

# MOVING **ON** to adult life

## How to get the most from this cd-rom

The cd-rom has been designed to help you find your way around the resource pack.

- You can go back to the contents page from any point.
- Click on the arrow or item in the contents list to go to that section.
- Click on the web or email addresses in the text and you can go straight to that organisation.



## A Guide for Staff



***Getting the most out of the resource pack written by families for families***

We hope you find this useful and enjoy using the cd-rom as well as using the book.

**MOVING ON**  
*to adult life*



**A Guide for Staff**

**Anne Connor**

# Moving On – Guide for staff

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# SECTION 1

## Notes for Part 1 of the resource pack: Introduction

### Who we are

The Moving On resource pack was put together by families of young people. The introduction to it explains how Outside the Box worked with the families to develop the resource pack. Several of the people who helped write the pack with the families and I have worked in a range of roles around care services for people with disabilities. Between us, we have delivered care and support to individuals and families, managed teams, planned overall strategies, commissioned services, delivered training and supported staff teams in changing how they work. Some of us have also used, or looked for, services to support us or someone in our family.

I thought it would be useful to put together this guide as a way of encouraging other people who are working to enable people to have a good life. I discussed the ideas with people who use services and their families as well as with people who have worked in services to make sure the ideas and suggestions here are grounded in all our experience and share the values of the resource pack.



## Who this guide is for

The Moving On resource pack is primarily for families of young people who have disabilities or other additional support needs. It has suggestions on how they can get information and support from staff and from other people around the time a young person with additional support needs is moving on from school to adult life.

This guide is for you - staff who are in touch with young people and their families during the few years before the young person leaves school, and staff who will be working with young people after they leave school. "You" includes teachers, social workers, Local Area Co-ordinators, care managers, support workers, educational psychologists and health care staff. "You" also includes people who have a more strategic role, and want to ensure that there is the right range of services in your area to support people and their families.

In this guide there are suggestions of things you can do to support young people and their families over this period of moving on in their lives, and to encourage them to make choices. It also has suggestions on what you can do to help them make those choices happen.

You can make a big difference to the lives of these young people and their families.

- ➡ You will be in touch with families who have very little information and feel they are on their own.
- ➡ You will be in touch with families who are feeling overwhelmed with information from different people, who don't understand how the service system works and can't make much sense of what they are hearing.
- ➡ You will be in touch with families who have had difficult relationships with staff, and are expecting this next stage to bring more disagreements.
- ➡ You will be in touch with families who have had good relationships with staff and value the services they know – and may be worried about whether support for adults will be as good as the care their child has received so far.
- ➡ You will be in touch with families who are worried by what they've heard or read in the newspapers, or may be too frightened to even think about the future.
- ➡ You will be in touch with families who have lots of ideas about what a good life can be for this young person, and are hoping they will find people who work in services who can help him realise his dreams.

For all of these families, you have skills and experiences that will benefit them. We hope the ideas in the resource pack will add to that, and help the young people, their families and all the staff they meet have a productive relationship.

Some of the ideas in the resource pack and this guide will be familiar to you. You may know more about them and have access to more information. That is great, and we hope you will share that knowledge with colleagues and other organisations in your area and encourage each other. Some of the ideas here will come from different professional traditions, and may involve working in a different type of relationship with young people and families, or with other staff, from those you've used so far. We hope the ideas and suggestions here will help you feel comfortable when you draw on the skills and knowledge of your profession in new ways.

We also hope the resource pack encourages you to use what you have learned from all the young people whom you know and who are important in your life.

## What is in this guide

The guide has notes and suggestions to complement the material that is written for families and for young people in the resource pack. It assumes you have access to the resource pack, although the guide can also be used on its own.

**Other Sources:** The resource pack has details on where to get more information on the national policies around children and young people and on people with disabilities.

The sources in the resource pack also take you to information about many of the ideas and techniques mentioned in the pack. Many of these sources of information are useful for staff who work in services as well as to families.

As with the resource pack, the contact information was as accurate as possible at April 2005. This guide highlights some sources which have information about training or other resources that are designed for staff who work in services supporting people with disabilities, or have good contacts to support the wider impacts, which you might want to follow up.

**Training Tips:** There are questions to let you use the material as part of your professional development or as personal learning. There are also suggestions of ways to use this guide and

the resource pack in your team, or perhaps as training with the other teams with which you work. We are using the word training in the widest possible sense – so it includes not only formal training but also team meetings, team communication and learning by individual members of staff.

**Wider Impact:** Many of the people who use this guide will do so because they want to get as much support and choice as possible for individual people whom they know. But you may also want to spread the impact wider, to enable more people to benefit. Sometimes, taking a broader community development approach is an effective way to get the type of support and opportunities that individuals are seeking – if the activity this person needs isn't there, create it, and then that person and lots of other people can find the activities they want.

The guide has suggestions of ways to broaden the impact of the ideas still further. Some of these relate to the formal joint planning processes, which set out the framework and priorities for people with disabilities, or for types of activities, which are led or funded by local authorities and the NHS. Other suggestions are about organisations and networks which are working to promote inclusion, or to improve the opportunities for local communities.

**Organising Services:** Sometimes the ideas and experience you will get from working with one young person and their family will give you ideas about different ways your own organisation can work. The result could be to make life easier for you and for your colleagues. Or it could be to make life easier for the people you work with to engage with your services. We have given some suggestions on points which occurred to us, to get you started. But you know how your service is organised, and will see other ways to improve the way services are organised.



## People who helped develop this guide

Many people were very generous with their ideas and experience. I want to thank them and the people who encouraged us to write this guide.

- ⇒ People who work in services across the country gave us examples of their practice – what had worked well and what they would have done differently. They also pointed us to sources of further information.
- ⇒ Families and disabled people told us what support from staff had helped them to get a good life, and about the difficult experiences they had encountered.
- ⇒ Michael Kendrick, Jo Kennedy, Helen Sanderson and Helen Wilson let us use their material.
- ⇒ The graphics in this guide are based on the drawings by Helen Wilson of Envision for the resource pack.

We hope that you go on to share what you are learning with each other and with disabled people and their families.

**Best of luck, and enjoy the journey.**

# SECTION 2

## Notes for Part 2 of the resource pack: What A Good Life Is

This section of the resource pack is intended to help families think about all aspects of the young person's life, and what a good life is for her. It also encourages them to think about what a good life is for the family as a whole, and what support they need.

These are our suggestions on how you can help young people and their families at this stage, before people have got into formal assessment and planning processes.

If you work in a setting which has made a lot of use of person-centred planning approaches, staff and families may have been talking for some time about what a good life is, and what the future might be for each young person. This will make it a lot easier for the people who are involved.

The essence of this way of thinking is that the person is at the centre, and it is their plan, their information. But the people who helped develop this resource pack and guide know of situations where services say that they use

person-centred planning tools to make the plan for the care their service gives to the person – so it is their plan, and it is only concerned with what their service does. We think this is daft, and if this is what your service does, we would encourage you to have another think. But in the meantime, can you share as much as possible with young people and their families?

⇒ **If you already use person-centred planning, make sure families are really included and know they can use the material from the plans to help them think about the future.**

⇒ **As it starts to become real, families may want to revisit some of the things they said and felt before. Remind everyone – the young person, her family, staff in various organisations and yourself – that plans are meant to be flexible.**

## Suggestions for people who are already in touch with the young person

You can encourage the young person and her family to think about the future in a very wide sense.

