

# **An Evaluation of Kilcreggan Urban Farm**

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## Main Summary

### *Demographics*

A total of 13 service users took part in the evaluation during the period of April 2010 to February 2011. Service users completed standardised measures at three time points and a semi-structured interview at one point in time. Of the 13 service users who took part in the evaluation seven had prior experience of using Kilcreggan Urban Farm.

Staff also completed a standardised measure at three time points; in addition some took part in an interview to complete a standardised measure that assessed service users' adaptive level. A total of four staff members and four volunteers also completed a survey asking about their views and opinions of Kilcreggan Urban Farm.

In total eight service user representatives (parents/carers) took part in an interview to complete a standardised measure that assessed service users' adaptive level. Additionally, service user representatives took part in a semi-structured interview that asked about their views and opinions of Kilcreggan Urban Farm.



### *Activities at Kilcreggan Urban Farm*

The two service users who are registered to use the farm only have high attendance rates and use the farm in both spring and summer. Usage of the farm by Base service users was low during the spring period, where Base activities were the preferred option, but rose in the summer period to be the most frequently chosen activity. This may be due to an increase in work around the farm during the summer months, better weather conditions or a greater promotion of farm activities after review of the spring activity log.

### *Adaptive Behaviour*

According to the Vineland Adaptive Behaviour Scale adaptive behaviour is a summary of a person's overall level of functioning i.e. their ability to effectively interact with others and care for oneself. On average service users at Kilcreggan Urban Farm had a mild deficit in adaptive behaviour.

However, the average level does not adequately reflect the spread of adaptive behaviour of service users at the Secret Garden: one service user had a high level of adaptive behaviour; two had an adequate level of adaptive behaviour; three had a moderately low level of adaptive behaviour; five had mild deficits in adaptive behaviour; one had moderate deficits in adaptive behaviour; and one had severe deficits in adaptive behaviour.

In addition to providing levels for overall adaptive behaviour the Vineland measure provides the same information for three separate domains: communication; daily living skills; and socialization. In both the communication and socialization domains the level of adaptive behaviour ranged from severe deficit to adequate adaptive behaviour. In the daily living skills domain adaptive behaviour ranged from severe deficit to moderately low adaptive behaviour. The average adaptive level for all three domains was mild deficit in adaptive behaviour.

### *Communication*

Within the communication domain written communication was found to be the least developed; although this was not markedly different from either receptive or expressive communication since the range of average age equivalency for all three was 9-10 years old.

Although communication overall (including receptive, expressive and written) was a weakness for only four service users written communication was a weakness for six. Two service users had strengths in overall communication.

### *Daily Living Skills*

Daily living skills i.e. personal, domestic and community skills were fairly consistent across all service users. The average age equivalency was from 12-14 years old. Daily living skills overall (including personal, domestic and community skills) were a weakness for two service users and a strength for none. When broken down further community skills were a weakness for five service users and personal skills a weakness for three service users. Personal skills were a strength for three service users, the same was found for domestic skills.

### *Socialization*

Socialization included: interpersonal relationships, play and leisure time and coping skills. Coping skills were found to be the most developed of these skills with an average age equivalency of 13 years old. Interpersonal relationships were the least developed with an age equivalency of 9 years old.

Two service users had an overall strength in the socialization domain, only one had a weakness. A weakness in interpersonal relationships was found for three service users, whilst two had a strength in this area. Four service users also had a strength in relation to coping skills.



### *Self-Esteem*

The self-esteem of service users rose significantly during the period of the evaluation. Therefore service users ratings of self-esteem improved over time – service users reported greater levels of self esteem at the end of the evaluation than at the beginning. However, this was still found to be lower than the comparison group.



### *Life Experiences*

Service users in the evaluation reported greater life experiences than both the general population and a comparable population (i.e. participants in a study with similar needs and opportunities). Service users at Kilcreggan therefore participated in more culturally relevant activities than the general population and the comparison group.

Additionally, whilst life experience scores were measured at each time point in the evaluation the changes found were not statistically significant.



### *Health of the Nation Outcome Scale*

Any change in the level of problems experienced by service users was measured at each time point. In three areas consistent improvements in problems experienced were made in two areas: problems associated with mood changes and problems with relationships. However, it is necessary to note that few problem behaviours were reported at any time point since the average response selected for each item on the HoNOS-LD was between 0 – no problem and 1 – mild problem. Therefore problem behaviours rated as no problem or mild throughout produced no measurable change.



### *Aim/Purpose of Kilcreggan Urban Farm*

Service user representatives believed the aim of Kilcreggan Urban Farm to be **'a place where [service users]... can come [and] socialise'** and also **'an opportunity to forward... life and social skills'** by **'giving them a chance to think for themselves and make decisions'**.

Staff agreed with the aims reported by service user representatives. Staff reported that the scheme **'promotes [the] integration of adults and children with... learning disabilities into [the] local community'** and that it provides the opportunity for service users to **'socialise'** and **'develop skills'** such as **'employability skills'** and social skills. Additionally, staff also believed that the scheme aimed to **'increase public awareness'** of people with learning disabilities.

Also, both service user representatives and staff indicated that Kilcreggan Urban Farm provided **'an enhanced day service different from adult centres'**.



### *Overall Opinions of Kilcreggan Urban Farm – Building, Equipment and Grounds*

Overall service users at Kilcreggan Urban Farm believed the scheme to be either 'good' or 'very good' and they enjoyed attending as it was somewhere they can **'make friends'** and **'get to do things... [they] have not done before'**.

Service users, service user representatives and staff all thought that the cabin building at Kilcreggan was either 'good' or 'very good'. Service users liked its size and newness – **'it's new and it's big'**. However, service user representatives felt that the cabin's size could be **'expanded with better facilities'** although it does currently **'accommodate what... [service users] need'**.

Staff agreed with service users that the building is **'new, bright'** and provides **'adequate space and internal facilities'** that are **'ideal for this community scheme'**.

The tools and equipment at Kilcreggan Urban Farm were mainly considered to be 'good' or 'very good' by service users, service user representatives and staff. Service users reported that tools were **'easy to use'** and suitable **'for different types of jobs'**, staff agreed with this and stated that the tools **'allow... [staff and service users] to undertake a wide variety of activities'**, and that they were **'well maintained', 'practical and safe'**. Whilst most service user representatives believed that they were in no position to comment on the tools used at the scheme others simply indicated that Kilcreggan Urban Farm was **'well kitted out'**.

The grounds at Kilcreggan Urban Farm were well liked by service users, service user representatives and staff. Service user representatives believed that 'you can pretend you are in the country[side]' and that the grounds had 'improved over' recent months. They also reported that the grounds are accessible to all age ranges since access for all physical abilities was well provided for. Service users enjoyed the opportunity to 'work with and... see all the animals'.

Staff believed the grounds to be **'therapeutic'** and to **'help bring an ambience of peace and tranquillity to the whole area'** which **'attracts the public to visit... promoting social inclusion'**.



### *Kilcreggan Urban Farm's Communication with Service User Representatives*

Service user representatives were asked about information provided by Kilcreggan Urban Farm. Whilst three service user representatives 'neither agreed nor disagreed' that information was provided when requested (the same number did not have a good knowledge of what happened at the scheme) the remaining five believed it was. In addition, all but two believed information received from the scheme was adequate.



#### *Recommendation of Kilcreggan Urban Farm*

All but one service user representative believed that Kilcreggan Urban Farm was progressive and forward thinking. All felt that the quality of the services provided was 'very good' or 'good' and all but one would recommend the scheme to others.



#### *Staff-Service User Relationship*

Most service users, service user representatives and staff believed that staff and service users had a 'good' or 'very good' relationship. Service users reported staff to be '**really good and friendly to talk to**'. Service user representatives felt that staff '**know... [service users'] limitations**' and '**talk to them on a personal adult level**'.

Additionally, most service users reported receiving feedback on their progress, that staff were willing to listen to them and that the help and support received was 'good' or 'very good'. The same was true for service users when they considered if staff knew about and answered their needs – they believed staff did both well. Service user representatives also believed that staff had a good knowledge of service users' needs and were responsive to these; although one believed knowledge of needs was 'poor'.

Staff felt that the physical layout of the Base allowed for a good relationship to grow with service users as it provides a space where service users have '**a sense of comfort, freedom and trust**'. Also, staff believed they had a '**good rapport with service users and can identify and support their needs where possible... due to recording systems**'.



#### *Staff-Service User Representative Relationship*

In the main service user representatives believed that staff did value their views and opinions and were supportive and helpful. They also believed that staff communicated well with them, were professional and willing to listen; although one person in each area gave a rating of 'poor'.

Service user representatives reported that '**there is always someone there to talk**' but that there was often '**a lack of information about [Kilcreggan]**' where information often comes only from the service user. Also, whilst service user representatives indicated that they did not know much about staffing levels they reported the idea that Kilcreggan '**could do with more [staff] but they are fighting to keep the existing staff**'.



#### *Freedom to Choose Own Activities*

Service users agreed that they were able to choose their own activities whilst at Kilcreggan Urban Farm. They reported that staff '**ask what you want to do in the morning**' and that they may '**choose [from] lots of different things**'.



#### *Service User Progress*

In the main service users, service user representatives and staff were satisfied with service users' progress. However, two service user representatives indicated that they did not receive feedback on service user progress. Service users reported that they have increased independence and



confidence and enjoyed the opportunity to gain further knowledge **'about how to look after the different types of animals'**. Service user representatives also reported an increase in confidence, adding the belief that service users **'communicate more'** and have developed **'more of a caring nature and more thoughtfulness'** due to the opportunity to socialise and make friends.

Staff agreed with the opinions of service user progress given by service users and service user representatives in that they also reported service users enjoyment, the learning of new skills and an increase in service user confidence. Interestingly, staff also reported that service users appeared to display **'an increase in... knowledge retention'**, somewhat mirroring service users' statement that they enjoyed gaining further knowledge on animal care.

Service users and service user representatives believed that service user progress was aided by having friends at the scheme and staff who could provide assistance and praise when appropriate. Staff attributed service user progress to the schemes **'commitment to a person centred approach'** that allowed service users **'the time to develop'** and the promotion of **'appropriate praise'** coupled with the opportunity to work in a team or an as individual alongside staff, other service users and members of the public.

Staff indicated that barriers to service user progress included **'staff shortage'** which results in an inability to give **'individual attention'** or **'one to one support'**, which proves difficult as **'each service user requires different levels of stimulation and encouragement'**. Additionally, it was mentioned that the practice of service users keeping a daily diary was impractical since **'not all [service users] can write'**.



#### *Activities at Kilcreggan Urban Farm*

Service users reported the range of activities to be either 'good' or 'very good' and enjoyed taking part in the activities they preferred. However, they indicated that they would like to work with the animals to a greater extent and **'to learn how to use more tools'**.

Whilst service user representatives indicated that Kilcreggan Urban Farm was **'a farm and nursery first and foremost'** with **'plenty of activities'** they also reported that they **'don't know the full range'** of activities offered. However, in the main they believed the range of activities they know of to be either 'good' or 'very good'. Service user representatives would like to see more **'life and social skills'** activities offered.

Staff believed the range of activities offered at Kilcreggan Urban Farm were mainly 'good' or 'very good' as **'although everyday involved the same tasks there are always new challenges to [service users'] skill and knowledge levels'**. Furthermore service users are able to choose their own daily activities and are given **'good guidance... to encourage variety'**. The staff at Kilcreggan Urban Farm also reported that they take onboard service users' suggestions for activities and meet them where possible.



#### *Kilcreggan Urban Farm as a Place of Work*

Staff enjoyed working at Kilcreggan Urban Farm, had opportunities to use their skills and gained a personal sense of achievement from their job. Additionally, staff believed the scheme to be forward thinking and progressive and were not bored with their job; the majority also did not find the work stressful and/or tiring.

In the main staff liked and respected their co-workers and believed co-workers valued their opinions (some remained neutral when considering these areas preferring to respond 'neither agree nor disagree'). However, one person felt they neither liked nor respected their co-workers.



A sense of co-operation between staff was reported by most staff members, although two believed there was not and two chose to remain neutral in their response. Additionally, most staff did believe they belong to an effective team; only one did not.

When considering staff in a senior position to them all but two staff felt their views and opinions were valued and all but one believed that senior staff communicated well. In addition three staff members reported that they did not receive regular supervision or feedback.

Three quarters of staff members reported that they had sufficient training to carry out their job role. The two who did not believe they had sufficient training would like some '**supervisory training**', '**autism awareness [and] extra horticultural knowledge**'.

Difficulties experienced in carrying out their job role included '**staffing issues**', that at times '**views and opinions are... ignored**' and that more '**feedback... is required**' on work progress. Additionally, staff reported that the public's '**preconceptions of learning disability sometimes makes it difficult... [to practice] social inclusion**' and that not all staff know about each '**service user's condition – should an incident occur**' believing this knowledge to be necessary to ensure '**the service users are safe**' at all times.

Staff felt that the most rewarding aspects of their job was '**seeing service users work and interact with a sense of pride**' in themselves, being able to '**develop independence, self esteem**' and '**confidence**' and being able to master a new skill. However, some felt their job could be improved by '**better communication between senior staff and [the] manager**' and '**colleagues pulling together... as a team**'.



#### *Additional Opportunities to Comment*

Service users took the opportunity to add any additional comments to the interview by stating that they enjoyed the scheme and had learned more at Kilcreggan Urban Farm than in their previous day centre placement. Additionally one service user showed a good knowledge of the farm's history stating who the farm received funding from and who used it.

Whilst service user representatives valued the service provided by Kilcreggan Urban Farm they would '**like more feedback and to be a part of meetings etc about**' the service user they represent. Also a concern was expressed that funding was not secure and that more awareness of the scheme should be promoted to the general public.

Some staff took the opportunity to provide additional comments and stated that whilst they enjoyed working at Kilcreggan Urban Farm and found it 'an enjoyable learning process' there was a 'certain amount of disharmony with some staff'. On the other side of the coin one staff member was singled out and praised through the opportunity to provide additional comments at the end of the interview.

## Key Findings and Recommendations

1. Staff, service users and service user representatives are happy with the service provided at Kilcreggan Urban Farm. However, service user representatives expressed concern over the financial situation of the farm with regard to the number of staff; references were made to 'fighting to keep the existing staff'. 'Staff shortages' were also named as a cause of concern for staff members who believed the provision to service users was adversely affected.

### Recommendation:

Perceived staff shortages due to financial constraints were raised as a real concern. This concern needs to be addressed in order to allay fears regarding the security of service users' places and the provision of a full service. In addition, staff's perception of staff shortages should be addressed in order to ensure that staff have confidence that service users' needs are fully met and that the correct number of staff is provided according to service users' needs.

2. Staff and service users were reported to have a very good relationship. Staff were credited with being good listeners, helpful and supportive. Staff also reported having a 'good rapport with service users' and both staff and service users agreed that needs were well identified and met.
3. Whilst some service user representatives commented that they did not have a good knowledge of what happened at the scheme most believed the scheme to be progressive and forward thinking, providing a good quality service that they would recommend to others. Additionally, whilst they believed their relationship with staff to be very good they reported a lack of information and communication, stating that they often had to rely on service users to tell them about Kilcreggan Urban Farm.

### Recommendation:

Kilcreggan Urban Farm should attempt to increase communication with service user representatives. This could be carried via a monthly newsletter produced by service users to inform service user representatives of what service users have been doing and about upcoming events and activities. Service user representatives should also be encouraged to contact the scheme at any time to ask questions or receive a progress update.

4. Service users made significant gains in self esteem and also reported greater life experiences than both the general population and a comparison group.
5. Written communication was found to be a weakness for six service users who took part in the evaluation.

### Recommendation:

Service users should be provided with the opportunity to develop literacy skills. This may take the form of adult literacy classes at local higher education institutions or perhaps seeking links with teacher training colleges. For example, students studying to teach children and/or adults with special educational needs may appreciate the opportunity to volunteer at Kilcreggan Urban Farm. Additionally, the use of daily diaries should only be used at Kilcreggan where appropriate i.e. only for those service users who can read and write. For those who cannot the use of a picture or group diary might prove more worthwhile and accessible.

6. Whilst most staff reported that they had enough training to perform their job role and that they were able to use their skills and abilities at work some felt that they lacked regular supervision and/or training. In particular, staff believed that there was a lack of communication from senior management and some dissonance within the staff team itself.

Recommendation:

It is important that all staff feel adequately trained and supervised. As such staff, including volunteers, should have a regular supervision meeting with their line manager. At this meeting issues to do with the individual and the team should be discussed, including identifying any necessary training. Additionally, senior management should try to be as transparent as possible in listening to staff and keeping them up to date on happenings within the scheme.

## Response of Kilcreggan Urban Farm

Having read the report closely the Management Team at Kilcreggan Urban Farm would like to address some issues regarding job security and financial standing that have been reported in order to allay fears.

1. Staff numbers on the farm have been stable for the past five years; with the exception of an increase of two staff members to reflect the increased attendance and use of the farm by service users. Funding has been secured for all staff and is represented by service level agreements with each of the funders.
2. The farm is currently in its best financial since it began operating. In fact, five years ago the farm was operating at a loss at which time it was considered a risk; now it is very successful and profits from the farm bolster other activities in Kilcreggan Homes.

Furthermore, whilst we acknowledge that service user representatives play an important role in the life of our service users the aim of Kilcreggan Homes is to place the service user at the centre of the support we offer. Service users at Kilcreggan Urban Farm are treated with respect and as an individual; we aim to empower them to make their own decisions on a daily basis. In line with this philosophy it is our policy to place the service user at the centre, allowing them to be the conduit with whom we communicate.

The evaluation report noted that some staff felt they lacked regular supervision and/or training and that there was a lack of communication from senior management, including dissonance within the staff team itself. On reading this report immediate action was taken by the Management Team in order to address these issues; it is felt that they are no longer problematic.

## Background

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### *History of Kilcreggan Urban Farm*

Kilcreggan initially began as a supported housing scheme in 1991 to provide housing within the community to men and women with learning difficulties. The farm itself was initiated by tenants of the support housing scheme and began as a small farm on part of the grounds.

This small farm continued to grow and in 1997 it was awarded a £30,000 grant from the European Peace and Reconciliation Fund in order to develop and expand. The month following the award saw the project gain its current name – Kilcreggan Urban Farm and a Board to oversee its running. It was also decided at this point that the farm should concentrate on producing organic fruit and vegetables whilst also retaining a small number of easily managed animals. The suggestion of a farm manager to supervise tenants working on the farm was also noted. Some tenants also volunteered to sit on the committee and all played an important role in ensuring the formal launch of Kilcreggan Urban Farm was a success.

August 1998 saw Kilcreggan Urban Farm expand further when Carrickfergus Council agreed the purchase of adjacent land. This allowed more room for much needed buildings and facilities, culminating in the construction of the log cabin in 2005/6, the location of the BASE day service.

In the beginning tenants were paid for their work on the farm and Kilcreggan Urban Farm was also an accredited training centre for OCR (Oxford/Cambridge/RSA). Those tenants who worked at Kilcreggan Urban Farm were therefore able to work toward relevant awards such as an OCR level 3 in Animal Care.

Presently Kilcreggan (the farm and BASE) is utilised by six tenants and 17 non-tenants (hereafter referred to under the term service users). Those who work on the farm no longer receive a wage; instead they are funded by either a two year service level agreement with the Northern Health and Social Care Trust (NHSCT) or by direct payments.

