before being granted residency.

[Read full item](#)


- 'The right job' - Bethany's story - OCTEC**

Finding the right job in the right place has brought significant benefits to Bethany, both in economic terms and her general well-being.


[Read full item](#)



Windows taskbar: Desktop, OneDrive, Arifa, Address, Links, 12:43 PM Monday 4/12/2017

Inbox (68) - arifa08623@ x Residential Bonds Online L... x Residential Bonds Online L... x Mail - rahm0098@find... x 6/182 Anzac Highway G... x Sere - Arc Disability Services x

www.arcinc.org.au/my-story/sere




Home About Us Services Programs Resources Working for ARC For Staff Blog Contact

**MY STORY**

- THE PORTEGY'S FAMILY
- JANA
- JAMIE
- KAREN & JANE

**SERE**

When I go to ARC for Respite, I feel very safe and can trust them. Ellen and the carers are very friendly and helpful in lots of ways. My family and I trust them and it makes me feel very happy, and I can enjoy myself. I get to know other young people with different disabilities, but we share our abilities.



Windows taskbar: Desktop, OneDrive, Arifa, Address, Links, 2:09 AM Tuesday 27/02/2018

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