You can contribute to the discussion about a good life for this young person.

- ⇒ Think about your experience with that young person – what do you know about her that her family might not know? What excites her? When does she get bored and lose interest?
- ⇒ Think about what the family will know that you don't know. Will talking to them help you give your professional advice when you get to the stage of making more formal plans?
- ⇒ Are there people who have been close to this young person whom the family may not know about, such as the young person's friends at school and staff who spend a lot of time with her?
- ⇒ Is it OK for staff who know this young person to take part in informal discussions with the young person and her family, if the young person finds this useful?

You can offer practical help for the discussions.

- ⇒ Do you have access to practical resources that some families may find helpful when they are using the resource pack and thinking about the future?
- ⇒ For example, can you help with photocopying if families want to share notes? Do you have a comfortable room that people can use if a family feels it is better to be away from the family home for some of their discussions?
- ⇒ Could you help to record the discussions so that everyone can remember what happened later?
- ⇒ Do you have photographs of the young person doing activities or with friends that they can use? This is also really useful when people get to the stage of explaining what they think will work.

You can help with information about options and possibilities for the future.

- ➡ If you are someone the young person and family know, you are a starting point for information about lots of things. But the way services are organised sometimes means that staff may not have much information about what happens to people after they leave their service, or about services that are provided by other parts of the system.
- ➡ You might want to use the resource pack to help you give information about other services.
- ➡ Can you make contact with a few people in other parts of services, especially those supporting young adults, so you can give families the name of someone they can contact?
- ➡ Get information about independent sources of information and support, such as local advocacy projects, so you can pass this on. For example, keep a stack of their leaflets handy.

Gathering information to help one family may lead you to think about the assessment and information arrangements your service usually uses. These may have very little background detail about this young person as a person, or about her as a member of her family. We think that when staff know more about the people who are their pupils, or patients, or clients, this helps them to give a better quality of service.

- ➡ Some of the ideas in the resource pack might be useful as part of your own record keeping and how you work with young people and families.
- ➡ You can ask families or local support networks to help you by listing what information they would like your service to have and what they want you to pay attention to.
- ➡ Think about how you can work within the procedures for your service to record information that young people and families think is important, and what ways of handling information will build a partnership between your service and families.

## Organising services

Can you use the experience of working with a few young people to help you look at how services in your area are organised?

Can you do a short report for colleagues in your organisation and partner agencies about what the opportunities and barriers seem to be?

Are there small things you can identify which will help services work together more easily, or get better outcomes for families?

You can help young people get opportunities to prepare for the future – such as getting Saturday jobs and work experience, talking about the future, trying out different experiences.



What opportunities does your service give to young people to think about their future, about life as a grown up? Are young people and their families taking up these opportunities? Do they know about them? Or would they find some other ways of getting this encouragement more useful?



Is there scope for some more partnerships between your service and other organisations or people in your community?



If the current opportunities are limited, can you begin to plan to provide more in the future?

## Wider impact

Are there people or organisations in your area who can help you increase the opportunities for all disabled young people and their families?

Can you arrange a meeting with them to encourage them to develop arrangements that are more inclusive?

Could you offer to do a training session for their team, perhaps with some young people and families?

Could you invite people from local community settings to come along to your team training sessions?

The ideas listed here for people who develop community services might be a useful starting point for the dialogue.

You can also give support to families. For example, Outside the Box has been working with families in Ayrshire who kept diaries on their contact with health services. They showed how some services, and some individual staff, were great at taking an interest in both the people they care for and the rest of the family. They also showed how some services placed additional burdens on families – probably without even realising this. You can see the full Health Champions report at the Outside the Box website: [www.otbds.org](http://www.otbds.org)

- ➡ Do you check with parents whether there are ways you could make their lives easier – for example, practical arrangements around where and when the young person receives services?
- ➡ When you put together information about your service, is this accessible for parents, the young person and for their brothers and sisters – so everybody is welcome and included?

## **Suggestions for people who work in services that are mostly used by adults, who haven't yet had much contact with the young person and his family**

At this stage, people may need information about the broad options and especially the outcomes for people, rather than the details of how services work (that bit will come later).

- ⇒ Can you provide information about services which shows the outcomes for people?
- ⇒ Would it be useful if you joined up with some other services in your area to do this? ('Here are some stories to show how people with a range of disabilities live on their own (or have jobs or enjoy sports and leisure activities). If you want more details about any of the services, just let us know.')
- ⇒ If people wanted to ask questions about the type of service you provide, are they encouraged to contact you?
- ⇒ Could you ask some of the people who already use your service or their families if they would be willing to help answer other people's questions, or help them talk over ideas?

## **Suggestions for people who work in strategic planning, or who manage services**

You can help create more opportunities for young people and their families to think about the future, and to take a wide approach to thinking about a good life.

- ⇒ The services in your area might tend to concentrate on the person's deficits and then on the bits that each service can tackle. No-one may be thinking about all the strengths of each young person and encouraging them to identify and develop the things they want to do.
- ⇒ Services may also tend to separate out children and young people with disabilities or other additional needs. One disadvantage is that this gives them less contact with other children of their age, so it is harder to make friends and have ordinary contacts as adults. It also means that people who are providing "ordinary" or "mainstream" activities do not have reasons to be inclusive.

➡ In your area, there may be services that are including all young people, and which start from what people's strengths are. We came across some when we were putting together the resource pack. How can you encourage these services and help make sure other people learn from what they are doing? Outside the Box can share good examples on the website if you want other people to know what is happening in your area.

➡ You can check what the strategic plans say about inclusive services, to set the direction and encourage these developments.

You can also look at what links there are between the strategic plans for children and young people, and for adults.

➡ Do these encourage children's services to help young people and their families plan for the future?

➡ Do the people and services who know a lot about supporting adults and giving people choices through their life contribute their experience to the children's services?

➡ What opportunities are there for young adults who have disabilities – such as People First groups and disability networks – to contribute their ideas and experiences on what would have helped them when they were growing up?

➡ Can children and young people with disabilities and other support needs feed in their ideas about the kinds of life they want when they are grown up, and what supports they would like?

➡ What opportunities are there for families to find out about the plans for both children and adults, and contribute their ideas and experience to the plans for services they are shortly going to use, and for services they have recently used?

You can also look at the ways in which services support families.

➡ Do your respite arrangements come over as seeing the disabled person as a burden and families not coping, or do they see people as part of their family and help everyone to have a good life?

➡ Is there going to be some continuity in the arrangements for respite or family support as a young person moves between children's and adults' services?

➡ Can your arrangements to support families take account of situations where a young person's parents are also supporting an elderly relative – maybe in another part of the country?

## Training Tips

It might be useful to have a joint session for people who plan children's services and people who plan services for adults.

You can look together at how the staff and the planning structures work together.

You can also look at how families and disabled people can help you in planning for both children's and adults' services, and in planning for easy transitions between them.