Service users at Kilcreggan formerly attended adult day centres in the local area but were identified as able to move on to drop in centres, where they choose their own activities etc.

### *Current Aims of Kilcreggan Urban Farm and the BASE*

Kilcreggan Urban Farm and the BASE aim to provide a setting that allows all members of the community to mix socially. In particular it aims to provide an alternative to adult day care for those with learning disabilities whose previous day care provision was not sufficient. It is believed that the provision of this type of day service promotes independence, confidence and healthy living through mixing with peers, others in the community and education through experiential learning.

### *Community Participation*

Residents of Carrickfergus regularly visit Kilcreggan Urban Farm where many purchase eggs, hanging baskets and other produce sold from the farm shop. The shop is staffed by service users of Kilcreggan Urban Farm who are afforded the opportunity to learn about the food chain, money and how to interact with others in the community.

In addition to the farm shop the farm is open to visitors all year round and many tour groups, including schools, have made use of the option to have a guided tour. All service users have the

opportunity to help out with the tours and play an active role in ensuring that they are informative and run smoothly.

## **The Kilcreggan Model/Ethos**

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Kilcreggan Urban Farm follows the principles set out in People First in that it aims to aid service users to lead as 'full and independent lives as possible in whatever setting best suits their needs'<sup>1</sup>. Additionally, the principles outlined in the Equal Lives Report<sup>2</sup> (2005) and Bamford Review<sup>3</sup> (2007) with particular regard to those that address the stigma of having a learning disability and social inclusion in the community and at work are adopted by the scheme.

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<sup>1</sup> *People First. DHSS Community Care in Northern Ireland for the 1990s*. Accessed from: [http://www.dhsspsni.gov.uk/people\\_first.pdf](http://www.dhsspsni.gov.uk/people_first.pdf) on 27/07/2011.

<sup>2</sup> *Equal Lives: Review of Policy and Services for People with a Learning Disability in Northern Ireland* (2005). Accessed from <http://www.dhsspsni.gov.uk/equallivesreport.pdf> on 27/07/2011.

<sup>3</sup> *Promoting the Social Inclusion of People with a Mental Health Problem or a Learning Disability. The Bamford Review of Mental Health and Learning Disability (Northern Ireland)*.

## Demographics

### *Service users:*

In total 13 service users consented to take part in the evaluation. Data collection began in May/June 2010 and ended in January/February 2011. Service users were asked to complete a number of standardised and researcher designed measures. The table below lists these along with the months in which they were completed.

|                                                                    | <b>May/June 2010<br/>(Baseline)</b> | <b>Sep/Oct 2010<br/>(+3 months)</b> | <b>Jan/Feb 2011<br/>(+6 months)</b> |
|--------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Semi-structured<br/>interview<br/>(researcher<br/>designed)</b> | ✓                                   |                                     |                                     |
| <b>Rosenberg Self-<br/>Esteem Scale</b>                            | ✓                                   | ✓                                   | ✓                                   |
| <b>Life Experiences<br/>Checklist</b>                              | ✓                                   | ✓                                   | ✓                                   |

At the beginning of the evaluation (April/May 2010) service users involved in the evaluation had used Kilcreggan Urban Farm for an average of 11 months; the least amount of time attended was 6 months and the most was 25 months.

Of the 13 service users who took part in the evaluation seven (54%) had prior experience of working on Kilcreggan Urban farm. As mentioned in the introductory section of the report service users are financed by either funding provided by the HSC to the BASE itself (block funding) or via direct payment. In total two of the 13 service users (15%) who took part in the study were funded by the direct payment method.

Whilst throughout this report the service is referred to as 'Kilcreggan Urban Farm' it is worthwhile to note that this entails two separate groups of service users. The first group consists of two service users who only use the farm facility (both of whom are funded via direct payments), the second group is made up of 11 service users who have the option to use any of the additional day service activities provided at/by the BASE, including the option to work on the farm. A distinction will not be made between the two groups, except for in the discussion of the activities service users chose to take part in during the period of the evaluation (presented next).



### Staff:

Staff members also took part in the evaluation at each stage in order to complete one standardised measure regarding service users. In addition nine staff members completed a voluntary survey in June/July 2011 asking their views and opinions of the Kilcreggan Urban Farm. The standardised measures completed by staff at each relevant time point can be seen in the table below.

|                                                      | May/June 2010<br>(Baseline) | Sep/Oct 2010<br>(+3 months) | Jan/Feb 2011<br>(+6 months) |
|------------------------------------------------------|-----------------------------|-----------------------------|-----------------------------|
| <b>Health of the Nation Outcome Scale (HoNOS-LD)</b> | ✓                           | ✓                           | ✓                           |

In order to complete the Vineland Adaptive Behaviour Scale staff needed to know many aspects of a service user's life including skills, habits and preferences. A staff member at Kilcreggan answered the questions on this measure for some service users. Additional information was sought through interviews with service user representatives.

### Service user representatives:

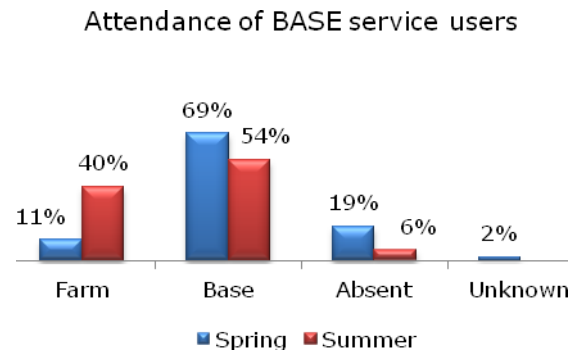
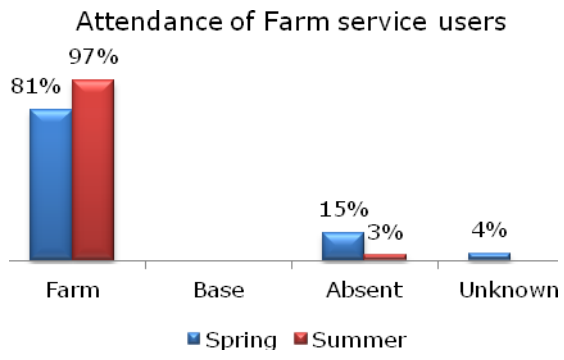
Eight representatives of the service users who took part in the evaluation consented to take part in a semi-structured interview asking their views and opinions of Kilcreggan Urban Farm. Additionally, representatives took part in a standardised interview to complete the Vineland Adaptive Behavior Scale.

## Activities at Kilcreggan Urban Farm

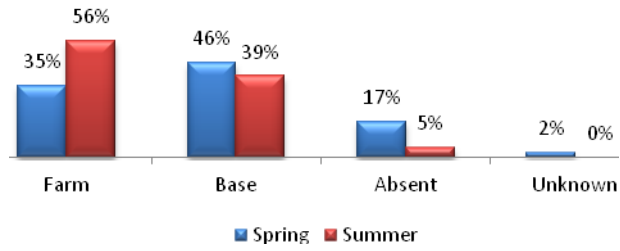
Since service users have a range of options to choose from when attending Kilcreggan Urban Farm an activity log was kept for a period of one month in spring and summer: April 2011 (excluding Easter break) and again in July/August 2011; the results of this log are now discussed with regard to those who attend the farm only and those who attend the BASE.

The farm only activity log showed that of the 27 days available during the spring period the farm was only neglected as an activity once (indicated as unknown in the chart). All other non-uses of the farm were due to the service user being absent from the scheme. This is somewhat mirrored in the summer period where the only non-use of the farm was due to an absence from the scheme.

The BASE activity log showed that of the 54 days provided during the spring period most were spent using the Base facility rather than the farm. The percentage of farm use improved in the summer period by 29%, rising from 11% to 40%.



Overall use of Base and Farm



In the spring period activities provided at the Base were used more regularly than the farm. However, in the summer period this was reversed and the farm became the most frequently chosen activity.

The table below shows the time spent at the different activities offered at Kilcreggan Urban Farm for each individual service user during the spring and summer period. This was calculated using the number of days possible and the activity chosen; also included in the calculation and table is the absence rate. **Those service users who use the farm only are indicated in green type.**

| % Time spent at chosen activity |        |        |        |        |        |        |         |        |
|---------------------------------|--------|--------|--------|--------|--------|--------|---------|--------|
| Service User                    | Farm   |        | Base   |        | Absent |        | Unknown |        |
|                                 | Spring | Summer | Spring | Summer | Spring | Summer | Spring  | Summer |
| 1                               | 29     | 62     | 29     | 31     | 43     | 8      | -       | -      |
| 2                               | 73     | 100    | -      | -      | 18     | -      | 9       | -      |
| 3                               | 25     | 25     | 50     | 38     | 25     | 38     | -       | -      |
| 4                               | 33     | -      | 67     | 75     | -      | 25     | -       | -      |
| 5                               | 88     | 88     | -      | -      | 13     | 13     | -       | -      |
| 6                               | 33     | 57     | 67     | 43     | -      | -      | -       | -      |
| 7                               | -      | 22     | 17     | 78     | 67     | -      | 17      | -      |
| 8                               | -      | -      | 100    | 100    | -      | -      | -       | -      |
| 9                               | -      | 54     | 100    | 46     | -      | -      | -       | -      |
| 10                              | -      | 25     | 75     | 75     | 25     | -      | -       | -      |
| 11                              | -      | -      | 67     | 100    | 33     | -      | -       | -      |
| 12                              | -      | 75     | 100    | 25     | -      | -      | -       | -      |
| 13                              | -      | 63     | 100    | 37     | -      | -      | -       | -      |

## Standardised Assessments

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Kilcreggan Urban Farm aims to improve upon service users self-esteem, confidence and general well being whilst providing opportunities to integrate into the community and learn new life skills. As such it was deemed important to the evaluation to gain a standardised measure of service users' ability/developmental functioning, self-esteem and life experiences. The standardised measures utilised are briefly described below.

The measures were chosen by a steering group of 10 people which comprised: 3 research staff; 2 service users (1 from Praxis and one from Kilcreggan); 1 Kilcreggan staff member; 2 Kilcreggan board members; and 2 Praxis scheme staff. In choosing the measures steering group members were asked to consider a number of standardised measures with regard to readability, ease of use and relevance. Each possible measure presented was validated in previous research with people with learning disabilities. Furthermore, the steering group outlined the need for an assessment of the ability levels of service users using a standardised measure.

### *Vineland Adaptive Behaviour Scale*

The Vineland Adaptive Behaviour Scale is a validated measure of the adaptive behaviour of people with intellectual disabilities from birth to 90 years old (Sparrow, Cicchetti and Balla, 2005<sup>4</sup>). For the Vineland Adaptive Behaviour Scale adaptive behavior is defined as the 'performance of daily activities required for personal and social sufficiency' (ibid.).

The questionnaire is administered to parents/caregivers and the scores returned provide a developmental age, which may be considered a measure of developmental functioning. This assessment was conducted once during the period of the evaluation.

The content of the Vineland Behaviour Scale is shown in the table below (adapted from Sparrow, Cicchetti and Balla, 2005<sup>4</sup>, p. 15).

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<sup>4</sup> Sparrow, S.S., Cicchetti, D.V. and Balla, D.A. (2005). *Vineland II: Vineland Adaptive Behavior Scales* (2<sup>nd</sup> Ed). Survey Forms Manual. Pearson. Product Number 31011.

| Domains and Subdomains              | Content                                                                                            |
|-------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Communication Domain</b>         |                                                                                                    |
| <i>Receptive</i>                    | How the individual listens and pays attention, and what he or she understands                      |
| <i>Expressive</i>                   | What the individual says, how he or she uses words and sentences to gather and provide information |
| <i>Written</i>                      | What the individual understands about how letters make words, and what he or she reads and writes  |
| <b>Daily Living Skills Domain</b>   |                                                                                                    |
| <i>Personal</i>                     | How the individual eats, dresses, and practices personal hygiene                                   |
| <i>Domestic</i>                     | What household tasks the individual performs                                                       |
| <i>Community</i>                    | How the individual uses time, money, the telephone, the computer, and job skills                   |
| <b>Socialization Domain</b>         |                                                                                                    |
| <i>Interpersonal Relationships</i>  | How the individual interacts with others                                                           |
| <i>Play and Leisure Time</i>        | How the individual plays and uses leisure time                                                     |
| <i>Coping Skills</i>                | How the individual demonstrates responsibility and sensitivity to others                           |
| <b>Adaptive Behaviour Composite</b> | A composite of the Communication, Daily Living Skills, Socialization                               |

### Rosenberg Self-esteem Scale<sup>5</sup>

The Rosenberg Self-Esteem scale (RSE) is a widely used self-report instrument utilised to evaluate individual self-esteem (Gray – Little, Williams and Hancock, 1997)<sup>6</sup>.

Whilst the original RSE consisted of 10 items the version utilised in this evaluation contained six items. The six item version was developed for people with learning disabilities by Sandhu and Dagnan (1999)<sup>7</sup> and entails simplified wording and a visual five point scale. Therefore this scale is more appropriate for use with service users at Kilcreggan Urban Farm. Service users completed the RSE a total of three times during the evaluation – at three month intervals.

According to Gray-Little, Williams and Hancock (1997) perceived benefits of the RSE scale are:

- Requirement of a low reading age (8-9 years old)
- Easily administered
- Item content is clearly related to self-esteem
- Time efficient

<sup>5</sup> Rosenberg, Morris. 1989. *Society and the Adolescent Self-Image*. Revised edition. Middletown, CT: Wesleyan University Press.

<sup>6</sup> Gray-Little, B., Williams, V. and Hancock, T. (1997). An Item Response Theory Analysis of the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 23(5), pp. 443-451.

<sup>7</sup> Dagnan, D. and Sandhu, S. (1999). Social comparison, self-esteem and depression in people with intellectual disability. *Journal of Intellectual Disability Research*, 43(5), pp. 372-379.

### *Life Experiences Checklist*

The Life Experiences Checklist (LEC) is a quality of life measure. It is 'concerned with gauging the range and extent of life experiences enjoyed by an individual' (Ager, 1998, p. 6)<sup>8</sup>. It is suitable for a wide range of abilities including people with learning disabilities. The LEC can be administered in various ways; in this evaluation administration was via subject interviews (*ibid.*). Service users completed the LEC a total of three times during the evaluation – at three month intervals.

### *Health of the Nation Outcome Scale*

The Health of the Nation Outcome Scale for people with Learning Disabilities (HoNOS-LD) was developed to measure outcomes in people with learning disabilities who are partaking in some type of intervention (in this case attending a day service). 'Its primary aim is to measure change in an individual over two or more points in time. It measures change in the level of problems that a person has had' (Roy, Matthews, Clifford, Fowler and Martin, 2002<sup>9</sup>). Change measured can move in either a positive or negative direction or remain static.

### *Employment of Standardised Measures*

The table below shows when each of the standardized measures was employed in the evaluation.

| <b>Measure</b>                            | <b>To assess</b>                            | <b>When undertaken</b> | <b>Total no. of times undertaken</b> |
|-------------------------------------------|---------------------------------------------|------------------------|--------------------------------------|
| <b>Vineland Adaptive Behaviour Scale</b>  | Performance of daily activities             | At one time point      | 1                                    |
| <b>Rosenberg Self-esteem Scale</b>        | Individual self-esteem                      | Base, +3mth, +6mth     | 3                                    |
| <b>Life Experiences Checklist</b>         | Range and extent of life experiences        | Base, +3mth, +6mth     | 3                                    |
| <b>Health of the Nation Outcome Scale</b> | Change in the level of problems experienced | Base, +3mth, +6mth     | 3                                    |

<sup>8</sup> Ager, A. (1998). *The BILD Life Experiences Checklist Manual*. Bild publications.

<sup>9</sup> Roy, A., Matthews, H., Clifford, P., Fowler, V., and Martin, D.M. (2002). Health of the Nation Outcome Scales for People with Learning Disabilities (HoNOS-LD). *British Journal of Psychiatry*, 180, pp.61-66.

## Results

### Vineland Adaptive Behaviour Scale

It must be noted that whilst the Vineland is intended to be used for reporting on individuals, in this instance it is utilised to provide a group report.

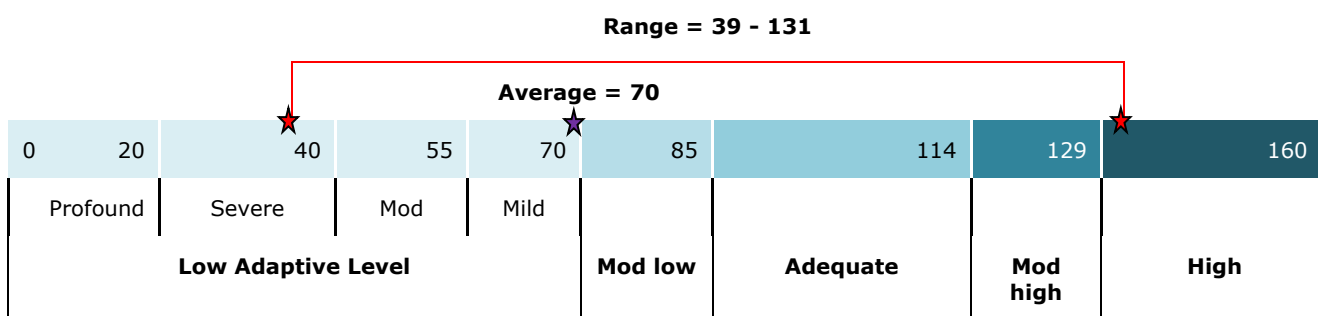
### Levels

Levels discussed in the sections below are calculated using either standard scores<sup>10</sup> or v-scale scores<sup>11</sup>. Each score translates to an adaptive level. These adaptive levels are outlined below, from high to low. Of note is that the low adaptive level can be further broken down into four classifications.

- High
- Moderately high
- Adequate
- Moderately low
- Low, which for domain scores is broken down into:
  - Mild deficit
  - Moderate deficit
  - Severe deficit
  - Profound deficit

### Describe General Adaptive Functioning

The adaptive behaviour composite score is a summary of a person's overall level of adaptive functioning i.e. their ability to effectively interact with others and care for one's self. Service users at Kilcreggan Urban Farm's adaptive behaviour composite standard scores ranged from 39 to 131. This means that the adaptive level of service users ranged from severe deficit to high adaptive functioning. The average adaptive standard score for service users at Kilcreggan was 70; which equates to mild deficit/low adaptive functioning.

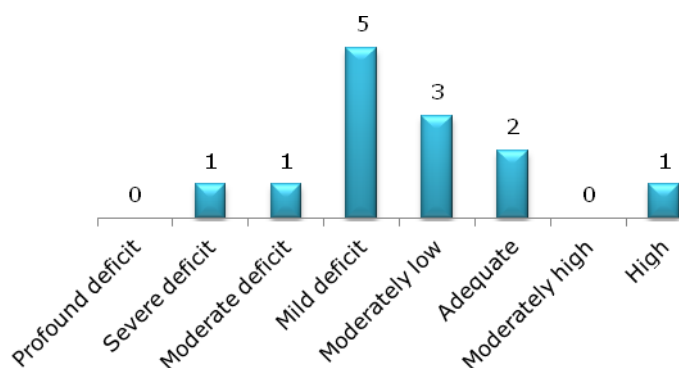


<sup>10</sup> Standard score: the distance of an individual's actual score from the mean actual score, taking into account the distribution of the actual scores. It relates one person's performance to the performance of a reference group.

