

REVIEW OF EDUCATIONAL PROVISION FOR ADULTS WITH DISABILITIES IN DAY SERVICES

NCSE ANNUAL RESEARCH CONFERENCE 2018- TUESDAY 20TH NOVEMBER 2018

PROF. MICHAEL SHEVLIN (TRINITY COLLEGE DUBLIN)

ROSALIND HENRY (RSM)



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Introduction

Rationale for the Review

- **Role of NCSE:**
 - Under EPSEN Act, the NCSE has a specific role to review generally the provision made for adults with disabilities to avail of higher, adult and continuing education, rehabilitation and training and to advise educational institutions
- **Purpose of review:**
 - Develop understanding of **educational and learning provision in adult day services** for adults with disabilities who have left school and are accessing day services including **range and scope of provision, how it is delivered, outcomes achieved**
 - Develop framework to provide structured approach to collect evidence about provision

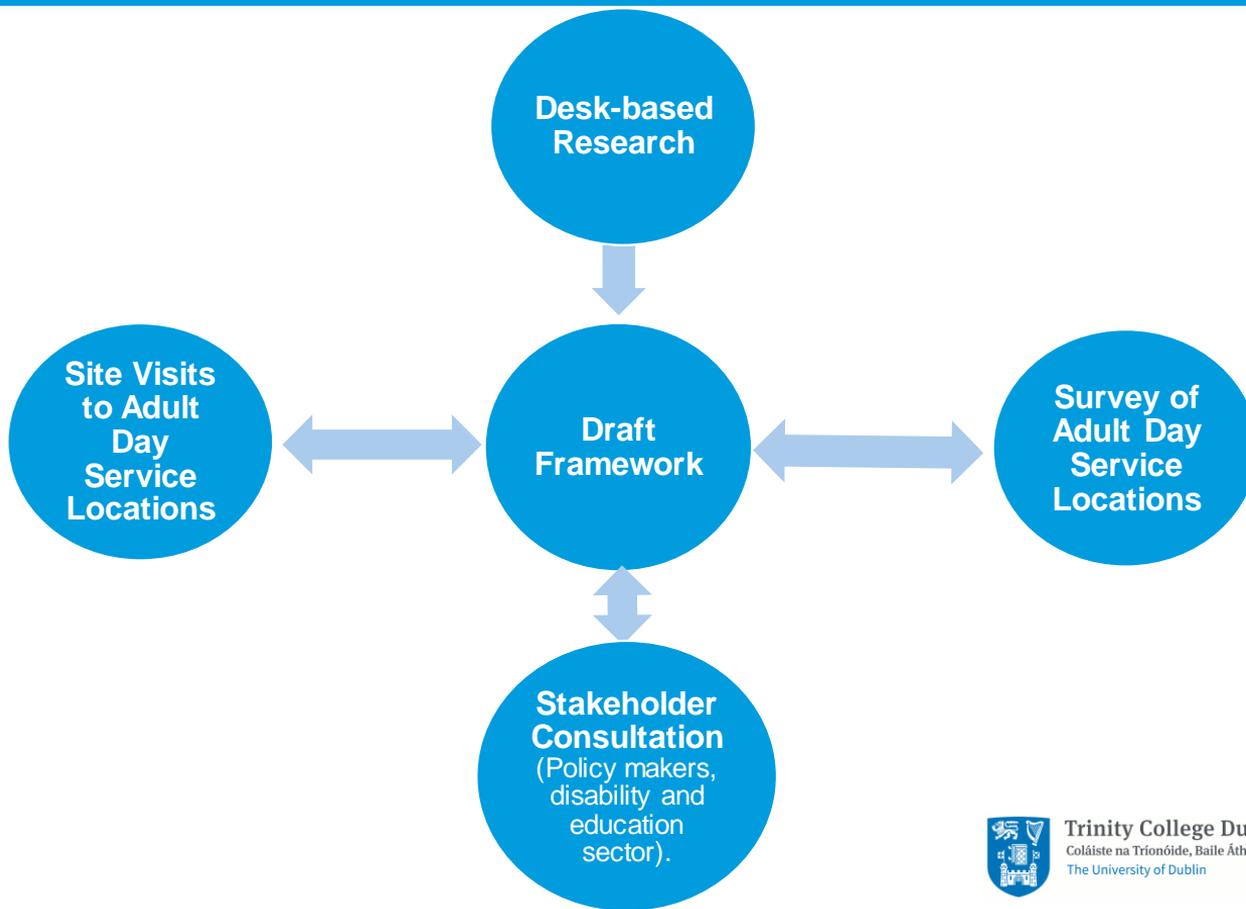


Scope of Review

- **Who?**
 - Adults with a variety of disabilities
 - Adults who have suffered life changing illnesses such as heart attack or stroke.
- **Location/environment?**
 - **Day Services:** aim to help people with a disability to **make choices and plans** to support their personal goals; to have **influence over decisions which affect their lives**; to **achieve personal goals and aspirations**; and to be **active, independent** members of their community and of society
- **Education and learning provision?**
 - **Lifelong Learning:** formal, non-formal or informal learning activity which aims to improve knowledge, skills and competence.



Approach



Desk-Based Research

Five papers developed:

- **Profile** of current education and learning provision for adults with disabilities in day services
- **Context:** policy/legislative environment for provision of support for adults with disabilities
- **Literature Review** (Summary and Long)
- **Draft framework** to review education and learning provision
- Key **definitions** relevant to the review.