## Other sources

### Participation – Spice It Up!

This is a user-friendly practical toolkit for engaging children and young people in planning and consultations. It was published in 2002 and is available from Dynamix

Dynamix Ltd  
Unit 4d,  
Cwm Road  
Hafod  
Swansea  
SA1 2AY

Tel: 01792 466231

Email: [dynamix@seriousfun.demon.co.uk](mailto:dynamix@seriousfun.demon.co.uk)

Web: [www.dynamix.ltd.uk](http://www.dynamix.ltd.uk)

Re:action consultation toolkit was developed by Save the Children and published in 2001. It is available on-line.

Save the Children Scotland Programme  
Haymarket House  
8 Clifton Terrace  
Edinburgh  
EH12 5DR

Tel: 0131 527 8200

Email: [Scotland@scfuk.org.uk](mailto:Scotland@scfuk.org.uk)

Web: [www.savethechildren.org.uk/scotland](http://www.savethechildren.org.uk/scotland)

Edinburgh Youth Social Inclusion Partnership has developed an Action Research Toolkit and the Bored Meetings? Pack.

From April 2005 you can obtain a copy of Bored Meetings? from Edinburgh Voluntary Organisations Council:

Tel: 0131 555 9126

Email: [clairewhitecross@evoc.org.uk](mailto:clairewhitecross@evoc.org.uk)

## Suggestions for joint work with people who develop or run community activities

Have you thought about how people with disabilities could be included in the activities offered in your area?

Can you make opportunities for people who run community activities to talk to young people themselves, or their families or staff, about how they could be more included in the activities you offer?

- ⇒ Is the information that community organisations and activities distribute accessible to everyone? Is it distributed in places where young people with disabilities and their families and friends will come across it?
- ⇒ Are there examples of people with disabilities being involved along with everyone else? Can you let other people know about these?
- ⇒ Do you know any people who are well connected in the community who might be willing to introduce people with disabilities to people in their locality?

Could local community activities help by encouraging opportunities for young people to prepare for the future – such as getting Saturday jobs?

There may be ways you can give young people and their parents opportunities to get a break from each other.

- ⇒ Can people involved in ordinary community activities suggest ways of people being able to do something on their own for a few hours? For a few days?
- ⇒ If you think that some training or back-up from other services would help community organisations or activities to include more people with disabilities, can you explain what would be useful and suggest working together?

## Example of a project

Stirling Quality Action Group is an example of how mainstream services can work in partnership with voluntary organisations to provide opportunities to people with disabilities. It was set up by staff from Stirling Council Community Services working with Key Housing. It started out as a group to support people with learning disabilities to be included in their communities.

The group is now run by people with learning disabilities themselves. It delivers a wide range of activities including:

- ⇒ training for staff from mainstream services on including people
- ⇒ helping to put together the local community learning plan for the Council
- ⇒ organising a drop in and social activities for people with learning disabilities in the area
- ⇒ taking part in schemes to improve the local community, like clean up campaigns

For more information you can get in touch with them on 01786 471 120 or [qualityaction@btinternet.com](mailto:qualityaction@btinternet.com)

# SECTION 3

## Notes for Part 3 of the resource pack: Making Choices

This section of the resource pack is about how young people get to make choices, and why it can be hard for everyone involved. It has suggestions on how families can raise things that are worrying them, especially around risks for the young person as she becomes more independent. It includes information about the formal assessment processes, and has suggestions on ways to make these meetings as constructive as possible.

The resource pack has sources of information and references which will be useful for staff as well as for families.

The suggestions in the guide are mostly about your role around these assessment meetings. Beginning to behave in a different way can be difficult. But all the research and people's lived experiences show that the actions of one person can make a difference. We also know that people feel more comfortable working in particular ways when the behaviours and values of the organisation they work for and of their colleagues support what they do – which is why you might find it useful to discuss some

of these suggestions as part of team meetings, for example.

### Training Tips

You may also want to use the ideas in the resource pack and in this guide as the basis for some team training – within your own team, or with other people who work in other organisations who are involved in this transition stage. Here are some suggestions to get you started.

- ➡ Think about what encourages you to work in partnership with young people and their families. What are the outcomes when it all comes together?
- ➡ What are the barriers to working in partnership with families? Can any of these be changed? It may just be that no-one has asked, or suggested an alternative.
- ➡ Ask some young people and their families to come and tell you about what planning for adult life is like for them. What are the good aspects around planning and assessments they want to keep? What did you and your colleagues do that was helpful? What could be changed to make it easier for them?

## Suggestions for people who support young people or their families

Your role may be more about information and support rather than making decisions.

- ⇒ Can you offer yourself as a listening ear for families if they want to talk things over or ask for information?
- ⇒ Is it OK for you or a colleague to take part in the assessment process as a friend or support for the young person or family, if they want this?
- ⇒ Again, it is useful to have information about independent sources of help, such as advocacy projects, in case people need this.

Can you help the young person and his family check out options – such as thinking of questions to ask?

Can you help with the family's preparation for assessment meetings?

- ⇒ Can you help them put together papers – get photocopies, get photographs of the young person doing activities she enjoys?
- ⇒ Practical help such as communication aids or support for the young person to take part might be really useful.

- ⇒ Do families know that it is ok to use your offices as a location for a family meeting, if they would like to have it as an option? For some families it might be useful to have somewhere that isn't home but is another place that the young person knows.

## Suggestions for people who make assessments or decisions

Think about what your role is in the process, and how you can make the process more constructive for young people and their families.

- ⇒ Does everyone have information about what is happening, so all feel included and comfortable?
- ⇒ Can you use information and language which doesn't include jargon and which explains technical phrases?
- ⇒ What scope is there for timescales to be flexible?

Watch out for families who are getting out of their depth or are not sure about what is being decided, as they may not feel confident enough to say this.

- ⇒ How can you offer some time and space for people to draw breath and reflect on what is being suggested?

- ⇒ Can you help the young person and his family get more information about options?
- ⇒ How can you give as much power to the young person and his family as possible?
- ⇒ If you disagree with the young person or her family, can you present this in a way which still respects their points of view?

For example, if your assessment and the family's wishes are the same, can you present this as 'the young person and family want x, and I agree that this will be a good option'. The outcome in terms of the decision is exactly the same as if you said 'my assessment is x, and the family agree with me.' But there is a difference in what each does for the family's confidence for the future and perhaps for their relationship with other people in professional roles.

Can you explain things in as much detail as possible if your assessment and the family's are different? It may be that you are concerned about an aspect about which they aren't aware. Now you can discuss ways to deal with this matter. Or maybe they had also thought of it, but on their experience it isn't a very frequent or serious problem for this person, whereas you have assumed it is a bigger risk. Again, now you can discuss the level of this risk and share ideas around what will minimise the likelihood and the consequences.

Remember that you will probably be leaving this young person's life after the move has happened. Other people - the young person, her family and other staff - are going to be there for the long-term, and will be living with the consequences of the decisions and how they were reached.

## Suggestions for people who provide adult services

- ⇒ You can provide information about your service which is relevant to people who aren't already familiar with that type of service, and who are at the stage of starting to think about options.
- ⇒ You can let families talk over their ideas and then see how you could help them realise them.
- ⇒ You might be able to introduce young people and their families to other people who have a few years' experience of life after school, so they can ask questions and get ideas.
- ⇒ You can encourage people and families to have ambitions.

These are some suggestions for ways to link into community resources.