<sup>11</sup> V scale score: a type of standard score used to describe an individual's relative level of functioning on the subdomains compared with others of the same age.



The distribution of service users across each adaptive level can be seen in the chart below which shows that most service users fall between the mild deficit and moderately low adaptive levels.



#### *Performance in the adaptive behaviour domains*

There are three separate adaptive behaviour domains, that each contain three subdomains. These are outlined below along with their range and average adaptive level:

| Domain                     | Range  | Level Range                     | Mean | Mean Level   |
|----------------------------|--------|---------------------------------|------|--------------|
| <b>Communication</b>       | 21-94  | Severe deficit – Adequate       | 57   | Mild deficit |
| <b>Daily Living Skills</b> | 22-78  | Severe deficit – Moderately low | 63   | Mild deficit |
| <b>Socialization</b>       | 20-111 | Severe deficit - Adequate       | 62   | Mild deficit |

The table shows that whilst the average adaptive level of all of the domains (including the adaptive behaviour domain already discussed) is mild deficit there are service users who have severe deficits in these domains and some who are described as adequate.

### *Chronological and Equivalent Ages*

The table below shows the chronological age range and mean of service users at Kilcreggan Urban Farm compared to the age equivalent for each of the subdomains.

|                                      | <b>Range<br/>(years old)</b> | <b>Mean<br/>(years old)</b> |
|--------------------------------------|------------------------------|-----------------------------|
| <b>Chronological</b>                 | <b>20-55</b>                 | <b>30.8</b>                 |
| <b>Communication Subdomain</b>       |                              |                             |
| • Receptive                          | 2.2-18                       | 10.1                        |
| • Expressive                         | 4.3-22+                      | 10.3                        |
| • Written                            | 1.3-18                       | 9.3                         |
| <b>Daily Living Skills Subdomain</b> |                              |                             |
| • Personal                           | 1.8-20                       | 13.1                        |
| • Domestic                           | 8.5-15.3                     | 12.3                        |
| • Community                          | 6.6-19                       | 14.4                        |
| <b>Socialization Subdomain</b>       |                              |                             |
| • Interpersonal Relationships        | 0.7-22+                      | 9.7                         |
| • Play and Leisure Time              | 3.5-22+                      | 11.7                        |
| • Coping Skills                      | 2.8-22+                      | 13.8                        |

Communication skills were found to be fairly consistent with regard to the mean age equivalency across the three separate subdomains. However, written skills were shown to be the least developed of these skills.

Daily living skills were found to be fairly consistent with regard to the mean age equivalency across the three separate subdomains. However, domestic skills were shown to be the least developed of these skills.

One notable difference in the Socialization subdomains was that interpersonal relationships were much lower than play and leisure time and coping skills.

## Strengths and Weaknesses

The scoring of the Vineland Adaptive Behaviour Scales affords the opportunity to discover which areas service users may have either strengths or weaknesses in. For domain scores a strength or weakness is obtained when the score differs from the median by 10 or more (a negative number is a weakness and a positive a strength), the same is true for subdomains except the difference can be more than or equal to 2 (again negative means weakness and positive means strength). The results of this for service users at Kilcreggan Urban Farm are shown below.

| Domain & Subdomain            | No. of service Users |          |
|-------------------------------|----------------------|----------|
|                               | Strength             | Weakness |
| <b>Communication</b>          | <b>2</b>             | <b>4</b> |
| • Receptive                   | 2                    | 2        |
| • Expressive                  | 3                    | 1        |
| • Written                     | 1                    | 6        |
| <b>Daily Living Skills</b>    | <b>-</b>             | <b>2</b> |
| • Personal                    | 3                    | 3        |
| • Domestic                    | 3                    | -        |
| • Community                   | 1                    | 5        |
| <b>Socialization</b>          | <b>2</b>             | <b>1</b> |
| • Interpersonal Relationships | 2                    | 3        |
| • Play and Leisure Time       | -                    | 2        |
| • Coping Skills               | 4                    | 1        |

Overall the communication domain was a weakness for four service users and the written subdomain was a weakness for six. Whilst two service users had strengths in the overall communication domain only one service user had a strength in the written subdomain.

The daily living skills domain was not a strength for any service users but was a weakness for two. In the personal subdomain three service users displayed weakness and three strength. Whilst no weaknesses were found in the domestic subdomain five service users had a weakness in the community subdomain. This is somewhat surprising since the community subdomain provided the highest average score. However, strengths and weaknesses consider each individual and compares the community subdomain directly with the domestic and personal subdomains.

One service user had a weakness in the socialization domain; for two it was a strength. More service users had a weakness in the interpersonal relationships subdomain than those who had strengths. No strengths were found in the play and leisure time subdomain. Four service users had a strength in the coping skills subdomain and one a weakness.

**Summary:**

- Service users ranged from having a severe deficit to high general adaptive functioning.
- The average general adaptive functioning level was that of moderately low adaptive functioning.
- The most common weakness within the communication domain was in the written subdomain where six service users were reported to have a weakness in this area. Writing skills should be focused on where possible to improve upon this area.
- The second most common weakness was in the daily living skills domain where community skills were a weakness for five service users. Kilcreggan provides an excellent opportunity for service users to practice and develop community skills since it is sited within the community and there are many opportunities for service users to interact with the public.
- Domestic skills are the least developed of the daily living skills but no service users had a particular weakness in this subdomain.
- Interpersonal relationships may require further development as they were found to be the least developed socialization skill, even though only three service users had a weakness in this area.

*Self-esteem Scale*

The table below shows the mean and standard deviations of the scores gained from the RSE. These are displayed at baseline and each of three and six months after baseline.

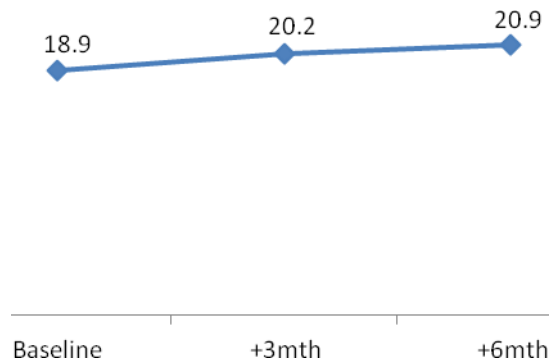
The lowest possible score for any individual across all items on the RSE is 0 – no self esteem and the highest was 24 – high self esteem. For example, if an individual believes that ‘I feel I am a good person, as good as other people’ is ‘always true’ they are assigned a score of 4. If they believe it to be ‘never true’ they are assigned a score of 0. Therefore consistent scoring of 0 across the six items returns a high score of 0, consistent scoring of 4 across the six items returns a high score of 24.

|                    | Baseline |     | + 3 months |     | + 6 months |     |
|--------------------|----------|-----|------------|-----|------------|-----|
|                    | Mean     | SD  | Mean       | SD  | Mean       | SD  |
| <b>Total Score</b> | 18.9     | 4.1 | 20.2       | 3.2 | 20.9       | 2.6 |

A study conducted by Dagnan and Sandhu (1999)<sup>12</sup> found the average self-esteem score of people with intellectual disability to be 23.44. Therefore the highest score found in the evaluation at +6 months was lower than that of the comparative group.

The information presented in the table can also be seen visually in the chart below, where an improvement is made between baseline and three months later and a very slight improvement between three and six months.

<sup>12</sup> Dagnan, D. and Sandhu, S. (1999). Social comparison, self-esteem and depression in people with intellectual disability. *Journal of Intellectual Disability Research*, 43(5), pp. 372-379.



In order to test if the differences between the scores were significantly different it was necessary to perform a statistical analysis. Due to the small numbers of service users involved in the evaluation who completed the measures at all three time points (N=11) it was not appropriate to perform a parametric statistical test. Therefore a non-parametric alternative was used – Friedman’s analysis of variance (ANOVA). This test was used to test for differences in the self-esteem scores provided by the service users (as a total score, for negative items and for positive items). Self esteem scores changed significantly during the course of the evaluation  $\chi^2(2) = 7.1, p < 0.05$ ; scores at the end of the evaluation were significantly higher than at the beginning.

**Summary:**

- Self-esteem increased significantly over the six month period of the evaluation. However, self-esteem was still lower than the comparison group.

*Life Experiences Checklist*

Each subsection of the life experiences checklist has a lowest possible score of 0 and a highest possible score of 10. Scores are computed by giving a score of one to answers of yes to statements that are presented such as ‘I go to a café or restaurant for a meal at least once a month’ and 0 to negative responses.

|                      | Baseline |     | + 3 months |     | + 6 months |     |
|----------------------|----------|-----|------------|-----|------------|-----|
|                      | Mean     | SD  | Mean       | SD  | Mean       | SD  |
| <b>LEC Total</b>     | 40.4     | 4.3 | 40.5       | 5.4 | 39.5       | 6.2 |
| <b>Home</b>          | 9.3      | 1.2 | 9.4        | 1.1 | 9.0        | 1.4 |
| <b>Leisure</b>       | 7.2      | 1.9 | 7.3        | 1.8 | 7.0        | 1.7 |
| <b>Relationships</b> | 6.5      | 1.7 | 6.8        | 1.7 | 6.8        | 1.8 |
| <b>Freedom</b>       | 8.9      | 1.1 | 9.0        | 1.2 | 8.8        | 1.3 |
| <b>Opportunities</b> | 8.6      | 1.1 | 8.8        | 1.2 | 8.0        | 1.8 |

A Friedman’s ANOVA was also carried out on data from the LEC. This was not significant; LEC scores did not change significantly during the course of the evaluation.

Since the service users who took part in the evaluation lived in supported accommodation or ordinary housing it is relevant to compare LEC scores with those obtained in a study by Hughes *et al.* (1996<sup>13</sup> (as cited in the LEC manual<sup>5</sup>)) as well as those of the general population. For this purpose the final set of mean scores collected were utilised since they are the most recent. This comparison is shown in the table below, where the highest score for each section is in red type; if a tie exists each will be coloured red.

|                                     | LEC Total | Home | Leisure | Relationships | Freedom | Opportunities |
|-------------------------------------|-----------|------|---------|---------------|---------|---------------|
| <b>Kilcreggan Urban Farm Scores</b> | 39.5      | 9.0  | 7.0     | 6.8           | 8.8     | 8.0           |
| <b>Hughes <i>et al.</i> Scores</b>  | 37.0      | 8.9  | 5.9     | 5.7           | 8.5     | 8.0           |
| <b>General Population</b>           | 34.8      | 8.0  | 4.6     | 6.6           | 8.0     | 7.5           |

The table shows that service users of Kilcreggan Urban Farm achieved higher scores than those in the Hughes *et al.* (1996) study and the general population across all sections.

**Summary:**

- Whilst LEC scores did not change significantly over the course of the evaluation service users reported greater culturally relevant life experiences than both those participants in the Hughes study and than the general population. Therefore it can be said that service users at Kilcreggan participate in more culturally relevant activities than both the general public and the comparison group.

<sup>13</sup> Hughes, A., McAuslene, L. and Schur, H. (1996). Comparing quality of life for people with learning disabilities and people who are unemployed or retired, *British Journal of Learning Disabilities*, 24, pp. 99-103.

## HoNOS-LD

The table below shows the mean scores for each of the 18 items. Those in green type represent ratings that are consistently less severe over the entire period of the evaluation. None were consistently more severe.

| Item                                                            | Mean     |            |            |
|-----------------------------------------------------------------|----------|------------|------------|
|                                                                 | Baseline | + 3 months | + 6 months |
| <b>1. Behavioural problems – directed to others</b>             | 0.9      | 0.7        | 0.7        |
| <b>2. Behavioural problems – directed to self</b>               | 0        | 0          | 0          |
| <b>3. Other mental and behavioural problems:</b>                |          |            |            |
| a) Behaviour destructive to property                            | 0        | 0.1        | 0.1        |
| b) Problems with personal behaviours                            | 0.1      | 0.1        | 0.2        |
| c) Rocking, stereotyped and ritualistic behaviour               | 0        | 0.2        | 0          |
| d) Anxiety, phobias, obsessive, compulsive behaviours*          | 0.8      | 0          | 0.2        |
| e) Others                                                       | 0.0      | 0.3        | 0          |
| <b>4. Attention and concentration</b>                           | 0.6      | 0.6        | 0.2        |
| <b>5. Memory and orientation</b>                                | 0        | 0.2        | 0.1        |
| <b>6. Communication (problems in understanding)</b>             | 0        | 0          | 0          |
| <b>7. Communication (problems in expression)</b>                | 0.2      | 0.3        | 0.2        |
| <b>8. Problems associated with hallucinations and delusions</b> | 0        | 0          | 0          |
| <b>9. Problems associated with mood changes**</b>               | 0.9      | 0.5        | 0.2        |
| <b>10. Problems with sleeping</b>                               | 0.7      | 0          | -          |
| <b>11. Problems with eating and drinking</b>                    | 0.1      | 0.2        | 0          |
| <b>12. Physical problems</b>                                    | 0        | 0          | 0.1        |
| <b>13. Seizures</b>                                             | 0        | 0          | 0          |
| <b>14. Activities of daily living at home</b>                   | 0        | 0          | 0          |
| <b>15. Activities of daily living outside the home</b>          | 0.1      | 0          | 0.1        |
| <b>16. Level of self-care</b>                                   | 0.4      | 0.4        | 0.3        |
| <b>17. Problems with relationships*</b>                         | 0.8      | 0.2        | 0.1        |
| <b>18. Occupation and activities</b>                            | 0.3      | 0.1        | 0.3        |



The scale used in the HoNOS-LD is numbered 0-4 where: 0 – No problem; 1 – Mild problem; 2 – Moderate problem; 3 – Severe problem; 4 – Very severe problem.

\*differences in ratings were statistically significant  $\chi^2 (2) = 12.1, p<0.01$ .

\*\*differences in ratings were statistically significant  $\chi^2 (2) = 10.6, p<0.01$ .

\*\*\* differences in ratings were statistically significant  $\chi^2 (2) = 10.3, p<0.01$ .

Improvement was made at each time point in the following two areas:

1. Problems associated with mood changes
2. Problems with relationships

Improvements in severity between the beginning and end of the evaluation (i.e. baseline and 6 months later) were made in eight areas:

1. Other mental and behavioural problems:
  - Rocking, stereotyped and ritualistic behaviour
  - Others
2. Attention and concentration
3. Memory and orientation
4. Communication (problems in expression)
5. Problems associated with mood changes
6. Problems with eating and drinking
7. Level of self-care
8. Problems with relationships

The table below shows the percentage of service users at Kilcreggan Urban Farm whose problematic behaviours were less severe, more severe or stable at the end of the evaluation period (this was calculated by comparison to the ratings at the beginning of the evaluation).

\*Percentages may not sum to 100 due to rounding, or due to the fact that questions were skipped and/or not known.

| Item                                                            | Service Users ...                            |             |                  |
|-----------------------------------------------------------------|----------------------------------------------|-------------|------------------|
|                                                                 | Less severe                                  | More severe | Stable/No Change |
| <b>1. Behavioural problems – directed to others</b>             | 30%                                          | 10%         | 50%              |
| <b>2. Behavioural problems – directed to self</b>               | 0%                                           | 0%          | 100%             |
| <b>3. Other mental and behavioural problems:</b>                |                                              |             |                  |
| <b>a)</b> Behaviour destructive to property                     | 0%                                           | 10%         | 90%              |
| <b>b)</b> Problems with personal behaviours                     | 0%                                           | 10%         | 90%              |
| <b>c)</b> Rocking, stereotyped and ritualistic behaviour        | 0%                                           | 0%          | 100%             |
| <b>d)</b> Anxiety, phobias, obsessive, compulsive behaviours    | 60%                                          | 0%          | 40%              |
| <b>e)</b> Others                                                | 0%                                           | 0%          | 100%             |
| <b>4. Attention and concentration</b>                           | 30%                                          | 0%          | 70%              |
| <b>5. Memory and orientation</b>                                | 0%                                           | 10%         | 90%              |
| <b>6. Communication (problems in understanding)</b>             | 0%                                           | 0%          | 100%             |
| <b>7. Communication (problems in expression)</b>                | 0%                                           | 0%          | 100%             |
| <b>8. Problems associated with hallucinations and delusions</b> | 0%                                           | 0%          | 100%             |
| <b>9. Problems associated with mood changes</b>                 | 70%                                          | 0%          | 30%              |
| <b>10. Problems with sleeping</b>                               | No answers given for one or more time points |             |                  |
| <b>11. Problems with eating and drinking</b>                    | 10%                                          | 0%          | 90%              |
| <b>12. Physical problems</b>                                    | 0%                                           | 10%         | 90%              |
| <b>13. Seizures</b>                                             | 0%                                           | 0%          | 70%              |
| <b>14. Activities of daily living at home</b>                   | 0%                                           | 0%          | 20%              |
| <b>15. Activities of daily living outside the home</b>          | 10%                                          | 0%          | 80%              |
| <b>16. Level of self-care</b>                                   | 30%                                          | 20%         | 40%              |
| <b>17. Problems with relationships</b>                          | 60%                                          | 0%          | 30%              |
| <b>18. Occupation and activities</b>                            | 20%                                          | 10%         | 60%              |

**Summary:**

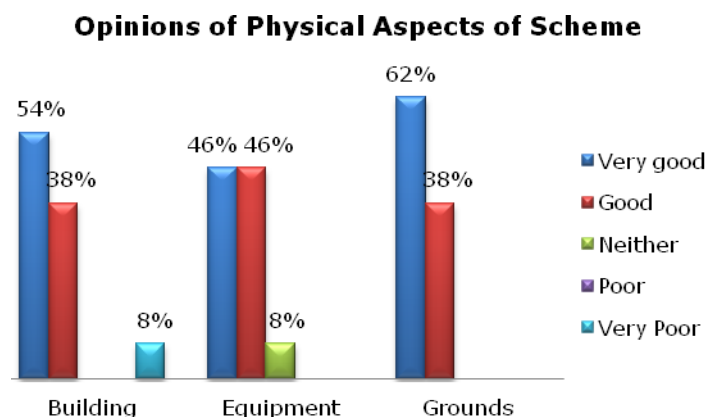
- Few problem behaviours were reported for service users at Kilcreggan Urban Farm given that the range of responses selected for each item on the HoNOS-LD was between 0 - no problem and 1 - mild problem.
- Improvements were made at all three time points in two areas: problems associated with mood changes and problems with relationships.
- Seven behavioural areas became a little more severe over the period of the evaluation.
- Improvements were made in numerous behaviours; the most notable was in behavioural problems associated with mood changes followed by behavioural problems – directed to self: anxiety, phobias, obsessive, compulsive behaviours and problems with relationships.
- Many areas of behaviour remained stable during the period of the evaluation.
- It is not surprising that few changes were found since a ceiling effect is likely to be evident at baseline i.e. since few problematic behaviours were reported at baseline there was little or no room for improvement.

# **Views of Service Users at Kilcreggan Urban Farm**

In June 2010 13 service users at Kilcreggan urban farm took part in a semi-structured interview that asked about their views and opinions on the Scheme in the following areas:

- The physical aspects (building, tools and outside areas);
- The service user – staff relationship, including service user support from staff and the freedom to make their own choices;
- Their progress, including what helps it or hinders it; and
- Their enjoyment of the scheme, including the number and range of activities available.