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Issues Arising – Context from Literature Review

- There is transformational change in policy and service provision which impacts on the lives of people with disability, for example:
 - A shift from medicalised to social model
 - Increased focus on life course.
- However, many developments - **nationally and internationally** - are not fully documented. Hence:
 - paucity of in-depth research studies detailing developments in service provision
 - limited critiques of effectiveness of reformed service provision on lives of people with disabilities.
- This is particularly true of adult education or lifelong learning within service provision.



Issues Arising – Context from Literature Review

- International and national policies have encouraged development of inclusive environments to promote participation of people with disabilities within society.
- However, progress towards developing more inclusive provision has not been uniform with significant variations within and between countries
- Establishing appropriate individualised services within a community setting, enabling independent living, fostering access to high quality care and support services has proved challenging



Draft Framework – structure to collect evidence

Person-Centred Approach to Lifelong Learning

- Individual Plans that set lifelong learning goals
- Contribution to own plans and decisions.

Outcomes

- Impact on participants
- Value to participants

Staff Capacity to Deliver Lifelong Learning Provision

- Appropriate training to enhance knowledge and skills to deliver lifelong learning
- Effective learning techniques for meaningful lifelong learning.

Organisational Culture

- Organisation Vision; Governance and Management
- Inclusive Service Culture; Staff attitudes to learning
- Holistic Approach



Stakeholder Consultation

~**20** interviews: policy makers, disability representative organisations, educational providers.

Informs other strands of the study including **further refining draft framework**.

Initial findings from consultations are **perceptions**

Reinforced **complexity of (policy) context** in which adult day service provision is offered

- Policy - range of departments/agencies involved – no single point of ownership
- Compounded by legislative context (no legal basis for education provision post 18)
- Lack of “joined up” approach to serving the needs of adults with disabilities
- Inequality when compared to those without disabilities e.g. people with disabilities do not get access to same opportunities / services
- Inadequate funding – of services and for fulfilling individual plans/ needs



Stakeholder Consultation

Service provision for adults with disabilities varied and undergoing significant change

- Move from clinical approach/“medicalising” support to more individualised/ social model
- New Directions - led to an overhaul of how services are provided (ongoing)
 - Shift in emphasis to person centred; non-medical/social approach to intervention
 - Significant transition programme within HSE; lack of resources for implementation
 - Continuing to change culture (tailor to individuals’ desired outcomes) and upskill staff to meet individual needs and outcomes
 - Strong leadership and vision within services viewed as a pre-requisite for success
- Wide variety of practice in terms of nature / extent / scale of provision
 - **Small centres:** support small number of service users; focus on individual’s person centred plans.
 - **Larger centres:** less scope to be individualised due to staff to service user ratio and less linked to individual plans.
- Good practice examples: individuals supported through learning/development to achieve goals
 - Day Centre (any size) which is responsive to individual plans, delivering activities as a result of these.



Stakeholder Consultation

Service users

- Information on scale/profile limited-identified in desk-research. Our survey will help.
- Profile is wide-ranging – wide variety of needs, ambitions, capacity:
 - ID and physical / sensory. Majority with ID
 - mild to profound disabilities.
- Differences between younger and older service users
 - Younger / entering day service from education system
 - Perhaps expectations of higher levels of support (as per school);
 - Lack of preparedness and guidance/ transition planning;
 - Families may be risk averse (re: activities in community / training / employment);
 - Older / within day services for many years
 - accustomed to “medicalised” model of support
 - primary focus for families: healthy and safe
- Some services indicated a need for training for this group of older users, though age/ gender appropriate



Stakeholder Consultation

Definition of education for adults with disabilities

- Recognise that a lot of learning goes on - service users supported to develop new skills
- Learning / education not widely used terms in the sector
- Likely to involve ‘spectrum’ of education/learning support which promotes skills development including:
 - daily living (e.g. cooking, basic literacy and numeracy)
 - development of wider skills (e.g. confidence, self esteem and networking)
 - support to access mainstream provision (e.g. tertiary level courses via ETB or university)
 - Etc
- “Silo” approach across health / education in day services. Typically health stakeholders don’t regard education as part of their remit. Education stakeholders may not regard day service as part of their remit.
- Some stakeholders felt that day services should provide access to mainstream education, and encourage mainstreaming where possible to promote inclusion



Survey of Day Service Locations

- Distributed electronically across adult day service locations throughout Ireland.
- Seeks to develop understanding of the sector:
 - Profile and characteristics of the adult day service location.
 - Profile of staff in the day service location including training and CPD.
 - Profile of lifelong learners.
 - Range and scope of opportunities for learning available in adult day services.
 - Types of learning support provided by the day service location.
 - How this learning is delivered.
 - Outcomes adults with disabilities achieve as a result of learning.
- Survey findings will help to develop a profile of the sector regarding learning provision.



Site Visits of Adult Day Service Locations

- Researchers from RSM and Trinity College visiting **20-25 adult day service locations**.
- **Qualitative interviews** with members of staff and service users to help develop understanding of their experiences in the delivery of learning support.
- **Observations** to provide holistic understanding of setting, how supports are delivered including staff practice, environment, resources and levels of engagement.



THANK YOU FOR
YOUR TIME AND
ATTENTION



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