- ⇒ Have people thought of using ordinary community resources?
- ⇒ If they have, are they using them regularly in order so that they get a chance to meet people?
- ⇒ Are there people who are well connected in the community who might be able to help?
- ⇒ Are their workers in community education or community services who might have useful information or be able to provide some support?
- ⇒ Do you know what is going on in the local area?
- ⇒ Is there a Local Area Co-ordinator who could help you?

## Training Tips

It might be useful to have a joint training session for services that work with disabled people, community activities and disabled people and families.

The focus could be finding ways to increase opportunities for young disabled people in your area.

Another aspect is finding ways you can help each other plan and achieve these changes.

## Suggestions for people involved in strategic planning

Do young people and their families have a chance to feed in their ideas on how this stage of planning for the future happens, as well as commenting on services?

You can give encouragement to staff in children's and adult services, and in different services or providers, to work together to make the transitions as easy as possible, rather than leaving this to families to negotiate.

You can encourage informal links that happen on an on-going basis.

You can make sure that the overall plans for services find out about and take account of how the links work in practice for families.

- ⇒ You can plan to have a co-ordination person, if this will make a difference – a special post, or someone taking this on as part of their job.
- ⇒ You can include mechanisms for giving people choice as part of the overall plans and allocations of budgets, such as Direct Payments and self-directed support.
- ⇒ You might want to have a working group on transitions, if a more formal mechanism will help make sure people talk to each other.

You can look at the processes for commissioning services, and check that both the quality of response to people and the values around person-centred ways of working apply to the initial decision-making stages, as well as when people are getting services.

- ⇒ Do they build in enough flexibility for families to have a choice, or are people pointed to taking the services that have already been commissioned?
- ⇒ Do the contracts you have with providers encourage people to work in person-friendly ways? For example, what information should they provide, to let people have and freely make an informed choice?
- ⇒ Can staff in services spend time with people and families who want to find out what the service does, or is this seen as an additional activity, or separate from their contract with you?

## Organising Services

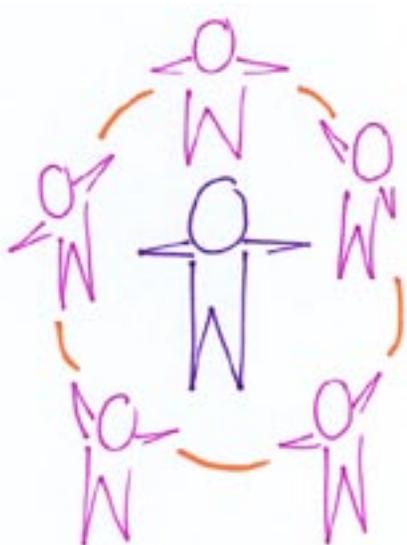
You could have a 'transitions review day'.

1. Ask some families to describe how it worked for them and anonymise and/or collate the accounts if this helps.
2. Get families and people from the various parts of the service to consider how to keep the good aspects and make the difficult aspects better.
3. Come up with practical suggestions for children's services, for adult services and for the overall planning and strategy aspects.
4. Write it up, and circulate it to everyone who has an interest and everyone who can help make things better.
5. Repeat it every year or so, to find out if the changes suggested before are actually happening and having the intended effect.

# SECTION 4

## Notes For Aspects Of A Good Life Section Of The Resource Pack

This section of the resource pack has our suggestions of how to get choices and good support around each aspect of someone's life. It is about the outcomes for the person, rather than about how services are organised.



We hope staff who work in services in every role will take a number of ideas from the resource pack are. The key ones are:

- ➔ **You can help the people you support with every aspect of their life.**
- ➔ **What happens in each aspect of a person's life can make things easier – or harder – in the other aspects.**
- ➔ **You can take the initiative as well as responding to requests, by suggesting arrangements that keep services client-led or encouraging people to think beyond traditional services.**
- ➔ **The community development aspects are as important as support for individuals.**
- ➔ **It is worth investing in systems and people like Local Area Co-ordinators, which help people to make best use of the specialist and mainstream resources that are already there.**

In this section, there are suggestions of ways you can think about what your service does, and what other people can do, to enable someone to have a good life. In the next section there are worksheets which bring together the strands of direct support, developing the range of supports in your area and making links with other people and organisations.

## Suggestions for people who deliver support to people, and families

Remember that you already have many of the skills and most of the knowledge you need to support people to have a good life. For example, think about how you made friends when you moved to a new town.

If you think that some training or shadowing someone to learn what they do would help – suggest it.

## Suggestions for people who commission or plan services

Invest in time and resources to make links with community activities.

Are you challenging mainstream services to become more accessible in compliance with the Disability Discrimination Act?

Commission and plan for services that are led by disabled people and/or families. Be realistic about what support these organisations need, and don't expect them to behave in exactly the same way as large, long-established organisations.

Similarly, encourage other community organisations to include disabled people in what they are doing.

When you set a contract with a bigger service provider, encourage the staff there to support people to have full and enjoyable lives as part of their communities.

- ➡ Look at how priorities are set for which services someone can get, and for what services do. For example, is help with tidying the flat seen as more important than helping the person to go out to places where they are likely to meet friends or enjoy a hobby?
- ➡ Expect people who use the service and their families to be part of staff selection and training.
- ➡ Make developing links with community resources part of a good quality service for everyone.

You can encourage people and organisations to share good ideas and good practice, and help spread the costs of initial training if this will help people to work in new ways.

## Other sources

Michael Kendrick has written a paper on support for family-led organisations: Family Governed Flexible Family Support: the Massachusetts small project example

It is available on Michael's website:  
[www.kendrickconsulting.org/docs/MASSFamSupportPaper2.doc](http://www.kendrickconsulting.org/docs/MASSFamSupportPaper2.doc)

There is also a useful discussion of the differences between community organisations (not just disability-related ones) and voluntary organisations in The Community Challenge published by the Development Trusts Association:

**Development Trusts Association  
National Office  
1st Floor, 9 Red Lion Court  
London EC4A 3EF**

**Tel 0845 458 8336  
Fax 0845 458 8337  
Email: [info@dta.org.uk](mailto:info@dta.org.uk)  
Web: [www.dta.org.uk](http://www.dta.org.uk)**

## Suggestions for joint work with people who develop or run community activities

Asking people with disabilities, their families and the staff who support them for their advice will help the people who run community services to plan activities which are inclusive for everyone. People who work with disabled people and their families have experience and skills that can be helpful here.

Some useful questions might be:

- ➡ How could people with disabilities make a contribution to community activities?
- ➡ How could they benefit from it?
- ➡ How could we develop and run activities that enable people with disabilities to participate on an equal footing with everyone else?

## Other Sources

There are some useful materials around on direct payments, which may help you to make sure people can realise the choices they make. Families who helped us develop this guide described how direct payments had helped them make more use of ordinary community resources.

Direct Payments for Young People is the report from a research project, published in May 2003. The summary is available on the Joseph Rowntree Foundation website:  
[www.jrf.or.uk](http://www.jrf.or.uk)

A magazine from the project written for young people – 'Living It Up' may still be available from The Norah Fry Research Centre  
3 Priory Road  
Bristol  
BS8 1TX

Tel 0117 946 6553

It is also on their website:  
[www.bris.ac.uk/Depts/NorahFry](http://www.bris.ac.uk/Depts/NorahFry)

Helping ourselves: Direct payments and the development of peer support, by Catherine Bewley and Lindsay McCulloch, published by Values Into Action.