### *Opinion of physical aspects of the scheme*

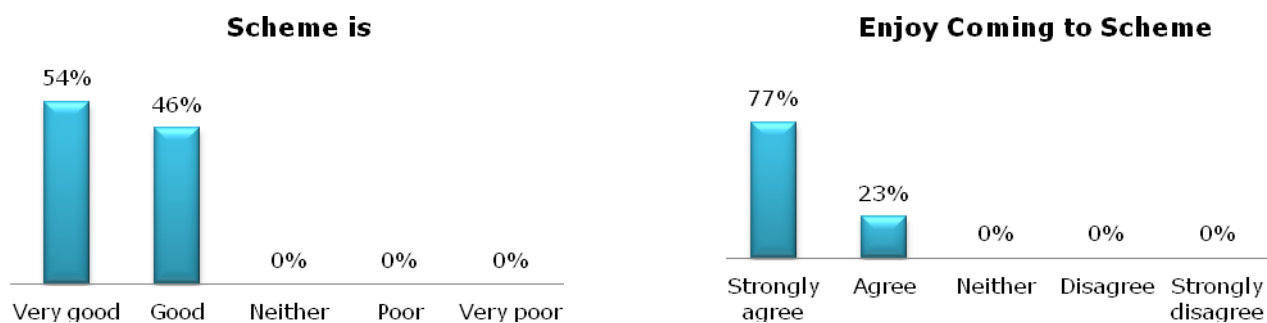


Most service users thought the buildings at Kilcreggan were 'very good' (N=7) or 'good' (N=5) because 'It's new and it's big' and 'you can get more space in it'. It was also considered to be thought the building was 'kept neat and tidy' and 'nice'. However one service user rated the building as 'very poor' and 'not all that nice to look at'.

The tools/equipment used at Kilcreggan were rated as either 'very good' (N=6) or 'good' (N=6) due to their ease of use and functionality. For example it was stated that 'the tools for gardening... they are easy to use'. Additionally, the tools allowed for variety 'all the tools are for different types of jobs'. One service user however believed the tools to be 'neither good nor poor'.

The outside areas at Kilcreggan were rated as either 'very good' (N=8) or 'good' (N=5). Service users liked the outside areas 'because you are able to work with and can see all the animals'. Furthermore service users commented on the aesthetics of the grounds; 'it's very good on a lovely day'.

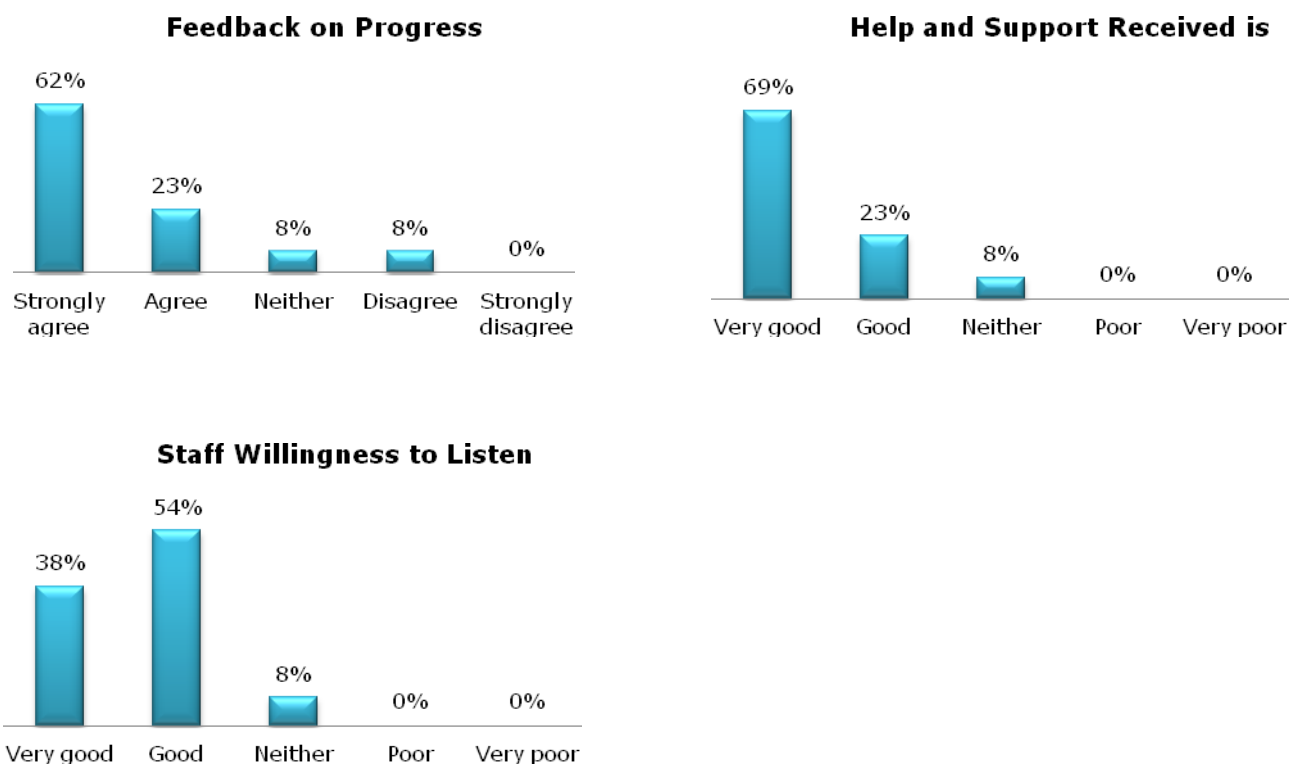
## Overall opinion of the scheme



Overall, service users believed Kilcreggan to be either 'very good' (N=7) or 'good' (N=6) and all either 'agreed' (N=3) or 'strongly agreed' (N=10) that they enjoyed going to Kilcreggan.

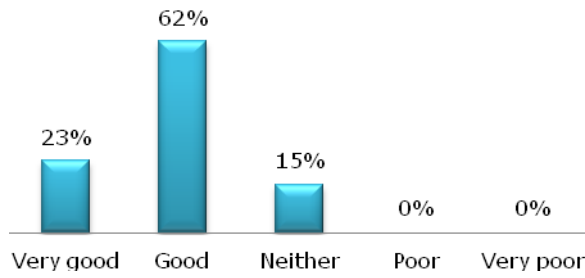
Reasons for thinking Kilcreggan was 'good' or 'very good' centred on friendship where service users 'get to see all [of their] friends [t]here' and 'it helps...[them] make friends'. Other service users thought Kilcreggan was 'a very good place' and liked 'coming to see the rabbits'. Additionally, service users' enjoyed the novelty of activities at Kilcreggan: 'because you get to do things you have not done before'.

## Staff Support of Service Users

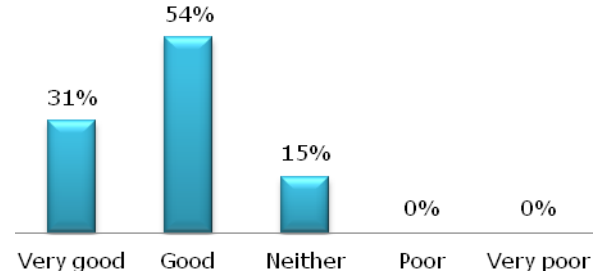


When asked if staff informed them of their progress at the scheme service users either 'agreed' (N=3) or 'strongly agreed' (N=8) that they were informed of their progress. However, one service user 'disagreed' with the statement and one 'neither agreed nor disagreed'. In addition, service users believed that the help and support they received from staff was 'good' (N=3) or 'very good' (N=9) the remaining service user 'neither agreed nor disagreed'. Service users thought that staff members willingness to listen to them was in the main either 'very good' (N=5) or 'good' (N=7), although one service user thought staff members willingness to listen was 'neither poor nor good'.

### What Staff Know About SU Needs

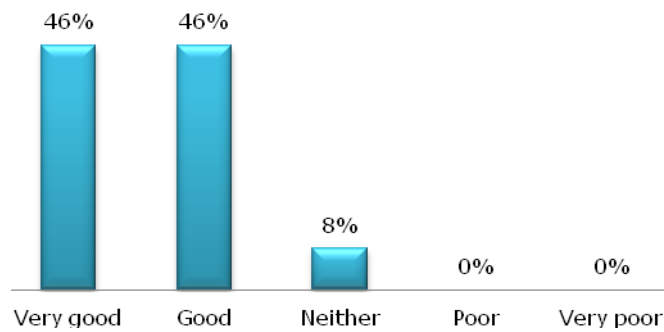


### How Staff Answer SU Needs



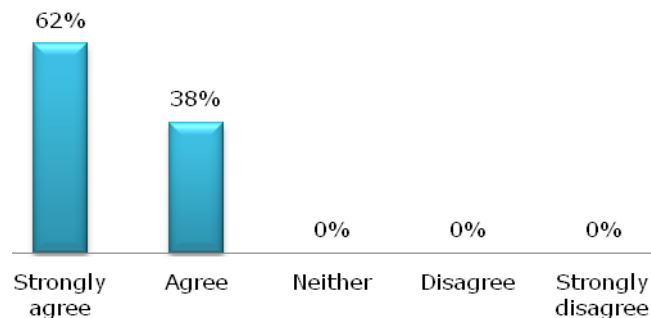
Most service users believed that what staff knew about their needs was either 'very good' (N=3) or 'good' (N=8), although two thought staff members knowledge about their needs was 'neither poor nor good'. Additionally, most service users believed that staffs response to their needs to be either 'very good' (N=7) or 'good' (N=4); the remaining two service users thought this to be 'neither good nor poor'.

### SU and Staff Relationship



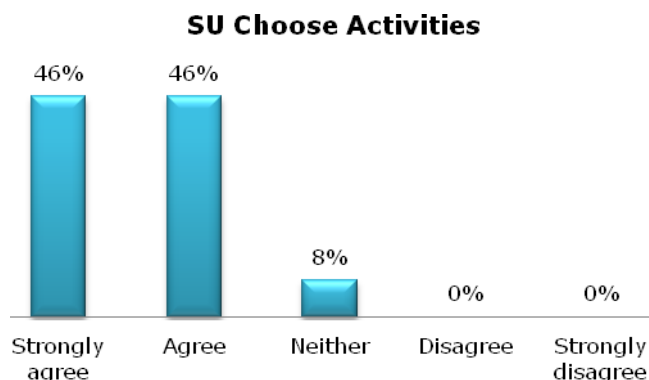
Service users mainly rated how they 'get along with staff' as 'very good' (N=6) or 'good' (N=6) and reported staff to be 'really good and friendly to talk to, they are really really pleasant' and that service users 'can have a laugh' with staff. However one service user believed their relationship with staff to be 'neither poor nor good'.

### Staff Like to Know What SU Thinks



The chart above shows how far service users agreed that staff like to know what they think about things at Kilcreggan. It shows that all service users either 'strongly agreed' (N=8) or 'agreed' (N=5) that staff like to know what service users think.

Two complaints were made to Kilcreggan within the year of the evaluation. For one complaint it was reported that 'Staff dealt with it well'. However with regard to the other complaint the service user did not 'think they [(staff)] did their best to make it better'.



In the main service users either 'strongly agreed' (N=6) or 'agreed' (N=6) with the statement that they were able to choose what they do at Kilcreggan since they, may choose to 'work with different animals', 'which animal job...[they] want to do' or may work 'out in the poly tunnels'. Additionally service users reported that staff 'ask what you want to do in the morning' and that they may 'choose [from] lots of things'. However one service user 'neither agreed nor disagreed' (N=1) that they choose their own activities and it was further reported that 'sometimes you don't get a choice'.

### *Progress at Kilcreggan*



Service users rated their progress at Kilcreggan as either 'good' (N=8) or 'very good' (N=5).

Some service users explained their progress at Kilcreggan by reflecting on what they do there and how it has benefited them. For example, they 'go out places and you can feed the animals and chill out and all'. This is credited with giving service users 'more independence' and making them 'more confident'. Service users reported that they 'love being here' also; Kilcreggan offered an opportunity to 'meet new friends'.

Service users also reported they have 'learnt more about how to look after the different types of animals' for example 'the ducks, hens and roosters'. Additionally, service users commented on the friendly culture that resides in Kilcreggan stating that 'everybody is nice to you'.

### *What helps service users to progress*

The main aspects that help service users to progress at Kilcreggan were 'the staff and . . . friends'. This was perceived as a benefit as staff provide 'assistance' and 'if... [anyone] needed

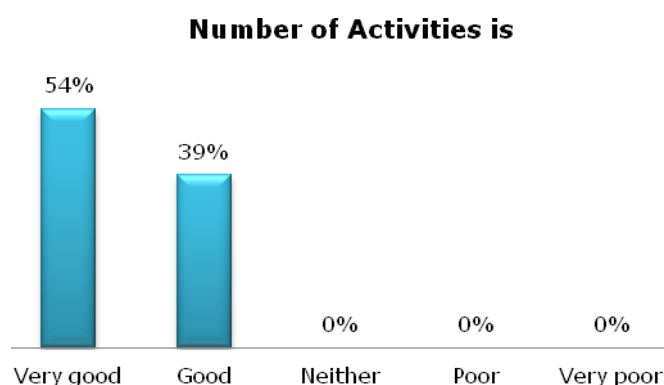


help'. Kilcreggan was again viewed as a place 'to meet more new friends... [and] to help friends to do things as well'.

#### *What hinders service user progress*

Explanations given by service users on what hindered their progress at Kilcreggan was varied and revealed no main themes. Service users reported that one barrier was 'keeping an eye on the timings... [they have] got before [they] go home' and that 'bad weather can stop you... from travelling anywhere'.

#### *Activities provided at Kilcreggan*



The chart above shows service users ratings of the number of available activities at Kilcreggan. All service users rated the number of activities as either 'very good' (N=7) or 'good' (N=5).

Those who rated the number of activities as either; 'very good' or 'good' did so because they enjoyed the variety of activities and the animals. For example users of the BASE only enjoyed 'activities like badminton, swimming, the gym, shopping and nights out' and also 'games... dancing' and 'work outside'. Activities involving animals were a particular favourite amongst service users of the farm only and were deemed to be, 'very good' especially the activity of 'feeding the animals'.

Other activities service users would like offered at the scheme include: '[working] more with the animals - to feed them', the chance 'to learn how to use more tools' and the opportunity for 'more talking'.

#### *Additional Comments*

Service users were asked if there was anything else they would like to say about Kilcreggan. Most of the comments repeated those already reported therefore only unique views are reported here. One comment compares Kilcreggan to an alternative facility, based on progression/learning:

'It learns you more than the... centre in Larne. It learns you to go out and it takes you places'.

A further comment shows a good knowledge of Kilcreggan stating that 'Kilcreggan open farm is funded by the national lottery and people from Kilcreggan homes work on the farm and they come from other places as well'.

Other comments focused on the enjoyment found at Kilcreggan. For example 'it's very good. I love my friends here' and 'I like helping on the farm... I like all the staff... I like working along with all the different animals and with the staff'.

**Views of  
Service User  
Representatives  
at Kilcreggan Urban Farm**

During September and October 2010 13 representatives of service users at Kilcreggan Urban Farm were invited to take part in a semi-structured interview that asked their views and opinions of the scheme. In total eight representatives took part, of these eight 75% (N=6) were the parent or caregiver and 25% (N=2) were siblings of the service user. Interviews took place in either the service user representative's home or in an office at the scheme; venue was at the discretion of the service user representative.

Please note that due to selectivity on the part of the respondents, and rounding, percentages in bar charts may not sum to 100%.

### *The aim/purpose of the scheme*

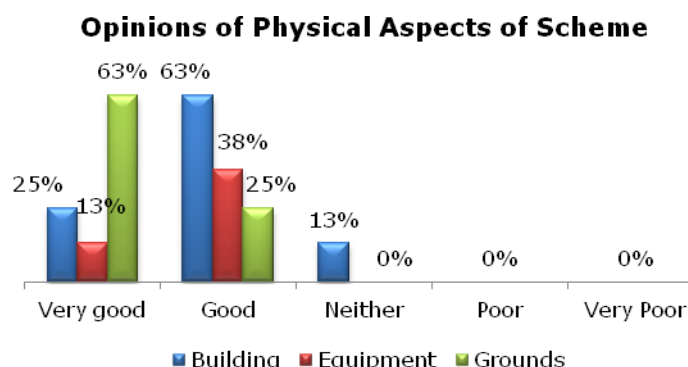
Kilcreggan Urban Farm was viewed not only as a 'social thing', 'a place where [service users]... can come [and] associate with... friends', but also as providing 'an opportunity to forward... life and social skills' by 'giving them a chance to think for themselves and make decisions' and the 'help... [to] interact with each other and the public'. Additionally, it was reported that there are 'not many places' the service users can go to and that a local 'adults centre' was not well liked and Kilcreggan gave service users an alternative which, afforded them 'a sense of standing in the community'.

### *A caveat to reading this report*

In devising the survey that was sent to service user representatives an effort was made to present questions both positively and negatively. Questions shown in the table below originally alternated between positive and negative in the interview. However, in the report questions were discussed according to the theme which they belonged. For this reason parts of the report may seem artificially negative or positive.

|                                                                        | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        |
|------------------------------------------------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| a. Staff at [scheme name] value my views and opinions                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| b. [Scheme name] does not provide information when I request it        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| c. [Scheme name] is progressive and forward thinking                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I do not receive feedback from the scheme about [SUs name] progress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Information I receive is inadequate                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| f. I have a good knowledge of what happens at [Scheme name]            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

## Opinions of physical aspects of the scheme

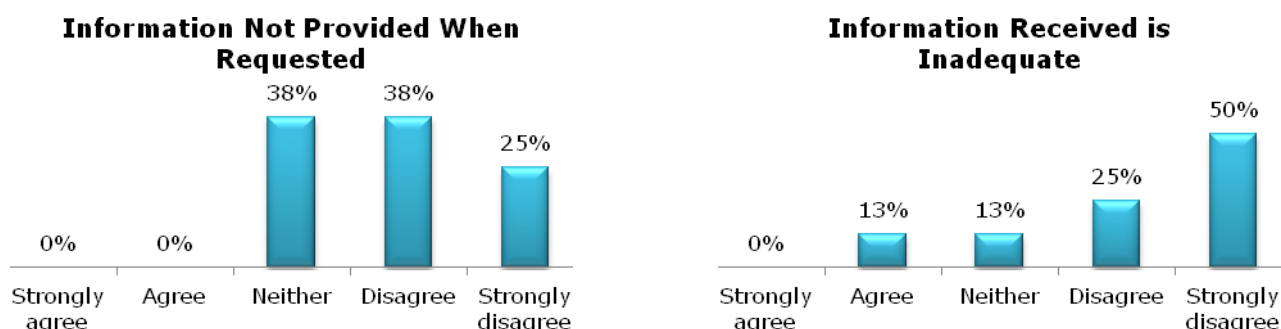


In the main SU representatives rated the log cabin building at Kilcreggan as either 'good' (N= 5) or 'very good' (N=2). However, one rated it as 'neither good nor poor'. The building was thought to be 'very good... not overly big but accommodates what... [service users] need'. For example, there are 'kitchen facilities, toilet facilities and other rooms'. The building was also seen as somewhere that service users can 'sit and have a casual chat' but it was felt that it could be 'expanded with better facilities'. The positioning of the building was complimented as it was felt that 'it seems to sit nicely in the community [and] the building itself is like an old pioneering one that fits in the setting'.

Whilst four SU representatives did not feel they could comment on the equipment used at Kilcreggan the remaining four viewed it as either 'good' (N=3) or 'very good' (N=1). It was felt that Kilcreggan was 'well kitted out' and that the equipment available 'serves a purpose'.