Oxford House  
Derbyshire Street  
London  
E2 6HG

Email: [publications@viauk.org](mailto:publications@viauk.org)

A summary is available at:  
[www.jrf.org.uk/knowledge/findings/socialcare/d64.asp](http://www.jrf.org.uk/knowledge/findings/socialcare/d64.asp)

## Notes on stories in the Resource Pack

Part 4 of the resource pack has the story of Michelle from the book Friendship and Community. The full extract shows how staff worked to give Michelle and people in her community the opportunity to get to know each other.

*Michelle loves swimming. Every week she goes to Musselburgh pool, with her support worker, Tracy, as she has for the past few years. When she first started going there, the manageress was very helpful and that helped them to get settled in to using the pool. Over time, Michelle has got to know a lot of the other regulars. Tracy is Michelle's one-to-one worker for thirty hours a week, but when they go swimming Michelle needs two people to help her get in and out of the water. Usually, another worker goes along, but sometimes, if there isn't another worker available, one of the women from the pool helps out.*

*When Michelle was looking for somewhere to have her weekly physio sessions, the leisure centre seemed an obvious place. The manageress was very open to the idea and Michelle has been having her physio in the pulse centre every Friday for a few years now. She is allowed to store her equipment there. There was hesitation from the*

*physiotherapy department, but Michelle's own physiotherapist, who knew her well, was keen to give it a go and it has worked really well ever since.*

*The leisure centre is very important in Michelle's life. Going there each week at the same time on Tuesdays and Fridays has meant that she has got to know lots of people, who stop to chat with her. It's a friendly place – not too big and very welcoming. It's quite a long way from where Michelle lives, but other people from her local community go there to use the facilities too.*

*The women Michelle knows at the swimming pool stepped in to help with fundraising for a car for Michelle. They heard that Tracy and Michelle were organising a 'Stars in Their Eyes' social, so they tapped on the changing room door and asked for tickets. Then they took it upon themselves to organise a fundraiser, selling raffle tickets at the pool and putting on an exhibition. One man from the pool even raised money by running a half-marathon. Together, they successfully raised enough money for Michelle to buy a fully-adapted Mercedes van, which has allowed Michelle to make use of community facilities even more. It means she can visit people, like her Gran, more regularly. She can go out to more places more easily and she doesn't have to hang around waiting for transport.*

*Tracy believes it helps that Michelle is such a chatty person herself, despite not using words. Tracy helps people to feel comfortable with her, showing them by her own example how to talk to Michelle. Tracy thinks that people will be friendly if they are shown 'how to be', even though people are often scared or embarrassed at first.*

**Extract from Friendship and Community, by Jo Kennedy, Helen Sanderson and Helen Wilson, quoted with permission.**

Several people and organisations did things which made it possible for Michelle to have these connections with people in her community.

- ⇒ There was a well-thought out plan behind Michelle going to the pool. For example, this particular swimming pool was chosen both because it was the right size and had the facilities Michelle needed, and also because it was the sort of place that would welcome Michelle and suit her needs.
- ⇒ The plan was not rigid. It was adapted as Michelle's needs evolved and as Tracy and other people got better at what they were able to do. The plan also allowed people to take a holistic approach.
- ⇒ The allocation of staff time and what activities people did was aimed at helping Michelle make friends and be part of a community – to have a good life. A list

which was only concerned with Michelle getting physical activity to keep her well might have been easier to achieve but wouldn't have had all the other benefits.

- ⇒ The organisation which provides the support for Michelle has a strong focus on being part of the community. They recruit staff who share these values and give the training and support to help put the plans into effect.
- ⇒ Tracy used her own personality as well as her professional skills.
- ⇒ The physiotherapist worked with Tracy and Michelle to get a solution to delivering a good care service to Michelle and supporting her in having a good life and making choices.
- ⇒ The staff at the pool found ways to support Michelle. They started from what was needed, and then went back and checked out how to do this within the guidelines around insurance and training for them.
- ⇒ The values and general atmosphere of that swimming pool are based on around making people feel included and welcome. The staff at the pool are an important part of making this happen.

## Training tips

Information and training on Community Mapping may help your team get more confident around using community resources to expand the support and opportunities for the people who work with.

Part 4 of the pack has the stories about Lorna and Elizabeth, which are also good examples of the roles staff can have. The details of how the staff worked also show that the ways systems are organised can sometimes make life difficult or easy for staff and for the people you support.

Lorna and Elizabeth moving to the type of home they wanted is an example of staff and the system working in flexible ways.

The support workers were employed by different organisations which provided similar care services. Ways in which these providers helped the staff to help Lorna and Elizabeth were:

- ➡ Giving them flexibility to decide how they would work with Lorna and Elizabeth on shared tasks around the move, while still keeping up the individual support.
- ➡ Clearing this with the social work staff, so

that everyone knew what was happening and staff with responsibility for budgets knew what Lorna and Elizabeth were likely to request.

- ➡ At the time of the move, managers enabled the support workers to reduce time with other clients, to give Lorna and Elizabeth more time, and again co-ordinating this between the two organisations.
- ➡ One of the support workers knew she was going off on maternity leave. She introduced colleagues to Lorna and Elizabeth to ensure continuity.

The managers helped by making sure people had time to meet Lorna and Elizabeth, and time for Lorna and Elizabeth to explain to new people what they needed.

- ➡ After Elizabeth and Lorna were settled and it was clear that sharing the flat was working, the two organisations agreed with Lorna and Elizabeth and with the social work department that from this point one organisation would support both of them.

⇒ The decision about which organisation would provide on-going support was based on who Elizabeth and Lorna knew and trusted, practical aspects such as where staff were located, and who had the right skills and outlook. Everyone talked it over. The cost of the service, or competition between provider organisations, didn't dominate the discussions.

It is also an example of staff in the Council and Housing Associations finding ways round policies which could have caused problems.

⇒ Lorna and Elizabeth lived in different parts of the council area, and were in the patches of two social work teams. So the care managers had also to keep in contact to discuss the suggestions coming from Lorna and Elizabeth, and agree how to work with the two support providers.

⇒ It became apparent that although the teams were working to the same set of policies and ways of assessing priorities, there were differences in how these were implemented. The team leaders also kept in touch and took the view that they would try to work things out in a way which got a good outcome for Elizabeth and Lorna, as well as for the other people they needed to support.

⇒ Lorna's move was a priority, because of her mum's illness. Elizabeth was fine at home and not a priority for that team, relative to other needs of people in that area. At one

point, Elizabeth's care manager thought she could not get Elizabeth's share of the funding package in time. Then someone in Lorna's area team suggested that since Lorna needed the move, and supporting her on her own was going to be almost as expensive as supporting them living together, they would meet most of the care package, and all of it for the first year.

⇒ Elizabeth was assessed as having higher needs than Lorna, and it was policy for her to have a different type of house. It looked as if it would take too long to find a house that would work for Elizabeth as well as for Lorna. Then Elizabeth's dad pointed out that their family's house didn't have some of the things that were listed as essential. The housing people came out to see Elizabeth at home, and saw what Elizabeth and her dad had done to make an ordinary house suit her.

Lorna and Elizabeth's story also showed how staff's actions and assumptions can cause a problem.