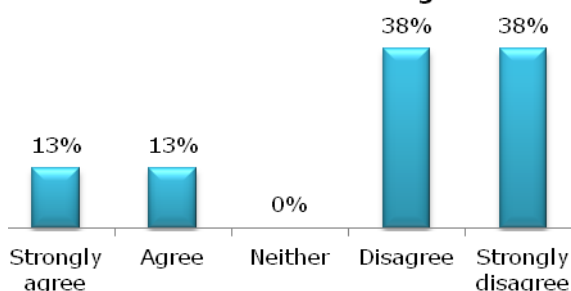
The grounds at Kilcreggan were rated as 'very good' (N=5) or 'good' (N=2). They were described as 'lovely' and 'a nice distance out of Carrick... you can pretend you are in the country[side]' and also as having 'improved over... the last six months'. It was also praised as being somewhere that all ages can enjoy: 'it's all raised so even old people can go and interact with it'. However, it was felt that 'if it was bigger, where they could have more people then it would be even better'.

## Overall Opinion of the Scheme



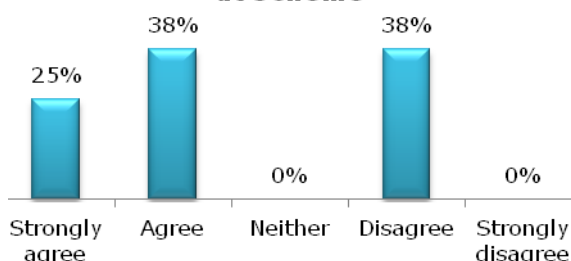
Most SU representatives believed that information was provided when requested (N=5) and that information received is adequate (N=6). However, one person felt that information received is inadequate.

### No Feedback on SU Progress

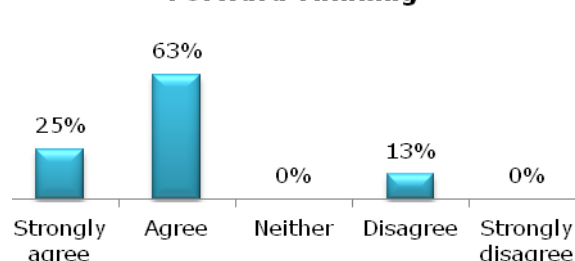


Whilst two SU representatives felt they did not receive feedback on service user progress the remaining six reported that they did.

### Good Knowledge of What Happens at Scheme

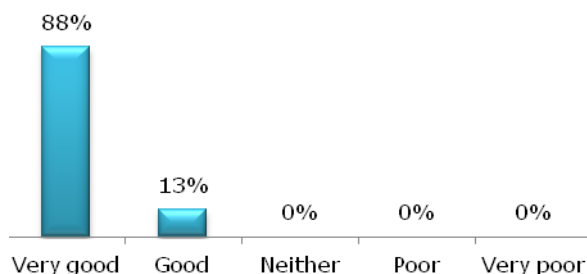


### Scheme is Progressive and Forward Thinking

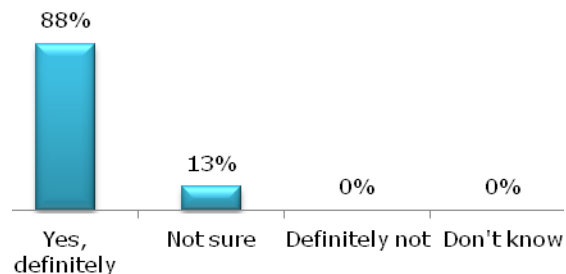


In the main SU representatives either 'agreed' (N=2) or 'strongly agreed' (N=3) that they have a good knowledge of what happens at Kilcreggan. However, three 'disagreed' with the notion. All but one SU representatives believed that Kilcreggan is a progressive and forwarding thinking scheme.

### Quality of Services Provided

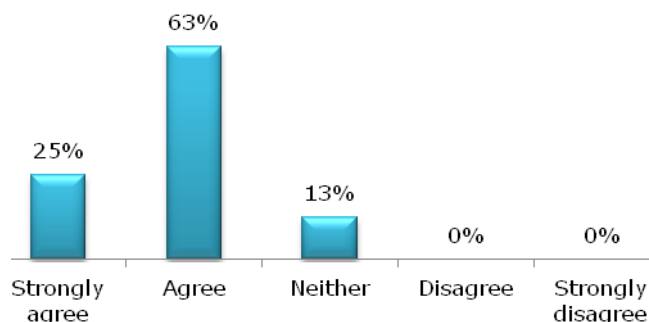


### Recommend Scheme to Others



The quality of the service provided at Kilcreggan was rated as 'very good' (N=7) or 'good' (N=1). This was also reflected in the response that all but one of the SU representatives would recommend Kilcreggan to others who may need the same type of service; the other was 'not sure'. Additionally, if the government were to give the service user money to choose their own service all but one would choose Kilcreggan.

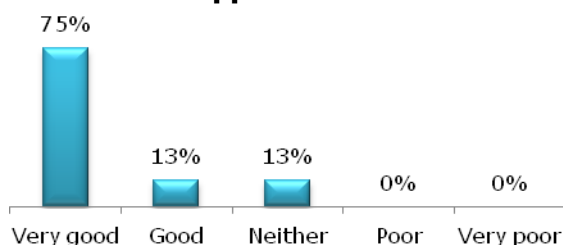
### Staff Value Views and Opinions



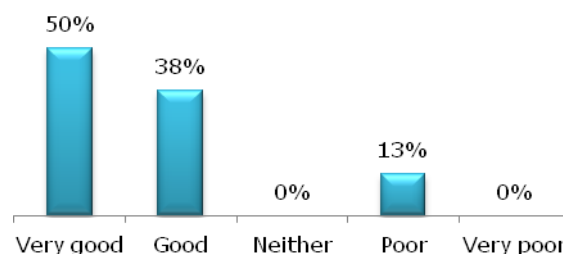
Most SU representatives believed that staff do value their views and opinions. However, one person chose to 'neither agree nor disagree' with the notion.

SU representatives were also asked to rate the staff that they have contact with at the scheme with regard to four separate areas – discussed below.

### Staff Helpfulness and Supportiveness

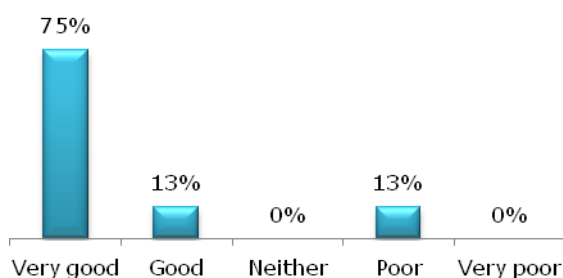


### Staff Communication

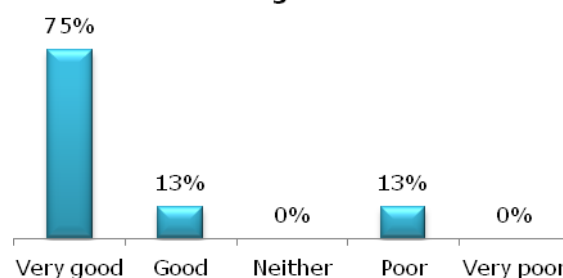


Staff at Kilcreggan were reported to be both helpful and supportive; one person chose to 'neither agree nor disagree'. They were also considered to be 'very good' (N=4) or 'good' (N=3) communicators. However, one person felt that communication from staff was 'poor'.

### Staff Professionalism



### Staff Willingness to Listen



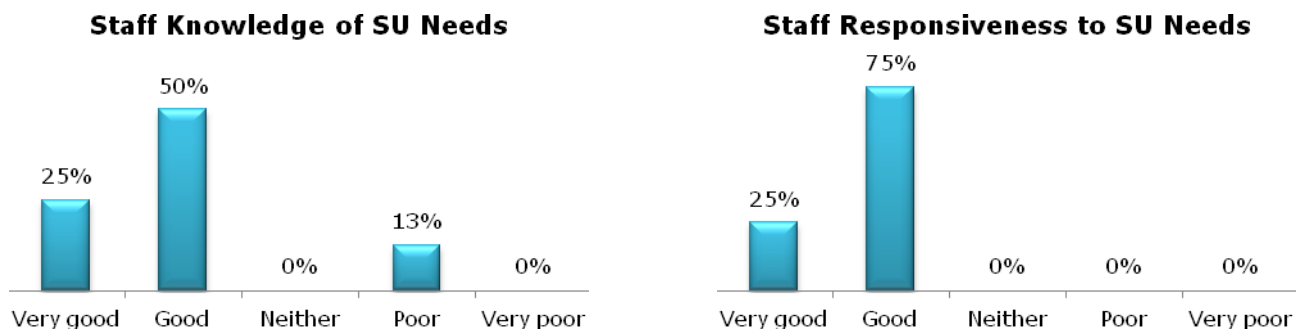
Whilst one person felt that the professionalism of staff was 'poor' the remainder felt the professionalism of staff to be 'very good' (N=6) and 'good' (N=1). This was mirrored exactly when SU representatives were asked about the willingness of staff to listen to them.

SU representatives were also asked to talk about their relationship and dealings with Kilcreggan. Most people did not have 'much dealings except going up to visit' when it was felt that 'there is always someone there to talk... and they always have time...[and that] no matter who you speak to they are very nice'. However, there was a feeling that there is a 'lack of information about [Kilcreggan] and how often' service users are supposed to attend, where SU representatives often have to rely upon information provided by the service user themselves. SU representatives

liked that Kilcreggan does 'things with the community' and that staff 'are very good at letting you know when there's something coming up'. Additionally, one person believed that things were improving with their relationship with staff at Kilcreggan, which had not initially been good.

With regard to the staffing levels at Kilcreggan, SU representatives 'think it's good' but that they 'don't' really know' as they aren't given this information'. There was a feeling that 'since they changed to a drop in centre there aren't as many [staff] working there' and that Kilcreggan 'could do with more [staff] but they are fighting to keep the existing staff'.

### Staff Support of Service Users

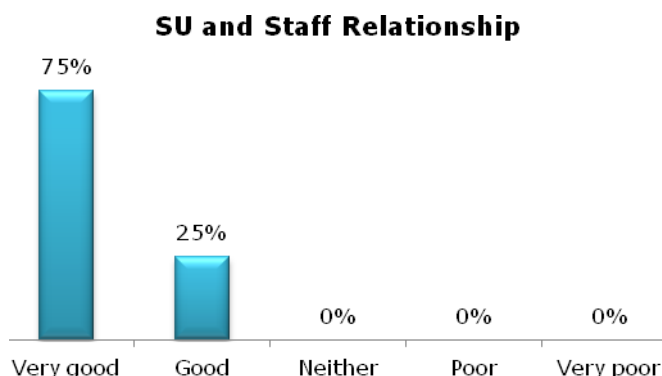


Whilst one person felt that Kilcreggan staff had a poor knowledge of service user needs all others believed staff knowledge to be 'good' (N=4) or 'very good' (N=2). All SU representatives believed that the responsiveness of staff to service user needs was either 'good' (N=6) or 'very good' (N=2).

Only one SU representative had made a complaint to Kilcreggan and they reported that this had been resolved to their satisfaction.

All but one SU representative believed that staff at Kilcreggan had sufficient training to work with service users. However, the opportunity to comment upon training was taken by more than one person. All comments expressed the thought that SU representative are not 'given that information... [but] would like to think... [staff] have qualifications'.

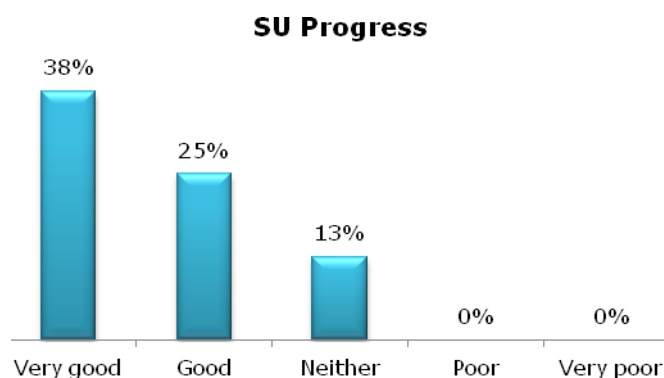
### Staff - Service User Relationship



All SU representatives believed that staff and service users at Kilcreggan have a 'very good' (N=6) or 'good' (N=2) relationship as staff 'know... [a service user's] limitations' and 'talk to them on a personal adult level'... [where they are given] the choice to make their own decisions'. Additionally, service users were reported to 'always talk about... [staff] and enjoy... [their] day there' and to display a good attitude toward attending Kilcreggan where they neither 'complain' nor 'play up'.



## Service User Progress



Service user progress at Kilcreggan was mainly rated as 'very good' (N=3) or 'good' (N=2). SU representatives believed attending Kilcreggan has helped service users to be 'more confident', 'to communicate more' and to develop 'more of a caring nature and more thoughtfulness' due to the opportunity to socialise and make friends. One service user was described as having 'changed completely' for the better and to 'love going' to Kilcreggan, another was described as 'more responsible'. However, one SU representative did not 'see any difference... [and does not know what the service user] has learned or hasn't learned'.

When asked what changes SU representatives had noticed in service users many of the comments mirrored those discussed above. Service users were again described as 'more social... and more emotionally aware and caring' and Kilcreggan was also credited with making service users 'more independent'. Additional comments focused on 'communication' where service users are 'far more able to hold a conversation... and much more articulate than when... [they started] at Kilcreggan. Kilcreggan was praised as helping 'at a time when... [it was] really needed'. However, it was also reported that a negative change observed was the use of 'bad language... [something not observed] before... [where] general conversation at times is [now] very undesirable'.

Whilst some SU representatives were 'not surprised, just pleased' at the changes observed in service users others were 'really surprised... how capable' service users were and at the things they would now tolerate or do e.g. 'make physical contact'. However, in the case of the reported use of bad language 'shock' was the word used to describe the change.

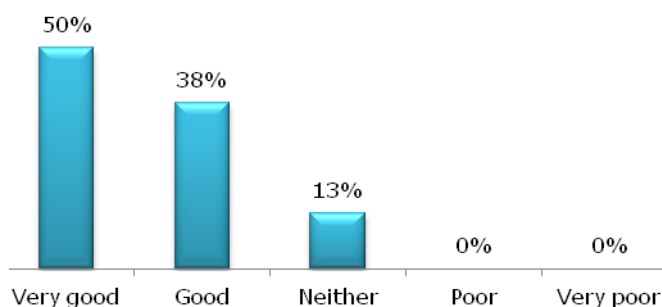
In considering what helped service users to progress SU representatives believed 'staff interaction and working with... [their] peer group' with whom they are able 'to communicate with on... [their] own level is a big advantage'. The animals were also mentioned as being advantageous and staff 'taking an interest in what... [they are] doing and giving a bit of praise', something service users were reported to 'beam from'.

In assessing what hindered service user progress at Kilcreggan SU representatives mainly felt they did not know what might hinder progress except to say that there was disappointment when a service user was unable to stay on at the scheme 'as a worker'.

Overall, Kilcreggan was viewed as having a 'very positive' impact on service users' quality of life. It has made service users 'more socially aware..., caring' and 'independent' and they are not 'judged the same as in other places'. Service users are described as having 'an interest, something to look forward to and do... rather than sitting in the house'.

## Opinion of Activities Provided at Kilcreggan

### Range of Activities is...



The range of activities was mainly rated as either 'very good' (N=4) or 'good' (N=2), although one person rated them as 'neither poor nor good'. Kilcreggan was described as 'a farm and nursery first and foremost' with 'plenty of [activities] if [service users] use them'. Although some SU representatives stated they 'don't know the full range' and that 'like everywhere else it could be better' it was also noted that staff 'do their best' and that service users 'would be lost without it'.

Additional activities that service users would like provided at Kilcreggan include 'more allotments and use of some of the rougher ground' and 'life and social skills'. However, it was reported that the staff do 'try to come up with new stuff to do' on a regular basis such as 'a circus skills training which would be great for... balance'.

#### *Additional Comments:*

Comments provided at the end of the semi structured interview that are not mentioned elsewhere in this report will now be discussed.

Whilst SU representatives feel that service users have 'benefited greatly from this service' they would 'like more feedback and to be a part of meetings etc about' the service user they represent. For example, some SU representatives did not know if service users used the farm or not. There is also a sense of recognition that 'there is nothing else like [Kilcreggan] in Carrick' but that 'people don't know where it is... [and that there] should be more publicity'.

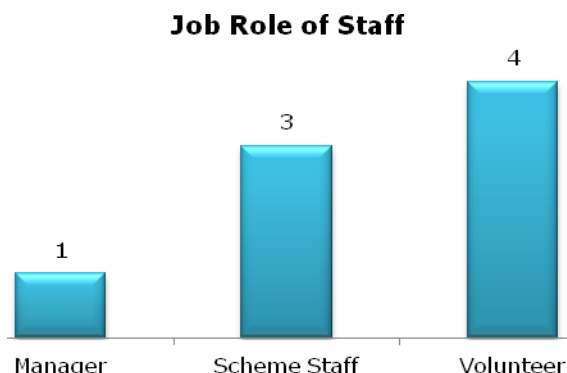
A worry that Kilcreggan's funding is not secure was also expressed where SU representatives believe people 'won't fight until they know they are going to lose it' and that service users cannot afford to pay themselves. As part of this SU representatives suggested ways to raise awareness of the scheme and provide more funding by starting, for example, 'a shop in Carrick... [to] sell their veg there'.

Additionally, SU representatives feel the BASE facility would benefit from being 'open 7 days a week'. Overall, Kilcreggan staff were viewed as 'doing a great job and not getting appreciated'. To close a comment from one SU representative, which summates the others shall be used:

*'No matter what you need they are very helpful. I think it's just a great thing ... and they seem so happy in it when you go down to it'.*

# **Views of Staff at Kilcreggan Urban Farm**

In June – July 2010 staff and volunteers at Kilcreggan Urban Farm were sent a short survey that asked their views and opinions on the scheme (for the purpose of this report volunteers are considered to be staff). This survey was completed by a total of eight out of ten staff (80%); a breakdown of their job roles can be seen in the chart below. The length of employment at Kilcreggan ranged from two months to five years; the average number of years worked was two and a half years.

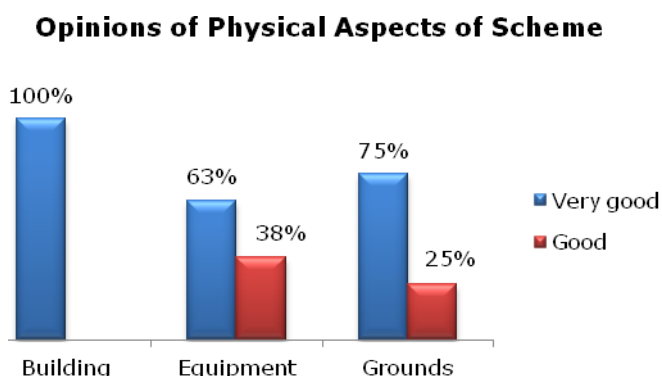


In writing this report, and in order to ensure anonymity, all responses were considered together (i.e. the manager’s responses were not considered separately). Also, please note that due to selectivity on the part of the respondents, and rounding, percentages in bar charts may not sum to 100%. This does not apply to pie charts.