The section on People to stand by you tells what happened when Lorna's mum became very ill. This was expected, and some time before Lorna, her mum and Elizabeth and her close family had discussed together what they were going to do.

The support worker rang into the social work office, just to let the care manager know that

Lorna's mum was in hospital and that Elizabeth's mum was moving into the flat. The social worker who was the care manager for Lorna and Elizabeth was on holiday, and the message was passed to a duty social worker. This person assumed she was being involved because there was a problem. From the information she had available quickly, she assumed that this was a group living arrangement for two young women with learning difficulties which had been initiated and organised by the services – because that was the type of arrangement with which she was familiar. She wasn't sure what the problem was but assumed that there was something about the changed arrangement that required social work intervention. The duty social worker spent some time phoning around for alternative accommodation or residential care that could be used in an emergency, in case it was needed, in between dealing with other cases and waiting for fuller information.

By the end of that day, the social worker knew about the background, and that there wasn't a problem. Nothing happened to inconvenience Lorna or Elizabeth or add to their worries. But afterwards, the social worker who knew them and the duty social worker thought about what had happened at their end, and how the misunderstanding had arisen. They came up with several points, which are helpful for other teams supporting people with disabilities and their families.

➡ The records were the standard ones used by that team. They recorded formal services allocated to a person, but there was no space for informal supports or for the plans made by people which don't involve care services.

➡ The duty social worker had assumed there was a problem. She also had assumed that she was expected to deal with whatever that problem was. She hadn't thought of Lorna or her family working out the solution and then telling people what it was.

➡ Elizabeth was seen as someone sharing a flat, and as another client. She wasn't thought of as effectively part of Lorna's extended family – which is how Lorna and Elizabeth thought of each other. In the records they were only described as flatmates.

➡ The care managers in this team distinguished between clients who had high needs and a lot of contact with the team, and people who needed low support. The social workers who were the contact for people needing low support had a lot of cases. The social worker hadn't seen Lorna or Elizabeth for nearly a year. She remembered them, but wasn't sure she would remember all of the people on her caseload whom she didn't see often.

⇒ The team's own training around person centred ways of working had concentrated on the process of doing plans, and didn't have much on the implications of working with people when they had much more control of their lives.

⇒ Work on awareness raising around people with learning disabilities hadn't extended to staff in other parts of the social work department or staff based in general hospitals. Lorna saw herself as her mum's carer and wanted to be involved in discussions at the hospital and about what would happen when her mum got home. The first reaction of the staff who were in contact with her mum was that Lorna couldn't be a carer because she has a learning disability.

Some of the actions the social workers suggested to their colleagues and managers included learning from what had happened in their team training.

Some of the approaches in Local Area Co-ordination would help here, such as staff having more contact with a smaller range of people and realising that people's circumstances change.

You will see other things that could have helped here, such as how information is recorded. But the main lesson here is that the attitudes and values that go with working with people to give them control have to underpin everything that services do.

# SECTION 5

## Worksheets On How It All Comes Together

Here is one example of how things interact – the various ways in which having friends can help with other aspects of a person's life.

### Aspects of a good life which friends can help make happen



You can also look at the range of supports and activities which can help with one aspect of someone's life. The example we've given here is getting a job.

### Range of supports and activities which can help someone get and keep a job



There are various ways you can use this way of looking at the aspects of someone's life.

It can help in thinking about support for that person and his family. You already know what things he lists as part of a good life. It can help you both think about what will help something happen.

If things aren't going so well or are moving slowly, it might be worth bringing in another source of support.

You also know this person – for example, your list of things which can help this person get and keep a job would include things that aren't on the spider I've drawn. But it helps to think through lots of aspects in case you fall into the pattern of just thinking about the 'service' aspects like personal care and formal employment services.

The chart can also help you think about the links you have with other services and other organisations – both specialist resources and ordinary community activities.

Elizabeth's first job didn't work out, and she felt disappointed and less confident than before. This is a list of the points which Elizabeth, her support worker and the worker at the supported employment project came up with.

### Elizabeth's List



When Gary who got the job in the warehouse, his family and a support worker listed out the people who could help him make a success of the job.

### Gary's List

*Steve (brother's pal who works nearby) can meet me at lunch time or after work if I want to be with someone I know. Mum will get leaflets about autism in case I want to give them to anyone.*

*Brothers to keep telling me about when they started jobs and how it is fine.*

Friends and all their contacts

*Check where warehouse can get advice if they need it. Advice for me if I want it.*

Feeling confident, having other experiences to draw on and to talk about

Employment services

**Having a job**

Health services which keep you well, manage particular symptoms *OK here*

Volunteering, work experience, making a contribution – for experience, getting confidence and finding what interests you

Help with managing money

*OK here*

Education, college courses – learning relevant skills

*Get advice for me on pay and benefits. I need a bank account - Mum to go to local branch and explain about how I do this*

*OK here*

For each aspect of someone's life, or each situation when they want to do something but there isn't an obvious route, ask some questions.

- ➡ What can the person do? This could include his ideas, using his friends and contacts, taking action or learning a new skill.
- ➡ What can you do to help? This would include using your skills and knowledge, drawing on your contacts, helping the person learn a skill or get more confident, and introducing him to other people or services who can help.
- ➡ What can other people do to help? This could include producing accessible information about what they do, offering him a service, or being a bit more flexible in how they organise their activities. It could also mean giving you or someone else some training and advice, so you can support the person to do something that is new for both of you.

What to do if there are very few opportunities in your area:

- ➡ make links with mainstream services on matters such as jobs, housing, opportunities for people to contribute
- ➡ see if there are other resources within different sections of the Council and the voluntary sector
- ➡ get information and advice from organisations that are tackling wider matters.

Here is a worksheet to get you started. You can use it to help you think about a situation for one person. Or you can use it to help your team think about the range of ways you support people to have a good life.

There are worksheets on the CDrom for you to run off and use.

Here is the 'to do' list Elizabeth's support worker made for herself, put into this format.

Friends and all  
their contacts

Employment  
services

Feeling confident,  
having other  
experiences  
to draw on and  
to talk about

Health services  
which keep you  
well, manage  
particular  
symptoms

**Having  
a job**

Volunteering,  
work experience,  
making a  
contribution  
– for experience,  
getting confidence  
and finding what  
interests you

Help with  
managing  
money

Education,  
college courses  
– learning  
relevant skills

<b>What can Elizabeth and her family and friends do?</b>	<b>What can I do?</b>	<b>What can other people do?</b>
<p>Help Elizabeth get her confidence back – try some new things</p> <p>Go look for smart office clothes</p> <p>Check out whether family can help with lifts for the beginning</p> <p>Elizabeth to practice using taxis – with someone at first, then on her own</p> <p>Mum to help Elizabeth sort out bank account, so we are ready for pay</p>	<p>Keep encouraging Elizabeth</p> <p>Keep reminding Carol without nagging her too much</p> <p>Get benefits check lined up so we can get it quickly</p> <p>Check for me giving some extra time first thing in morning and when Elizabeth gets home at start of any work placement</p> <p>See if offices in our building have jobs, or chance for Elizabeth to practice being in an office again</p>	<p>Carol to look for placements in wheelchair –accessible buildings</p> <p>Go try it out – loo, coffee place, everything</p> <p>GP and practice nurse to look at ways to make Elizabeth’s medication easier for her to manage when she is out during the day.</p>

## Training Tips

It may be worthwhile investing a bit of time in working with another team or service in your area, and finding out how you can each help the people you support.