### *The aim/purpose of the scheme*

Staff viewed the scheme as somewhere that ‘promotes [the] integration of adults and children with ... learning disabilities into [the] local community’. Furthermore, Kilcreggan was viewed as somewhere that service users may ‘socialise’ and ‘develop skills’ such as ‘employability skills’ and social skills. Through this skill development it was believed that service users improve upon their ‘personal development’, ‘confidence’ and ‘self esteem’ to become as ‘independent as possible’. Staff believed the opportunities provided by Kilcreggan to develop these skills are not available elsewhere and that Kilcreggan provides ‘an enhanced day service different from adult centres’. The wider implications of Kilcreggan’s aim/purpose were also expressed whereby it was believed that Kilcreggan aimed to ‘increase public awareness’ of people with learning disabilities.

### *Opinions of physical aspects of the scheme*



All staff members reported that they felt the log cabin building was ‘very good’ due to its ‘new, bright’, ‘adequate space and internal facilities’ which are ‘ideal for this community scheme’ and provide ‘easy access... [including being] wheel chair friendly [with] good ramp access’.

Staff also believed that the equipment available at Kilcreggan was ‘very good’ (N=5) or ‘good’ (N=3). The equipment at Kilcreggan was reported to ‘allow... [staff and service users] to undertake a wide variety of activities from baking to gardening to art’. It is described as having a

'good selection of good, well maintained equipment', which is 'practical and safe' allowing tasks to be completed 'efficiently and safely'.

The grounds at Kilcreggan were also viewed favourably, with three quarters (N=6) rating them as 'very good' and the remaining quarter (N=2) as 'good'. It was felt that the grounds and gardens at Kilcreggan are 'therapeutic' and 'help bring an ambience of peace and tranquillity to the whole area' which 'attracts the public to visit... promoting social inclusion'. Additionally, the grounds are 'well enclosed, and safe' and are described as a 'miniature haven from the hurly burly of everyday life'.

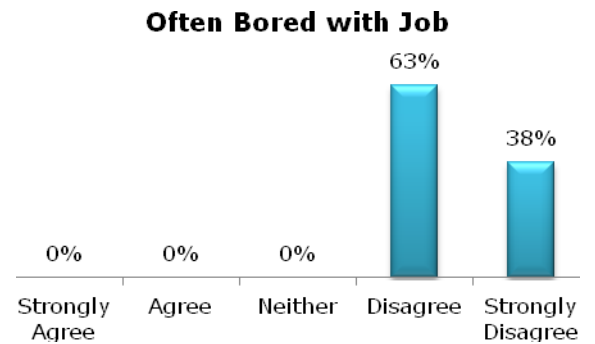
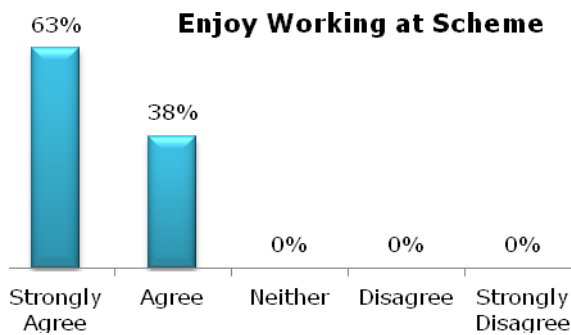
### *A caveat to reading this report*

In devising the survey that was sent to both staff and the manger an effort was made to present questions both positively and negatively. Questions shown in the table below originally alternated between positive and negative in the survey. However, in the report questions were discussed according to the theme which they belonged. For this reason parts of the report may seem artificially negative or positive.

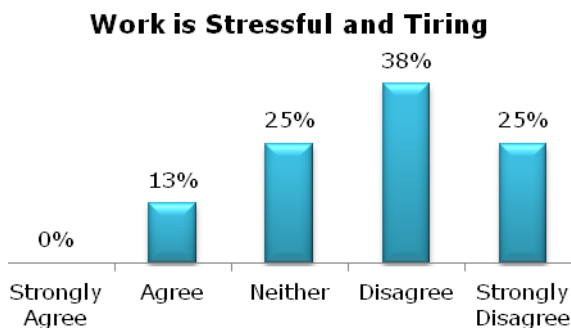
|                                                                                 | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| <b>a. I enjoy working at this scheme</b>                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>b. Working here is stressful and tiring</b>                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>c. I like and respect my co-workers</b>                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>d. Staff who are in a senior position do not value my views and opinions</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>e. My views and opinions are valued by my co-workers</b>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>f. Senior management do not communicate well with staff</b>                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>g. There is a sense of co-operation and teamwork between staff</b>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>h. I am often bored with my job</b>                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>i. The scheme that I work in is progressive and forward thinking</b>         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>j. My job does not give me a feeling of personal achievement</b>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>k. I have regular supervision/feedback from my manager</b>                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>l. I belong to an effective team</b>                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>m. My job offers little or no opportunity to use my skills and ability</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

### Personal satisfaction at work

Staff were asked to either agree or disagree with statements about overall enjoyment and satisfaction with working at Kilcreggan. Responses to these type of questions are shown below.

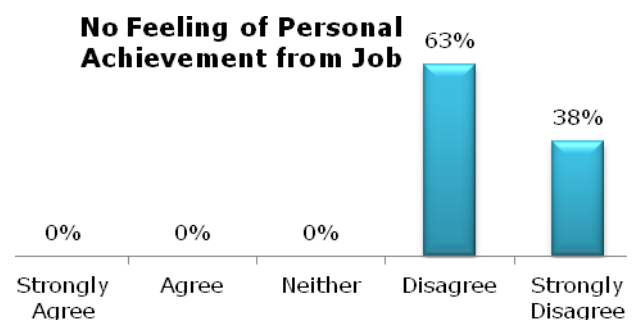
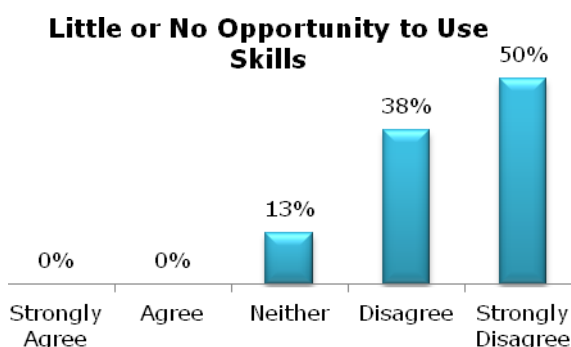


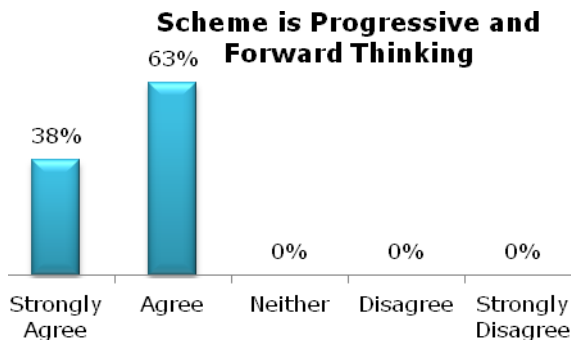
All staff either 'strongly agreed' (N=5) or 'agreed' (N=3) that they enjoyed working at Kilcreggan. This was also reflected in staff members disagreement that they were often bored with their job.



Whilst it is the case that staff enjoy working at Kilcreggan and are not bored with their job one person did 'agree' that the work was stressful and tiring. However, a total of five staff members did not believe the work to be stressful and tiring and two 'neither agreed nor disagreed'.

Nearly all staff members felt they had an opportunity to use their skills and ability; one person chose to 'neither agree nor disagree'. In confirmation of this, staff indicated that they did have a feeling of personal achievement from their job.

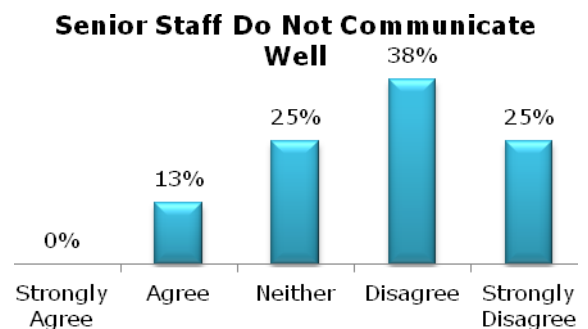
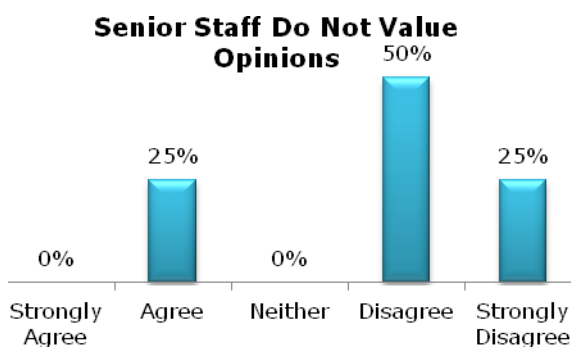




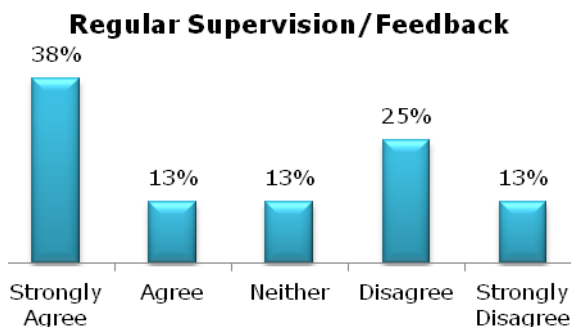
All staff members either 'strongly agreed' or 'agreed' that Kilcreggan is a progressive and forward thinking scheme.

*Opinion of senior staff*

Staff were asked to indicate how far they agreed or disagreed with statements that asked about staff in a senior position to them. In this instance staff in a senior position is anyone who holds a higher position. For example, a staff member would be considered senior to a volunteer.



In total two staff members felt that staff in a senior position do not value their views and opinions; all other staff either 'strongly disagreed' or 'disagreed' with the notion. Additionally, one staff member felt that senior staff do not communicate well with staff, two 'neither agreed nor disagreed' and the remainder did not believe this to be the case.

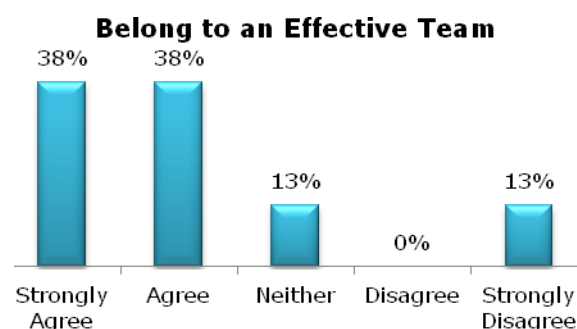
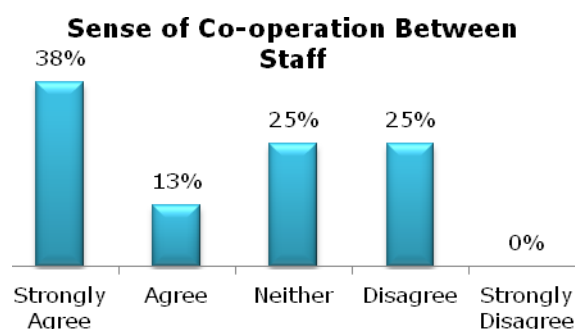
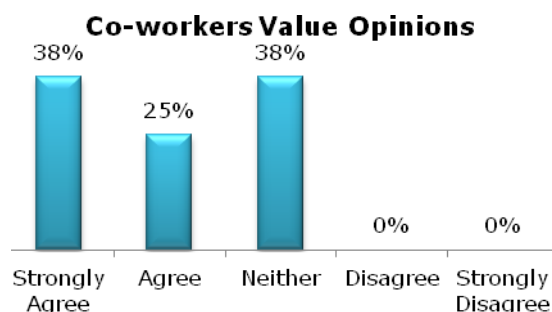
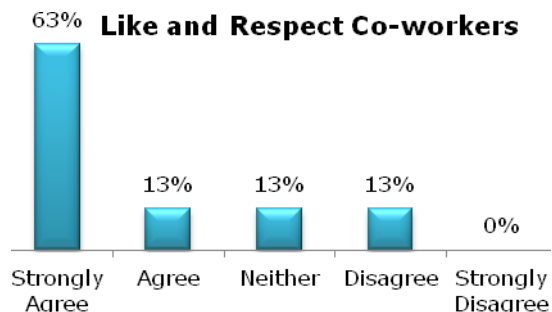


Opinion was divided amongst staff when they considered whether or not they had regular supervision or feedback from their manager. In total, half of staff indicated that they did have regular supervision or feedback from their manager, three staff members believed they did not and one 'neither agreed nor disagreed' that they did.



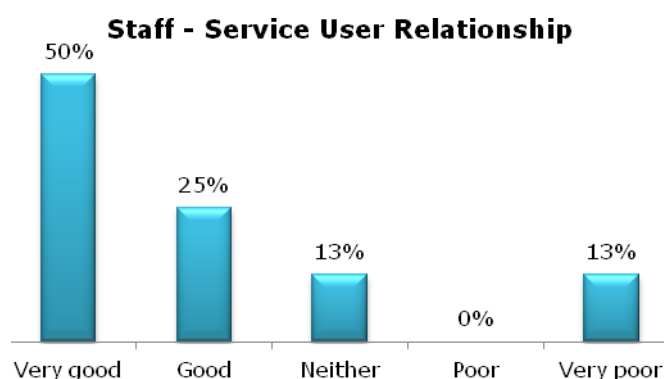
### Opinion of co-workers

Only one staff member did not like and respect their co-workers, a further staff member 'neither agreed nor disagreed' that they liked and respected their co-workers. The remainder (N=6) either 'strongly agreed' or 'agreed' that they liked and respected their co-workers. No staff members felt that co-workers did not value their views and opinions, although three 'neither agreed nor disagreed' that their opinions were valued. Over half of the staff members either 'strongly agreed' or 'agreed' with that their views and opinions were valued by co-workers.



Half of staff (N=4) indicated that they either 'strongly agreed' or 'agreed' that there is a sense of co-operation between staff at Kilcreggan. Two staff members did not believe this was the case and 'disagreed' with the notion. Whilst three quarters of staff (N=6) either 'strongly agreed' or 'agreed' that they belonged to an effective team one believed they did not and 'strongly disagreed' with the statement.

### Staff-service user relationship

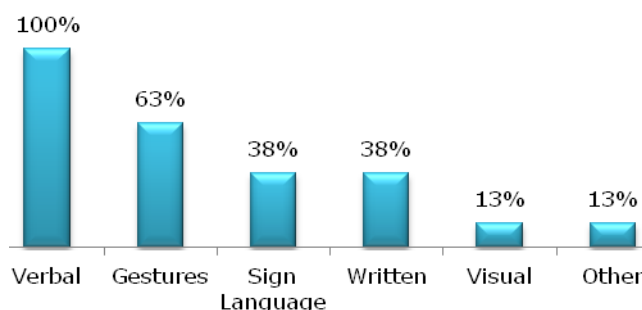


Staff were asked to rate the relationship between staff and service users at Kilcreggan. As can be seen in the chart one staff member believed this relationship to be 'very poor' and one 'neither poor nor good'. Half of the staff members felt that the relationship was 'very good' and a quarter that it was 'good'.

Staff explained their ratings of the staff-service user relationship. It was evident that staff felt the 'layout of the base' and the activities therein affords 'opportunities to build a relationship...[whereby] the service user...[has] a sense of comfort, freedom and trust'. Additionally, staff believed they 'have a good rapport with service users and can identify and support their needs where possible... due to recording systems' that are in place. Some staff rated the level of the staff-service user relationship based on the fact that service users 'are [now] willing to try new experiences, which shows a good degree of trust'.

The chart below shows the methods of interaction that staff at Kilcreggan use to communicate with service users. All staff are able to communicate verbally with service users and five staff members also report the use of gestures as a medium of communication. Three staff members report using sign language and written communication, respectively whilst the use of visual forms of communication i.e. symbols and pictures was used by one staff member. A further form of communication also reported as being used to communicate with service users was the use of photo cards (which would also fit into the category of visual communication aid).

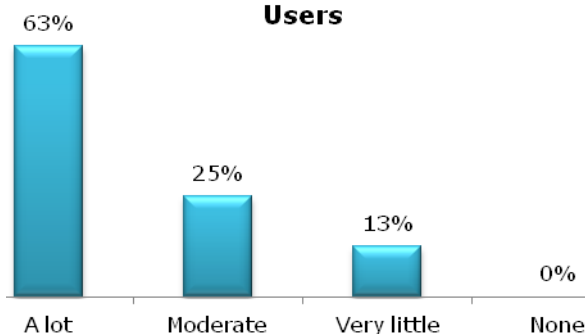
**Communication Methods Used**



*Involvement with service users*

Staff were also asked about their involvement with service users on a daily basis. Staff rated their level of involvement on an average working day as follows:

**Day to Day Involvement With Service Users**



As can be seen one person reported that they had 'very little' contact with service users on a daily basis, a quarter (N=2) that they had a 'moderate' amount of contact and the remaining five staff members report that they have 'a lot' of contact on a daily basis.

Staff were asked to provide a breakdown of a normal working day under the headings: morning to break; break to lunch; and lunch to finish. Outlined below are the responses to this request.

### *Morning to break*

A typical morning at Kilcreggan consisted of a 'casual meet/greet' of service users as they enter the cabin, including 'a catch up with what has happened to them' since they were last there. Following this service users and staff 'sit as a group and discuss tasks for the day'. The purpose of this daily meeting is to 'let all participants decide what... the activities for the day [are]'. Service users are asked to 'state which task they prefer to take on' and there is a discussion about any 'tasks they may find difficult and problem solving [is employed accordingly]'. Additionally, if service users work on the farm that day it is 'ensured they have correct equipment/safety clothes'.

### *Break to lunch*

The period from break to lunch is spent 'supporting service users to complete tasks', involving 'trying to encourage them to take part' and 'prompting... [them] to solve problems they might encounter [by] themselves'. A second group meeting is held 'just before lunch...to discuss any problems completing tasks and to discuss which tasks they will undertake after lunch'.

### *Lunch to finish*

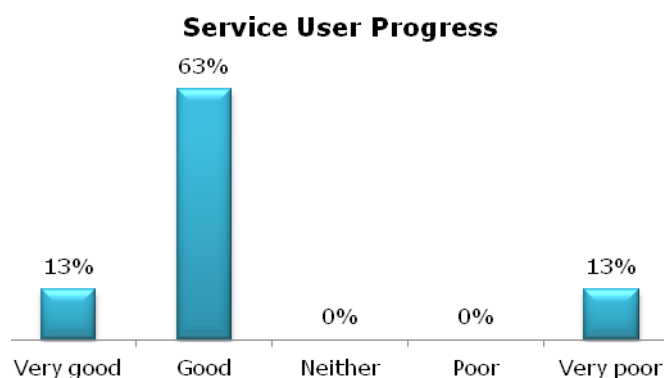
After lunch service users either return to tasks or go for 'a short walk, [play a] game or [have a] discussion', alternatively service users might take part in an 'activity within [the] community' or 'just generally socialise'. Whilst completing tasks staff 'help... identify new ones that could be completed or started another day'. At the end of the day there is another 'discussion of the day's tasks...over a cup of tea'.

### *Service user progress*

It is important for service user progress that assessment and planning is undertaken and adhered to. Only half of those who completed the questionnaire were expected to answer this question since half were volunteers. For those who did answer three (80%) indicated that Kilcreggan did employ assessment and planning for its service users. The remaining staff member (20%) believed assessment and planning was not employed.

Assessment and planning was reported as adhered to 'on a daily, weekly and monthly basis'. The service users on the base who are tenants of Kilcreggan's residential scheme were reported to have 'a section for farm... included in their support plans', additionally they have 'individual risk assessments, progress reports, [and] activity records' whilst those who attend through direct payments 'have individual risk assessments'.

In the main staff believed that service user progress was 'good' (N=5), one staff member rated it as 'very good' and another as 'very poor'.



The staff member who believed progress was 'very good' felt this was the case because service users had shown a commitment to 'keep fit... sticking to the training schedules drawn up for them', additionally it was felt that some service users began to talk about 'their concerns/worries... [where they previously] wouldn't have done [so]'.

Reflections of 'good' progress entailed observations that 'service users thoroughly enjoy their time' at Kilcreggan, where they 'become more involved... both socially and... [through] work performance... learning new skills and improving confidence'. Additionally, it was felt that 'there appears to be an increase in... knowledge retention'. A reason given for these improvements was that 'the programme is person centred' where service users 'are [now] aware that they control their decisions and the empowerment prompts confidence'. However, the opportunity was also taken to express the view that 'with better staffing levels' the aforementioned could be improved upon.

Staff were also asked to consider what they believed helped or hindered service users at Kilcreggan. This will now be discussed.

#### *Helps service user progress*

The most important aspects of helping service users to progress were entailed within 'the [schemes] commitment to a person centred approach' whereby service users receive 'consistent support' that is given via a 'relaxed approach... [allowing service users] the time to develop... new skills'. Service Users at Kilcreggan are encouraged to 'take part in as many new activities as possible' and positive reinforcement is employed via the giving of 'appropriate praise'; also encouraging for service users is the promise of 'confidentiality [that is] given'. Additionally, Kilcreggan provides a setting where service users can 'interact... with other people', 'work... alongside members of the public' and 'see... [and produce] an end product in horticulture... [by] being able to complete tasks with minimal support' or by 'working as part of a team'.

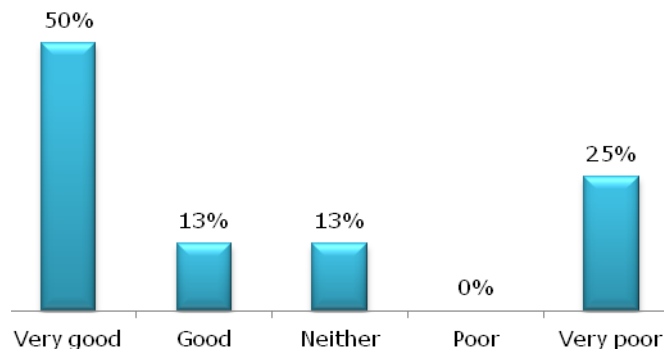
#### *Hinders to service user progress*

Whilst progress is, in the main, viewed as 'good' or 'very good' there are still factors that might hinder service user progress within Kilcreggan. The main hindrance to service user progress was felt to be 'staff shortage' which is believed to lead to an inability to give 'individual attention' or 'one to one support'. This is problematic since 'each service user requires different levels of stimulation and encouragement'. It is believed that 'more staff/volunteers... would improve the quality of the service to the [service] user in that they would receive more support'. Lastly, it was also mentioned that there 'limitations to the [use of a] daily diary as not all [service users] can write'.

#### Activities provided at Kilcreggan

Staff were asked to rate how good they felt the activities currently provided at Kilcreggan were. Half believed that the activities offered were 'very good' (N=4), one that it was 'good' and one believed it to be 'neither poor nor good'. However, two staff members believed that the range of activities offered was 'very poor'. The reasons offered for the ratings are discussed below.

### Opinion of Range of Activities Offered



In rating how good the range of activities offered at the Kilcreggan base are staff considered that 'feedback from service users, past and present has always been that they enjoy/enjoyed the farm' and 'although everyday involved the same tasks there are always new challenges to [service users] skill and knowledge levels'. Service users are free to 'choose the activities they want to do' whilst being given 'good guidance... to encourage variety'. Furthermore, 'all suggestions [for new activities] by the service users are given careful consideration... and where possible... met'. For this reason some staff believed that it would be 'very hard to improve the range of activities offered' since it already provides 'so many, from animal care to horticulture... [to] money skills and dealing with [the] public in the farm shop'.

Staff were also asked if there were any new or other activities they would like to see offered at Kilcreggan and were evenly split in their response to this question. Whilst two declined to answer three would like to see other activities offered and three would not. Activities that staff would like to see provided at the BASE include the introduction of drama which has been 'requested by service users on a number of occasions' but Kilcreggan have not been able to take forward. A desire was expressed for 'an outside drama group... to pass on their skills to get things up and running'. Other activities that would be of interest include those that are 'not locally available' in the area, such as 'crazy golf, archery... [and] horse riding'.

### *Aspects that affect staff members job role*

#### **Training**

Staff were asked if they felt they had sufficient training to perform their job role to the best of their ability. In total three quarters of staff indicated that they did have sufficient training to perform their job role (N=6).

Those who believed they did not have sufficient training (N=2) were asked to indicate what other training they felt they could benefit from. However, other staff also took the opportunity to include their views on training at this point. Training that staff believed would prove useful is 'supervisory training', 'autism awareness [and] extra horticultural knowledge'. Additionally, it was indicated that training had 'not been organised in order... [to] fulfil this [job] role'.

#### **Difficulties in carrying out job role**

Staff reported that difficulties faced in carrying out their job role again included 'staffing issues... [that] can lead to inadequate support and no one to one support being offered'. Additionally, it was felt that 'views and opinions are at times ignored' and that more 'feedback from supervision/management as to how... work is going and advice on how to improve the level of service' is required.

The most difficult aspects of the job itself entailed the public's 'preconceptions of learning disability [which] sometimes makes it difficult... [to practice] social inclusion' whereby it was felt this ignorance could lead to members of the public being 'patronising [and/or] rude to service users'. Additionally, concern was expressed that not all staff know about each 'service user's condition - should an incident occur' where this knowledge would be invaluable and that it was difficult to make 'sure the service users are safe' at all times.

A further difficulty mentioned, that does not involve service users, was the perception that some 'staff... [do] not offer... assistance when necessary after service users have left'.

### ***Most rewarding aspects of job***

Staff at Kilcreggan 'enjoy each and every day' and 'seeing service users work and interact with a sense of pride' in themselves through having had the opportunity to 'develop independence, self esteem' and 'confidence... especially... [as] this improves their lives towards integration'. Also centred on integration within the community is the reward of 'seeing service users... involved with [the] local community'. Lastly, it is rewarding for staff to see a service user master a new skill or activity 'they had been trying to complete'.

### ***Working conditions improved upon***

Whilst some staff used this area to report that they are 'satisfied with current working conditions' others took the opportunity to state how they believed those conditions could be improved upon. Again the issue of feedback from more senior staff was mentioned. Additionally, staff would like to see 'better communication between senior staff and [the] manager' and 'colleagues pulling together... [to work] as a team'.

### ***Additional Comments***

The opportunity to provide some additional comments on Kilcreggan was taken up by some staff. Whilst working at Kilcreggan is viewed as 'an enjoyable learning process' a 'certain amount of disharmony with some staff' is also reported. One staff member was singled out in this section as 'deserving recognition for... commitment, patience, knowledge, people skills, stature...and... determination to pursue the aims of the base now and in the future'.

A further comment was made regarding the overall ethos of Kilcreggan which feared that it is 'being gradually eroded due to the commercialism of the project'. It is recognised however 'that financial constraints make the commercialisation inevitable'.

## Appendix A: Sample of Vineland Adaptive Behaviour Scale

### About the Individual:

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Current or Highest Grade Completed (if applicable): \_\_\_\_\_

School or Other Facility (if applicable): \_\_\_\_\_

Language Spoken at Home: \_\_\_\_\_

Does the individual have any disabling conditions? \_\_\_\_\_

Sex (circle one): F M

Year                      Month                      Day

Test Date: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Chronological Age: \_\_\_\_\_

# Vineland-II

Record  
Booklet

*Vineland Adaptive Behavior Scales, Second Edition*

## Parent/Caregiver Rating Form

Sara S. Sparrow, Domenic V. Cicchetti, and David A. Balla  
A revision of the Vineland Social Maturity Scale by Edgar A. Doll

### About the Respondent:

Name: \_\_\_\_\_ Sex: \_\_\_\_\_

Relationship to Individual: \_\_\_\_\_ Telephone: \_\_\_\_\_

PEARSON

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Product Number 31013



## Communication

Response Options: 2 = Usually, 1 = Sometimes or Partially, 0 = Never, DK = Don't Know

| Listening and Understanding |    |                                                                                                                                                              |   |   | Circle "1" If You Have a Question |    |   |
|-----------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------------|----|---|
| Start Ages<br><b>0-4</b>    | 1  | Turns eyes and head toward sound.                                                                                                                            | 2 | 1 | 0                                 | DK | ? |
|                             | 2  | Looks toward parent or caregiver when hearing parent's or caregiver's voice.                                                                                 | 2 | 1 | 0                                 | DK | ? |
|                             | 3  | Responds to his or her name spoken (for example, turns toward speaker, smiles, etc.).                                                                        | 2 | 1 | 0                                 | DK | ? |
|                             | 4  | Demonstrates understanding of the meaning of no, or word or gesture with the same meaning (for example, stops current activity briefly).                     | 2 | 1 | 0                                 | DK | ? |
|                             | 5  | Demonstrates understanding of the meaning of yes, or word or gesture with the same meaning (for example, continues activity, smiles, etc.).                  | 2 | 1 | 0                                 | DK | ? |
|                             | 6  | Listens to story for at least 5 minutes (that is, remains relatively still and directs attention to the storyteller or reader).                              | 2 | 1 | 0                                 | DK | ? |
|                             | 7  | Points to at least three major body parts when asked (for example, nose, mouth, hands, feet, etc.).                                                          | 2 | 1 | 0                                 | DK | ? |
| Start Ages<br><b>5+</b>     | 8  | Points to common objects in a book or magazine as they are named (for example, dog, cat, cup, key, etc.).                                                    | 2 | 1 | 0                                 | DK | ? |
|                             | 9  | Listens to instructions.                                                                                                                                     | 2 | 1 | 0                                 | DK | ? |
|                             | 10 | Follows instructions with one action and one object (for example, "Bring me the book"; "Close the door"; etc.).                                              | 2 | 1 | 0                                 | DK | ? |
|                             | 11 | Points to at least five minor body parts when asked (for example, fingers, elbows, teeth, toes, etc.).                                                       | 2 | 1 | 0                                 | DK | ? |
|                             | 12 | Follows instructions with two actions or an action and two objects (for example, "Bring me the crayons and the paper"; "Sit down and eat your lunch"; etc.). | 2 | 1 | 0                                 | DK | ? |
|                             | 13 | Follows instructions in "if-then" form (for example, "If you want to play outside, then put your things away"; etc.).                                        | 2 | 1 | 0                                 | DK | ? |
|                             | 14 | Listens to a story for at least 15 minutes.                                                                                                                  | 2 | 1 | 0                                 | DK | ? |
|                             | 15 | Listens to a story for at least 30 minutes.                                                                                                                  | 2 | 1 | 0                                 | DK | ? |
|                             | 16 | Follows three-part instructions (for example, "Brush your teeth, get dressed, and make your bed"; etc.).                                                     | 2 | 1 | 0                                 | DK | ? |
|                             | 17 | Follows instructions or directions heard 5 minutes before.                                                                                                   | 2 | 1 | 0                                 | DK | ? |
|                             | 18 | Understands sayings that are not meant to be taken word for word (for example, "Button your lip"; "Hit the road"; etc.).                                     | 2 | 1 | 0                                 | DK | ? |
|                             | 19 | Listens to an informational talk for at least 15 minutes.                                                                                                    | 2 | 1 | 0                                 | DK | ? |
|                             | 20 | Listens to an informational talk for at least 30 minutes.                                                                                                    | 2 | 1 | 0                                 | DK | ? |

| Talking                  |   |                                                                                                           |   |   | Circle "1" If You Have a Question |    |   |
|--------------------------|---|-----------------------------------------------------------------------------------------------------------|---|---|-----------------------------------|----|---|
| Start Ages<br><b>0-4</b> | 1 | Cries or fusses when hungry or wet.                                                                       | 2 | 1 | 0                                 | DK | ? |
|                          | 2 | Smiles when you smile at him or her.                                                                      | 2 | 1 | 0                                 | DK | ? |
|                          | 3 | Makes sounds of pleasure (for example, coos, laughs, etc.).                                               | 2 | 1 | 0                                 | DK | ? |
|                          | 4 | Makes nonword baby sounds (that is, babbles).                                                             | 2 | 1 | 0                                 | DK | ? |
|                          | 5 | Makes sounds or gestures (for example, waves arms) to get parent's or caregiver's attention.              | 2 | 1 | 0                                 | DK | ? |
|                          | 6 | Makes sounds or gestures (for example, shakes head) if he or she wants an activity to stop or keep going. | 2 | 1 | 0                                 | DK | ? |



## Appendix B: Sample of Rosenberg Self Esteem Scale

---

I feel I am a good person, as good as other people.



# The bild Life Experiences Checklist

Alastair Ager

Name..... Date.....  
Address..... Informant.....  
..... (if different from above)  
..... Date of birth.....

## Scores

Home .....  
Leisure .....  
Relationships .....  
Freedom .....  
Opportunities .....  
**Total** .....

Comments.....  
.....  
.....  
.....  
.....

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**bild**

Please tick statements which apply to you or - if filling it in on behalf of someone else - the above named person. No one is likely to score 'full marks'. Just tick the statements that genuinely apply.

**Home**

- My home has more rooms (counting living-rooms and bedrooms) than people
- My home is well decorated (e.g. it does not require a lot of repapering, painting etc.)
- My home is carpeted and has comfortable furniture
- My home has a garden
- I have never been attacked by someone when at home
- I have never had anything of mine stolen from home
- I use a telephone at home at least once a week
- My home has central heating
- Visitors have sometimes said how nice they think my home is
- I have my own room (or share with my partner only)

Subsection score

**Leisure**

- I visit friends or relatives for a meal at least once a month
- I go to a cafe or restaurant for a meal at least once a month
- I do some sport at least once a month
- I go to a local club, class or meeting at least once a month
- I go to the cinema or theatre at least once a month
- I go out to meet friends or relatives (e.g. at the pub or in someone's home) at least once a week
- I go away on holiday for at least two weeks each year
- I go to church (or other place of worship) at least once a month
- I have a hobby or interest (e.g. photography or collecting)
- There is lots for me to do at home (e.g. play records, watch videos, play games, read books etc.)

Subsection score

**Relationships**

- I have several close friends
- I feel loved and accepted by those who live with me
- I am called by my first name by those who live with me
- Some people address me formally (that is, call me Mr, Mrs, or Ms....)
- I am married (or have a steady partner)
- I have friends to stay with me at home at least once a year
- When I am sad there are people who listen to me and help me
- There are both men and women living in my home
- I stay overnight with friends at least once a year
- I get on well with my family

Subsection score

**Freedom**

- I can spend time by myself (in privacy) when I want to
- I chose (or helped to choose) how my home is decorated
- I myself chose to live in my present house
- I have a bank or post office account from which I can withdraw money
- Meal times are changed to fit in with my plans
- I choose for myself what I do in my spare time
- I have a vote in elections
- I have my own personal possessions (which others may use if I choose)
- I earn some money (other than benefit or pension)
- I choose my own clothes

Subsection score

**Comments**

## Appendix C: Sample of HoNOS-LD

| HoNOS-LD                                  | A Brief Outcome Measure for People with Learning Disabilities and Mental Health Needs                                                                                                      |                                       |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Client name:                              |                                                                                                                                                                                            |                                       |
| Client ID:                                |                                                                                                                                                                                            |                                       |
| Gender                                    |                                                                                                                                                                                            | Age: _____                            |
| Date of assessment                        | DD _____                                                                                                                                                                                   | MMM _____ 200__                       |
| Name of rater:                            |                                                                                                                                                                                            |                                       |
| Profession of rater:                      |                                                                                                                                                                                            |                                       |
| Location of assessment:                   |                                                                                                                                                                                            |                                       |
| Care status                               | New referral <input type="checkbox"/>                                                                                                                                                      | Current case <input type="checkbox"/> |
| Legal status:                             | Inferred <input type="checkbox"/>                                                                                                                                                          | Deeded <input type="checkbox"/>       |
| Details of physical conditions:           | <p style="text-align: center;"><i>(e.g. cerebral palsy, epilepsy, sensory impairments, Down's syndrome)</i></p>                                                                            |                                       |
| Degree of hearing disability:             | 1 = Mild    2 = Moderate    3 = Severe    4 = Profound <input type="checkbox"/>                                                                                                            |                                       |
| Psychiatric and developmental conditions: | <p style="text-align: center;"><i>(including autism and offending behaviour and, if available, ICD-10 codes)</i></p>                                                                       |                                       |
| Nature of accommodation:                  | 1 = Lives independently    4 = Long-stay hospital    7 = Other<br>2 = Family home    5 = Group home (staffed)<br>3 = Acute hospital    6 = Group home (unstaffed) <input type="checkbox"/> |                                       |

|                                                                                                                        |                                                                                                                              |                                            |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>KEY</b><br><i>Rating should be over the past four weeks.</i><br><i>For all the following items rate as follows:</i> | 0 = No problem<br>1 = Mild problem<br>2 = Moderate problem<br>3 = Severe problem<br>4 = Very severe problem<br>9 = Not known | SUBJECTIVE RATING <input type="checkbox"/> |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

**1. Behavioural problems – directed to others**

Include behaviour that is directed to other persons. Do not include directed towards self (item 2) or behaviour primarily directed at property or other behaviours (item 3). Rate risk as it is currently perceived.

|         |                                                                                                                                                                                                                                      |                          |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 0       | No behavioural problems directed to others during the period rated.                                                                                                                                                                  |                          |
| 1 Mild  | Irritable, quarrelsome, occasional verbal abuse.                                                                                                                                                                                     | <input type="checkbox"/> |
| 2 Mod   | Frequent verbal abuse, verbal threats, occasional aggressive gestures, pushing or posturing (harassment).                                                                                                                            |                          |
| 3 Sev   | Risk, or occurrence of, physical aggression resulting in injury to others requiring simple first aid or requiring close monitoring for prevention.                                                                                   |                          |
| 4 V sev | Risk, or occurrence, of physical aggression producing injury to others serious enough to need casualty treatment and requiring constant supervision or physical intervention for prevention (e.g. restraint, medication or removal). |                          |

**2. Behavioural problems – directed to self (self injury)**

Include all forms of self-injurious behaviour. Do not include behaviour directed towards others (item 1), or behaviour primarily directed at property or other behaviours (item 3).