One approach is just to get people to give short presentations at each other's team meetings.

Another is to have a shared training day on a topic which will help you both – share the cost and get to know each other.

Shadowing is a way to get to understand what other services can do, and how they might contribute to your work or help the people you support.

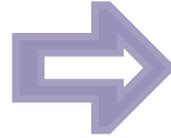
Shadowing is also a good way to begin to understand what it is like for people who use your services or for families.

SHS Trust published a guide to shadowing. It has practical information on how to set up a shadowing arrangement, and some examples.

[www.shstrust.org.uk/pdf/pinc\\_shadowing.pdf](http://www.shstrust.org.uk/pdf/pinc_shadowing.pdf)

# SECTION 6

## Ideas and theories that underpin the resource pack and guide



There are some people and ideas which have influenced us a great deal. Lots of the suggestions in the pack have grown from many people putting these ideas into effect and finding that people's lives got better. Many of these ideas have also been taken up by the people who are developing national policies aimed at improving the lives of disabled people and their families, or promoting social inclusion and citizenship.

We thought it might be useful to explain about these concepts, in case people wanted to learn more about the theories or how they relate to current policies and development of practice.

One source of ideas and values which run through the resource pack is the work by John McKnight and his colleagues on **Asset Based Community Development**. They start from the premise that communities, including ones where life is not easy, have assets – in the people, the local organisations, the land and the buildings. The way to tackle the problems that communities have, and make sustainable improvements, is to start with these assets. John McKnight is particularly interested in how people can use their gifts and skills to contribute to community life. He believes that everyone has gifts, including people with disabilities.

The Asset Based Community Development Institute of Northwestern University has information about their programmes and publications on their website. This includes articles and examples of tools used in working with communities and organisations.

The list of their publications is at: [www.northwestern.edu/ipr/abcd/abcdtopics.html](http://www.northwestern.edu/ipr/abcd/abcdtopics.html)

A good starting point is *Building Communities from the Inside Out: A path toward finding and mobilizing a community's assets*, by John P. Kretzman and John L. McKnight. The book captures over 3,000 people's stories about what others have done to make their communities better.

You can order the book from the Institute and through bookshops.

The introduction to the book is at: [www.northwestern.edu/ipr/publications/](http://www.northwestern.edu/ipr/publications/) and navigate via "books" to the authors named above.

Another useful article which has a more detailed discussion of the deficit and asset community maps is *Mapping Community Capacity*: [www.northwestern.edu/ipr/publications/papers/mcc.pdf](http://www.northwestern.edu/ipr/publications/papers/mcc.pdf)

John McKnight published a collection of his essays and papers: *The Careless Society*. It was published in 1995 by Basic Books.

ABCD emphasises the contribution of associations, or member-led voluntary organisations. For a description of the roles of associations, and why they are important, see

*A twenty-first century map for healthy communities and families*: [www.northwestern.edu/ipr/publications/papers/century.pdf](http://www.northwestern.edu/ipr/publications/papers/century.pdf)

The experience of the ABCD team is that there are almost always a lot more associations than you might expect in areas which are poor or where most people haven't lived there for very long. One example is in *Voluntary associations in low-income neighborhoods: an unexplored community resource*. A case study of *Chicago's Grand Boulevard neighbourhood*: [www.northwestern.edu/ipr/publications/community/grandblvd.html](http://www.northwestern.edu/ipr/publications/community/grandblvd.html)

The ABCD teams found that schools and hospitals were among the most frequent organisations which contributed in this way.

There is a discussion of the role of institutions in Mapping Community Capacity: [www.northwestern.edu/ipr/publications/papers/mcc.pdf](http://www.northwestern.edu/ipr/publications/papers/mcc.pdf)

There is a discussion of the way asset-based community development comes into effect in 'Agents rather than Patients: realising the potential for asset-based community development' report from the Consultation organised by the Building and Social Housing Foundation in 2003: [www.bshf.org/publications](http://www.bshf.org/publications)

'Connectors' are people who make links between networks and individual people. They are especially important when looking at the gifts of people who are marginalised and who don't have natural connections with others in their community, such as disabled people who have been in hospital for some time. The report on the Logan Square project describes the role of the connector/facilitator, and the impacts for people: [www.northwestern.edu/ipr/publications/papers/logansq.pdf](http://www.northwestern.edu/ipr/publications/papers/logansq.pdf)

There are several tools for identifying the assets of a community – starting with individuals and associations - in the Grand Boulevard neighbourhood report and in Mapping Community Capacity.

The ABCD Capacity Inventory in Building Communities from the Inside Out is at [www.northwestern.edu/ipr/abcd/abcdci.html](http://www.northwestern.edu/ipr/abcd/abcdci.html) and [www.northwestern.edu/ipr/abcd/cihowto.html](http://www.northwestern.edu/ipr/abcd/cihowto.html)



Some of the ideas in this resource pack have their roots in **person-centred planning** approaches. There are sources in the resource pack, which explain some of the more structured techniques which have been developed for people in a particular situation as well as the underlying ideas. We think that person-centred planning and asset-based community development support each other as both are based on the idea that you need to start from gifts or assets rather than disabilities or deficits. You can think of ABCD as person-centred planning for communities, or person-centred planning as asset-based community development for individual people.

**Implementing Person Centred Planning: voices of experience**, by John O'Brien and Connie Lyle O'Brien (eds), published by Inclusion Press in 2002, looks at what has been learnt so far.

**People, Plans and Possibilities**, by Helen Sanderson, Jo Kennedy and Pete Ritchie explains the basics of person-centred planning and how to use it. It was published by SHS Trust in 1997.

**People, Plans and Practicalities** looks at the wider aspects of implementing person-centred planning across a district, as well as the impact for individual people. It is by Pete Ritchie, Helen Sanderson, Jackie Kilbane and Martin Routledge, and was published in 2003.

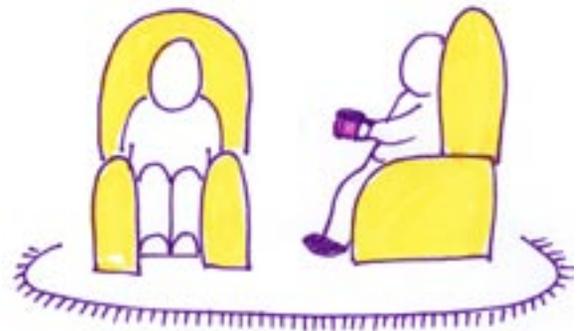
Both books are available from:  
SHS Trust  
5b Washington Lane  
Washington Court  
Edinburgh  
EH11 2HA

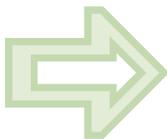
Tel: 0131 538 7717  
Email: [admin@shstrust.org.uk](mailto:admin@shstrust.org.uk)  
Web: [shstrust.org.uk](http://shstrust.org.uk)

Friendships and Community, by Jo Kennedy, Helen Sanderson and Helen Wilson builds on person-centred planning ideas to develop community connections for individuals. It was published by North West Training and Development Team in 2002 and is available from North West Training and Development Team: sue.canavan@nwttdt.com

Valuing People is the national policy for people with learning disabilities in England. It supports change in services for people with learning disabilities. Their website [www.valuingpeople.gov.uk](http://www.valuingpeople.gov.uk) has lots of good resources on person-centred planning as well as on other useful topics such as advocacy and direct payments.