|         |                                                                                                                                                                                                                     |                          |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 0       | No self-injurious behaviour during the period rated.                                                                                                                                                                |                          |
| 1 Mild  | Occasional self-injurious behaviour (e.g. face tapping); occasional fleeting thoughts of suicide.                                                                                                                   |                          |
| 2 Mod   | Frequent self-injurious behaviour not resulting in tissue damage (e.g. redness, soreness, wrist-scratching).                                                                                                        | <input type="checkbox"/> |
| 3 Sev   | Risk or occurrence of self-injurious behaviour resulting in reversible tissue damage and no loss of function (e.g. cuts, bruises, hair loss).                                                                       |                          |
| 4 V sev | Risk or occurrence of self-injurious behaviour resulting in irreversible tissue damage and permanent loss of function (e.g. limb contractures, impairment of vision, permanent facial scarring), attempted suicide. |                          |

**3. Other mental and behaviour problems**

This is a global rating to include behavioural problems not described above. Do not include behaviour directed towards others (item 1), or self-injurious behaviour (item 2). Rate the most prominent behaviours present. Include: A. Behaviour destructive to property; B. Problems with personal behaviours e.g. spitting, swearing, eating rubbish, self-induced vomiting, continuous eating or drinking, hoarding rubbish, inappropriate sexual behaviour; C. Rocking, stereotyped and ritualistic behaviour; D. Anxiety, phobias, obsessive, compulsive behaviour; E. Others.

|         |                                                                                                                                                                             |   |                          |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------|
| 0       | No behavioural problem(s) during the period rated.                                                                                                                          | A | <input type="checkbox"/> |
| 1 Mild  | Occasional behavioural problem(s) that are out of the ordinary or socially unacceptable.                                                                                    | B | <input type="checkbox"/> |
| 2 Mod   | Behaviour(s) sufficiently frequent and severe to produce some disruption of and impact on own or other people's functioning.                                                | C | <input type="checkbox"/> |
| 3 Sev   | Behaviour(s) sufficiently frequent and severe to produce significant disruption and impact on own or other people's functioning, requiring close monitoring for prevention. | D | <input type="checkbox"/> |
| 4 V sev | Constant, severe problem behaviour(s) producing major disruption of and impact on functioning requiring constant supervision or physical intervention for prevention.       | E | <input type="checkbox"/> |

**4. Attention and concentration**

Include problems that may arise from underactivity, overactive behaviour, restlessness, fidgeting or inattention, hyperkinesis or arising from drugs.

|         |                                                                                                                  |                          |
|---------|------------------------------------------------------------------------------------------------------------------|--------------------------|
| 0       | Can sustain attention and concentration in activities/programmes independently during the rating period.         |                          |
| 1 Mild  | Can sustain attention and concentration in activities/programmes with occasional prompting and supervision.      | <input type="checkbox"/> |
| 2 Mod   | Can sustain attention and concentration in activities/programmes with regular prompting and supervision.         |                          |
| 3 Sev   | Can sustain attention and concentration in activities/programmes briefly with constant prompting and assistance. |                          |
| 4 V sev | Cannot participate in activities and programmes even with constant supervision and assistance.                   |                          |

**5. Memory and orientation**

Include recent memory loss and worsening of orientation for time, place and person in addition to previous difficulties.

|         |                                                                                         |                          |
|---------|-----------------------------------------------------------------------------------------|--------------------------|
| 0       | Can reliably find their way around familiar surroundings and relate to familiar people. |                          |
| 1 Mild  | Mostly familiar with environment/person but some difficulty in finding their way.       | <input type="checkbox"/> |
| 2 Mod   | Can relate to environment/person with occasional support and supervision.               |                          |
| 3 Sev   | Can relate to environment/person with regular support and supervision.                  |                          |
| 4 V sev | Not apparently able to recognise or relate to people and environments.                  |                          |

**6. Communication (problems in understanding)**

Include all types of responses to verbal, gestural and signed communication, supported if necessary with environmental cues.

|         |                                                                                                                                                                    |                          |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 0       | Able to understand first language (mother tongue) about personal needs and experience during rating period.                                                        |                          |
| 1 Mild  | Able to understand groups of words / short phrases / signed communications about most needs.                                                                       |                          |
| 2 Mod   | Able to understand some signs, gestures and single words about basic needs and simple commands (food, drink, come, go, sit, etc.).                                 | <input type="checkbox"/> |
| 3 Sev   | Able to acknowledge and recognise attempts at communication with little specific understanding (pattern of response is not determined by nature of communication). |                          |
| 4 V sev | No apparent understanding or response to communication.                                                                                                            |                          |

## Appendix D: Service User Semi-Structured Interview Schedule

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### 'Drop-in' Service User Semi-Structured Interview

#### Day Services Evaluation

#### Kilcreggan Urban Farm

Hello, my name is .... Thank-you for agreeing to talk to me today. I am going to ask you some questions about what you think using the farm at Kilcreggan will be like and what your own personal goals are for using it.

If you don't want to answer any of the questions that's okay, just say 'no'. Also, if you want to stop the conversation just let me know.

1. Can you tell me how long you have been coming to Kilcreggan? *(to use The Base – not the farm)*

---

2. Can you tell me what a normal day was like for you before you started the farm? *(can include normal day to day activities, The Base etc)*

---

---

---

---

---

3. Was this month the first time you have used the farm at Kilcreggan? *(If no, ask how often have used beforehand)*

---

---

4. How often do you think you will use the farm? *(how many times per week or per month)*

---

---

5. Why do you want to use the farm here at Kilcreggan? (e.g. to meet new people, for something to do, to learn about plants and animals)

---

---

---

---

---

6. Can you tell me about Kilcreggan Farm? (e.g. what happens, who does things, who visits etc.)

---

---

---

---

---

7. What do you think you will be doing on the farm? (e.g. working in the farm shop, looking after plants, looking after animals, cleaning the pens etc.)

---

---

---

---

---

8. Can you tell me about how much you have been on farms before coming to use Kilcreggan Farm? (previous experiences of being on or working on a farm)

---

---

---

---

---

9. What are your personal goals for the next three months? (e.g. be more confident, learn more about the farm, to work as part of a team, make new friends etc)

- 

---

- 

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- 

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- 

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- 

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10. Is there anything else that you would like to say about Kilcreggan Farm?

---

---

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---

---



## Appendix E: Service User Semi-Structured Interview Schedule

---

### Day Service Evaluation 2010-2011 Service User Semi Structured Interview

#### **Demographics:**

##### **Show Green Card**

1. The building is: \_\_\_\_\_

2. The tools [gardening tools etc (SG and K), computers, games, books etc (CL)]  
at [Scheme name] are: \_\_\_\_\_

3. The outside areas at [Scheme name (SG and K only)] are: \_\_\_\_\_

4. Can you tell me why you rated:

The building [as...]:

.....  
.....

The tools [as...]:

.....  
.....

The outside area [as...]:

.....  
.....

#### **About the Scheme:**

##### **Show Blue Card**

5. Staff like to know what I think about things at [Scheme name]: [i.e. how to do  
jobs, what they like or do not like etc] \_\_\_\_\_

6. I enjoy coming to [Scheme name]: \_\_\_\_\_

7. Staff tell me how well I am doing at [Scheme name]: \_\_\_\_\_

8. I choose what I want to do at [Scheme name]: \_\_\_\_\_

Can you tell me about this?

.....  
.....

##### **Show Green Card**

9. The help and support I get from staff is: \_\_\_\_\_

- 10. Staff's willingness [agreement/want/desire] to listen to me is: \_\_\_\_\_
- 11. What staff know about my needs is: \_\_\_\_\_
- 12. How staff answer my needs is: \_\_\_\_\_

13. Have you made any complaints to [Scheme name] in the last year? .....

[If yes] Were you happy with how your complaint was seen to?

.....

.....

**Staff – Service User Relationship:**

**Show Green Card**

- 14. Staff and I get along: \_\_\_\_\_
- 15. Can you tell me about how you get along with staff at [Scheme name]:
- .....
- .....

**Service User Progress:**

- 16. Do you have a support plan? [excluding K] Yes      No  
**(go to Q.17)**    **(go to Q.19)**
- 17. Do you know what it says? Yes      No  
**(go to Q.19)**    **(go to Q.18)**
- 18. Would you like to know what it says? Yes      No

**Show Greed Card**

- 19. My progress at [Scheme name] is:
- 20. Can you tell me about this?
- .....
- .....

21. What helps you to do well at [Scheme name]?

.....  
.....  
.....  
.....

22. What stops you from doing well at [Scheme name]?

.....  
.....  
.....  
.....

**Show Green Card**

23. I think that [Scheme name] is:

\_\_\_\_\_

24. Why do you think this?

.....  
.....

**Your Thoughts:**

**Show Green Card**

25. The number of activities at [Scheme name] is:

\_\_\_\_\_

26. Can you tell me about this?

.....  
.....

27. Is there anything else that you would like to do at [Scheme name]?

\_\_\_\_\_

[If yes,] What other things would you like to do?

.....  
.....

28. Is there anything else you would like to tell me?

.....  
.....

**Thank you for taking the time to talk to me today.**

## Appendix F: Service User Representative Semi-Structured Interview Schedule

### Day Service Evaluation 2010-2011

#### Service User Representative Semi-Structured Interview

**Demographics:**

1. What is your relationship to the service user?  
 .....

2. What do you see as the aim/purpose of the scheme?  
 .....  
 .....  
 .....

3. Using the response options on this green card what is your opinion of the following areas of [scheme name]? (This question does not apply to Castle Lane SU Reps)

| * Interviewer to write D/K beside question if interviewee indicates they don't know. | Very poor                | Poor                     | Neither poor nor good    | Good                     | Very good                |
|--------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The building                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The equipment                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The grounds                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Can you tell me why you rated:

The building  
[as...]:.....  
 .....

The equipment  
[as...]:.....  
 .....

The grounds  
[as...]:.....  
 .....

**About the Scheme:**

5. Please tell me how far you agree or disagree with the statements I am about to read using the response options on this blue card.

| <i>* Interviewer to write D/K beside question if interviewee indicates they don't know.</i> | <b>Strongly agree</b>    | <b>Agree</b>             | <b>Neither agree nor disagree</b> | <b>Disagree</b>          | <b>Strongly disagree</b> |
|---------------------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| Staff at [scheme name] value my views and opinions                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| [Scheme name] does not provide information when I request it                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| [Scheme name] is progressive and forward thinking                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                                             | <b>Strongly agree</b>    | <b>Agree</b>             | <b>Neither agree nor disagree</b> | <b>Disagree</b>          | <b>Strongly disagree</b> |
| I do not receive feedback from the scheme about [SUs name] progress                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| Information I receive is inadequate                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| I have a good knowledge of what happens at [Scheme name]                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |

6. Using the green card can you tell me how you would rate the staff you have contact with in the following areas:

| <i>* Interviewer to write D/K beside question if interviewee indicates they don't know.</i> | <b>Very poor</b>         | <b>Poor</b>              | <b>Neither poor nor good</b> | <b>Good</b>              | <b>Very good</b>         |
|---------------------------------------------------------------------------------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|
| Helpfulness/Supportiveness                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| Professionalism                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| Willingness to listen                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of [SUs name] needs                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| Responsiveness to [SUs name] needs                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |

7. Can you tell me about your relationship and dealings with [Scheme name]

.....

.....

.....

.....

.....

.....

8. Have you made any complaints to [Scheme name] in the last year? .....

If yes, were they resolved to your satisfaction?

If no, why was their resolution not satisfactory?

.....

.....

.....

**Staff – Service User Relationship:** The next questions ask what you think of the relationship between the [SU name] and the staff at [Scheme name].

9. In general, how would you rate [SUs name] relationship with the staff at [Scheme name] using the categories on the green card?

**Very poor**

**Poor**

**Neither poor  
nor good**

**Good**

**Very good**

Please briefly explain this rating:

.....

.....

.....

**Service User Progress:**

10. Do you know if [SU name] has a support plan?

Yes



No

11. Do you know what this support plan says?

Yes

No

Would you like to know what this support plan says?

12. Yes

No

13. How would you rate [SUs name] progress at [Scheme name] using the categories on the green card?

**Very poor**

**Poor**

**Neither poor  
nor good**

**Good**

**Very good**

Please briefly explain this rating:

.....  
.....  
.....

14. Please briefly state what you believe helps [SUs name] progress at [Scheme name]:

.....  
.....  
.....

15. Please briefly state what you believe hinders [SUs name] progress at [Scheme name]:

.....  
.....  
.....

16. Using the green card how would you rate the quality of the services provided at [Scheme name]?

**Very poor**

**Poor**

**Neither poor  
nor good**

**Good**

**Very good**

Please briefly explain this rating:

.....  
.....  
.....

17. Has [Scheme name] made an impact on [SUs name] quality of life? .....

[If yes] Can you explain how? [i.e. positive, negative]

.....  
.....  
.....

**Your Thoughts:**

18. What do you think about the staffing levels at [Scheme name]?

.....  
.....  
.....

19. If the Government gave you or the service user money to purchase services, would you choose ...?

Yes

No

Please explain this.

.....  
.....  
.....



20. Would you recommend ... to others?

Yes, definitely

Not sure

Definitely not

Don't know

21. Do you feel staff at [Scheme name] have sufficient training to work with [SU name]?

Yes

No



22. What other training do you believe they would benefit from?

.....

.....

.....

23. Using the green card to respond what is your opinion of the range of activities provided by/at [Scheme name]?

**Very poor**

**Poor**

**Neither poor  
nor good**

**Good**

**Very good**

Please briefly explain this rating:

.....

.....

.....

24. Are there any new or other activities that you would like to see provided at [Scheme name]?

Yes



No

25. What new or other activities would you like to see provided?

.....

.....

.....

26. What changes, both positive or negative, have you noticed in [SU name] since he/she started at [Scheme name]?

.....

.....

.....

.....

.....

.....  
27. Were any of these changes unexpected or surprising? If so, why?  
.....  
.....  
.....  
.....  
.....  
.....  
.....

28. Are there any other comments that you would like to make?  
.....  
.....  
.....  
.....  
.....  
.....

**Thank you for taking the time to complete this survey**

**Day Service Evaluation 2010-2011  
Staff Questionnaire**

As part of the day services evaluation of the Secret Garden, Castle Lane and Kilcreggan Farm we ask that you complete this questionnaire and return in the prepaid envelope provided.

All responses will be confidential and if any of the information is reported it will be done so anonymously. Completion of the questionnaire is voluntary and choosing not to complete it will not affect your position in any way.

The return date for completed questionnaires is **Monday 19 July 2010**.

If you have any questions please do not hesitate to contact the Research Officer, Jo Wilson by phone: 028 90727 195 or email: [joannewilson@praxiscare.org.uk](mailto:joannewilson@praxiscare.org.uk).



**Day Service Evaluation 2010-2011  
Staff Questionnaire**

**Demographics:**

1. What is your job title? .....

2. How long have you worked at your scheme? ..... (to the nearest year)

3. What do you see as the aim/purpose of the scheme?  
.....  
.....  
.....

4. What is your opinion of the following areas at your scheme? (This question does not apply to Castle Lane staff)

|                  | <b>Very poor</b>         | <b>Poor</b>              | <b>Neither poor nor good</b> | <b>Good</b>              | <b>Very good</b>         |
|------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|
| a. The building  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The grounds   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |

Please briefly explain these ratings:

Building:.....  
.....

Equipment:.....  
.....

Grounds:.....  
.....

**Day Service Evaluation 2010-2011  
Staff Questionnaire**

**Demographics:**

5. What is your job title? .....

6. How long have you worked at your scheme? ..... (to the nearest year)

7. What do you see as the aim/purpose of the scheme?  
.....  
.....  
.....

8. What is your opinion of the following areas at your scheme? (This question does not apply to Castle Lane staff)

|                  | <b>Very poor</b>         | <b>Poor</b>              | <b>Neither poor nor good</b> | <b>Good</b>              | <b>Very good</b>         |
|------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|
| d. The building  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The grounds   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> |

Please briefly explain these ratings:

Building:.....  
.....

Equipment:.....  
.....

Grounds:.....  
.....

**General Questions:**

9. Please tick one box for each statement below to show how far you agree or disagree:

|                                                                          | <b>Strongly agree</b>    | <b>Agree</b>             | <b>Neither agree nor disagree</b> | <b>Disagree</b>          | <b>Strongly disagree</b> |
|--------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| n. I enjoy working at this scheme                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Working here is stressful and tiring                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| p. I like and respect my co-workers                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
|                                                                          | <b>Strongly agree</b>    | <b>Agree</b>             | <b>Neither agree nor disagree</b> | <b>Disagree</b>          | <b>Strongly disagree</b> |
| q. Staff who are in a senior position do not value my views and opinions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| r. My views and opinions are valued by my co-workers                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| s. Senior management do not communicate well with staff                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| t. There is a sense of co-operation and teamwork between staff           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| u. I am often bored with my job                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| v. The scheme that I work in is progressive and forward thinking         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| w. My job does not give me a feeling of personal achievement             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| x. I have regular supervision/feedback from my manager                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| y. I belong to an effective team                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |
| z. My job offers little or no opportunity to use my skills and ability   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          | <input type="checkbox"/> | <input type="checkbox"/> |

6. Please briefly describe any difficulties you may have had in carrying out your job role:

.....

.....

.....

**Staff – Service User Relationship:** This section asks what you think of the relationship between staff and service users at your scheme.

7. In general, how would you rate your relationship with the service users at your scheme? (please tick one box only)

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very poor                | Poor                     | Neither poor nor good    | Good                     | Very good                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please briefly explain this rating:

.....

.....

.....

8. What type(s) of communication do you use to interact with service users? (please circle all that apply)

|                                 |                           |               |         |
|---------------------------------|---------------------------|---------------|---------|
| Verbal                          | Gestures                  | Sign language | Written |
| Visual (i.e. signs and symbols) | Other (please state)..... |               |         |

9. What is your level of involvement with service users during your average work day?

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| None                     | Very Little              | Moderate                 | A lot                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Please briefly describe how you support service users during a normal working day:

Morning to break:

.....

.....

.....

Break to lunch:

.....

.....

.....

Lunch to finish:

.....

.....

.....

**Service User Progress:**

11. Does your scheme employ Assessment and Planning/Support Plans for service users?

Yes



**If yes, go to Q.12.**

No



**If no go to Q13.**

12. Please describe the extent to which these are actively employed:

.....  
.....  
.....

13. In general, how would you rate the progress of service users at your scheme?

Very poor

Poor

Neither poor nor good

Good

Very good



Please briefly explain this rating:

.....  
.....  
.....

14. Please briefly state what you believe helps service users to progress at your scheme:

.....  
.....  
.....

15. Please briefly state what you believe hinders service user progress at your scheme:

.....  
.....  
.....

**Your Thoughts:**

16. Do you feel you have sufficient training to perform your role to the best of your ability?

Yes



**If yes, go to Q18.**

No



**If no go to Q17.**





17. What other training do you believe you would benefit from?

.....  
.....  
.....


18. What is your opinion of the range of activities provided by/at your scheme?

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very poor                | Poor                     | Neither poor nor good    | Good                     | Very good                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please briefly explain this rating:

.....  
.....  
.....

19. Are there any new or other activities that you would like to see provided at your scheme?

Yes   **If yes, go to Q.20.** No  **If no go to Q21.**

20. What new or other activities would you like to see provided?

.....  
.....  
.....

21. Please describe briefly how you think your own working conditions might be improved upon:

.....  
.....  
.....

22. Please tell us about the most difficult aspects of your job:

.....  
.....  
.....

23. Please tell us about the most rewarding aspects of your job:

.....  
.....  
.....

**Please use this space for any additional comments that you would like to make:**

.....

.....

.....

.....

.....

.....

**Thank you for taking the time to complete this survey**