A Good Life by Al Etmanski and other materials from PLAN (Planned Lifetime Advocacy Networks) show how person-centred planning and ideas from the ABCD programme can come together for individuals and their families. [www.plan.ca](http://www.plan.ca)





People have also been working on **different ways to organise services**. One example is Local Area Co-ordination, which was developed in Australia and is now being used in Scotland and in many other places to help disabled people and their families get easier access to the information and services – specialist and ordinary community resources – they want. There are also examples of organisations that are led by disabled people or families. Another is self-directed support, where people arrange their own support from care services and ordinary community services.



There is background information about Local Area Co-ordination on the Outside the Box website: [www.otbds.org/publications.html](http://www.otbds.org/publications.html)

Well established schemes in Western Australia and Queensland have been evaluated, and copies are available through the Outside the Box website.

The Scottish Consortium for Learning Disability has a list of Local Area Co-ordinators in Scotland: [www.sclcd.org.uk](http://www.sclcd.org.uk)

A pilot project called In Control is being run by (currently) 5 local authorities. It enables people to set up their own support arrangements based on person-centred plans. More information can be found on the In Control website: [www.selfdirectedsupport.org](http://www.selfdirectedsupport.org)

Keys to Citizenship, by Simon Duffy, is a guide for anyone who wants to develop individual services for people with learning difficulties. It was published in 2003 and is available from Paradigm: [admin@paradigm-uk.org](mailto:admin@paradigm-uk.org)



Another useful source of ideas is the work that is happening around **community development** and to promote **community regeneration**. The focus of the regeneration networks was initially on the physical aspects of regenerating communities, but issues like inclusion and drawing on the strengths and ideas of all the community are an increasingly important aspect of this work. Community development workers have a remit to work with people who are excluded or disadvantaged. Historically, however, working with people with disabilities has tended to remain with specialist services, and community development workers might need to be encouraged to see that they have skills which could help include everyone in their communities.

The Scottish Community Development Centre is a research, training and consultancy agency which works on all aspects of community development and regeneration. Their website describes their work and has details of courses on community development, community planning and related issues. They can be contacted at:

**Scottish Community Development Centre**  
**Suite 329 Baltic Chambers**  
**50 Wellington Street**  
**Glasgow**  
**G2 6HJ**

**Tel: 0141 248 1924**

**Fax: 0141 248 4938**

**Web: [www.scdc.org.uk](http://www.scdc.org.uk)**

The SCDC is part of the Community Development Foundation, which is based at:  
**60 Highbury Grove**  
**London**  
**NS 2AG**

**Web: [www.cdf.org.uk](http://www.cdf.org.uk)**

The Scottish Centre for Regeneration is part of Communities Scotland. More details about their range of activities are available at:

Scottish Centre for Regeneration  
Communities Scotland  
Festival Business Centre  
150 Brand Street  
Glasgow  
G51 1DH

Tel: 0141 314 0021

Fax: 0141 314 0026

Email: [scr@communitiesscotland.gov.uk](mailto:scr@communitiesscotland.gov.uk)

Web: [www.scr.communitiesscotland.gov.uk](http://www.scr.communitiesscotland.gov.uk)

A development trust is an independent organisation that seeks to achieve sustained community renewal through the self help and enterprise of its community.

Development Trusts Association  
National Office  
1st Floor, 9 Red Lion Court  
London EC4A 3EF

Tel 0845 458 8336

Fax 0845 458 8337

Email: [info@dta.org.uk](mailto:info@dta.org.uk)

Web: [www.dta.org.uk](http://www.dta.org.uk)

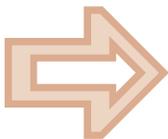
Development Trusts Association Scotland  
54 Manor Place  
Edinburgh  
EH3 7EH

Tel: 0131 220 2456

Web: [www.dtascot.org.uk](http://www.dtascot.org.uk)



The Development Trusts Association, Development Trusts Association Scotland and the Scottish Centre for Regeneration have information on local initiatives across the country. They also have useful publications and training events.



The resource pack and this guide are based on the **experiences of young people and their families**. Many of the ideas came from people who have a range of disabilities and live in a range of places and situations. The research confirms that our experiences are pretty common. Other people have contributed to research, and have helped produce other resources designed to help improve the opportunities for people who need some extra support.

Here are some reports and useful contacts if you want to follow up on the research:

**Bridging the Divide at Transition** looked at what happens for young people with learning difficulties and their families.

The summary is available at:  
<http://www.bris.ac.uk/Depts/NorahFry/transitions/summary.pdf>  
or telephone 0117 923 8137

**The Road Ahead**, which is a transition pack put together by the Social Care Institute for Excellence, has a literature review:  
[www.scie.org.uk/publications/tra/literature/index.asp](http://www.scie.org.uk/publications/tra/literature/index.asp)

The Joseph Rowntree Foundation has published many useful research studies in various aspects of disability, young people's lives and ways to organise services.

Joseph Rowntree Foundation  
The Homestead  
40 Water End  
York  
YO30 6WP

Tel: 01904 629 241  
Fax: 01904 620 072  
Web: [www.jrf.org.uk](http://www.jrf.org.uk)



The last set of theories and ideas we have used relate to **how change and innovation happen**. There is a large body of research and experience around the factors that help change happen and the barriers that restrict it. We have tried to build in approaches which will help you work out what innovations are going to be helpful in your setting, and help speed up the take-up of ideas that will improve the outcomes for staff and for the people you support.



You might also want to check the information around the **national policies** for people with disabilities.

There is a section on policies for people with learning disabilities on the Scottish Executive's website. It has the Same As You policy document, and the reports from Working Groups, and the local Partnership in Practice agreements:  
[www.scottishexecutive.gov.uk/Topics/Health/Care](http://www.scottishexecutive.gov.uk/Topics/Health/Care) and choose the Learning Disability option

Information on various aspects of policy in Scotland affecting children and young people is at:  
[www.scottishexecutive.gov.uk/topics/People/Young-People](http://www.scottishexecutive.gov.uk/topics/People/Young-People)

The Welsh Mental Handicap Strategy is at:  
[www.wales.gov.uk/subisocialpolicy/content/mentalhealth/contents-e.htm](http://www.wales.gov.uk/subisocialpolicy/content/mentalhealth/contents-e.htm)

The policy for England is Valuing People. There is information at:  
[www.valuingpeople.gov.uk](http://www.valuingpeople.gov.uk)

The Valuing People Support Team has developed the Transitions Champions Pack  
<http://www.valuingpeople.gov.uk/TransitionPack.htm>

**The Disability Rights Commission  
has information on the Disability  
Discrimination Act.**

**Disability Rights Commission  
Helpline  
FREEPOST  
MID 02164  
Stratford upon Avon  
CV37 9BR**

**Tel: 08457 622633  
Textphone: 08457 622644  
Web: [www.drc.org.uk](http://www.drc.org.uk) and [www.drc.org.uk/scotland](http://www.drc.org.uk/scotland)**