An Evaluation of

The

Secret Garden

2010 - 2011

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Key Findings

1. Both staff and service users are very happy at the Secret Garden. However, both groups have expressed concern that there are not enough activities to enable service users to be able to move into jobs within the community. This is believed to be due to a lack of staff to allow one to one work and a lack of space to provide additional activities.

2. Staff and service users were reported to have a very good relationship. Staff were credited with being good listeners, helpful and supportive. Both staff and service users believed that their relationship was based on mutual respect for one another.

3. Financial concerns were expressed by staff in relation to: maintenance of the buildings and grounds; equipment; and the ability of being able to meet the grounds full potential as a garden and business. Additionally, staff were annoyed that attempts to raise money for an additional cabin style building was thwarted since the money was used to pay for other debts.

4. In tandem with key finding three above staff at the Secret Garden reported 'unrealistic expectations at budget restraints'. This was related to a perceived lack of 'direction from senior management' 'regarding staff cuts' and therefore job security. Additionally, staff believed that senior management did not listen to them or their concerns.

5. Written communication was found to be a weakness for all 11 service users who took part in the evaluation. The average age equivalent was found to be just 7 years old.

6. Externalized behaviours such as being impulsive, telling lies or being aggressive were at a high problematic level for all but one service user.

Contents

Main Summary

Demographics

A total of 11 service users took part in the evaluation during the period of May 2010 to February 2011. Service users completed standardised measures at three time points and a semi-structured interview at one point in time.

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 nine staff members also completed a survey asking about their views and opinions of the Secret Garden.

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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 the Secret Garden 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 adequate adaptive behaviour; three had moderately low adaptive behaviour; three had mild deficits in adaptive behaviour; two had moderate deficits in adaptive behaviour; and two 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 all of these domains the level of adaptive behaviour ranged from severe deficit to adequate adaptive behaviour; the average level was that of mild deficit.

> *Communication*

Within the communication domain written communication was found to be the least developed. Whilst the average age equivalent for receptive and expressive communication was 14 years old written communication was just half of this – 7 years old.

Although communication overall (including receptive, expressive and written) was a weakness for only four service users written communication was a weakness for all 11. Three service users had strengths in receptive 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 13-15 years old. Daily living skills overall (including personal, domestic and community skills) were a weakness for one service user and a strength for another. When broken down further personal skills were a weakness for one service user, community skills were a weakness for two service users and domestic skills were a strength for four service users.

Socialization

Socialization included: interpersonal relationships, play and leisure time and coping skills. Interpersonal relationships were found to be the most developed of these skills with an average age equivalency of 14 years old. Play and leisure and coping skills were less developed with an age equivalency of 11-12 years old.

Whilst three service users had an overall strength in the socialization domain three had a weakness in each of play and leisure time and coping skills. Play and leisure time was a strength for one service user, the same was true for coping skills.

Problem Behaviours

The Vineland also allows the opportunity to define the level of problem behaviour exhibited by service users. In the Secret Garden eight service users had problem behaviours that were at an elevated level and three had average problem behaviours.

When this was broken down further it was found that six service users displayed internalized problem behaviours, such as feeling sad, lacking energy or feeling anxious or nervous to an elevated level and five to a normal level. One service user displayed externalized problem behaviours, such as being impulsive, telling lies or being aggressive to a clinically significant level, nine to an elevated level and one to an average level. Therefore externalized problem behaviours of an elevated or clinically significant level were displayed by all but one service user at the Secret Garden. In conclusion, it is fair to say that externalized problem behaviours were more frequently evidenced in service users' behaviour.

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Self-Esteem

Whilst the self-esteem of service users was shown to rise during each time point of the evaluation change was relatively small and was not statistically significant.

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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, opportunities and living situation). The only area where service users in the Secret Garden did not report greater life experiences than the general population was with regard to relationships.

Life experience scores were measured at each time point in the evaluation; whilst there were changes these were not statistically significant.

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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 five areas: behavioural problems directed toward others; behavioural problems direct to self; other mental and behavioural problems; memory and orientation; and problems associated with mood changes.

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Aim/Purpose of the Secret Garden

Staff believed that the aim/purpose of the Secret Garden was **'to provide a challenging yet therapeutic ['positive'] work skills environment for individuals to learn and develop'** through the promotion of **'choice, respect, dignity and confidentiality'** and to **'promote self-esteem and independence'** whilst being able to **'work … in the community'**.

The Secret Garden was viewed as a progressive and forwarding thinking scheme by most staff who also reported a feeling of personal achievement from working somewhere they were able to use their skills.

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Overall Opinions of the Secret Garden – Building, Equipment and Grounds

Service users greatly appreciated the structure, routine and buildings at the Secret Garden and viewed their time there as employed work. Additionally service users reflected on what the alternatives to attending the Secret Garden might be: **'if we didn't have this we'd have no job at all…. I'd hate to be stuck at home watching DVDs all day. I like to work'**. Additionally, service users indicated that they would like more space at the Secret Garden in order to allow further activities or greater room for lunch.

Staff concurred with the opinions expressed by service users stating that whilst buildings were **'purpose built' 'it can sometimes be cramped'** and **'more space would be greatly welcomed' 'to carry out educational group work projects'**. Also, staff indicated that money constraints meant it was difficult to keep **'on top of maintenance'**. Furthermore staff speculated that providing a larger seating area in the café and additional work rooms for activities might be used to the financial advantage of the scheme.

Whilst service users believed the equipment at the Secret Garden was good or very good a concern was expressed by staff that money constraints also meant much of the equipment used at the Secret Garden was, whilst good or very good, donated – something that the scheme was forced to rely on.

Staff and service users agreed that the grounds were good or very good: **'a beautiful walled garden' 'well cared for throughout the year by staff and trainees'**. However, staff believed that with further funding the garden **'could potentially be improved upon'**.

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Staff-Service User Relationship

In the main service users got along well with staff and had a good relationship with them. Service users felt that staff were approachable, good listeners and that they promoted a friendly and relaxed ethos. For example, one stated that: **'I can talk to them if I was feeling down or I had a problem'** whilst another said: **'we get on the best and we have a laugh and carry on and stuff. We work well together as well'**.

Staff echoed the sentiments above and also believed that the staff – service user relationship was **'very positive'**, that they **'enjoy interacting with all the trainees'** and that the relationship itself was developed through good **'communication and [an] understanding of each [service users] strengths and abilities'**, which led to **'a mutual respect'**.

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Freedom to Choose Own Activities

Whilst service users indicated that they did not always get to choose their own daily activities at the Secret Garden they viewed this as a positive aspect since they believed they would not be

able to make this choice independently: **'staff tells me what to do 'cause I wouldn't have a clue'**.

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Needs Assessment and Progress

Whilst most service users reported that they had a needs assessment plan many said they did not know its contents.

Staff reported that needs assessment plans were used at the Secret Garden but this was not on a prescriptive day to day basis. Instead plans were used as a more general guide of what service users could currently accomplish and which areas they needed to work on.

Service users were satisfied with their progress at the Secret Garden: **'I can see what I have done and I'm chuffed because of what I've done'**. Attending the Secret Garden was also credited as helping service users to make friends: **'I've made lots of new friends since I started coming here'**. However, whilst **'guidance from staff'** and **'just put[ting] your mind to it'** were credited with helping service users to progress this is somewhat overridden by barriers to progression where service users believed that **'there should be employment – more courses to help me get a job in the community. Not staying at day care all the[se] years'**.

Whilst staff were mainly satisfied with service user progress at the Secret Garden they believed that **'more could have been done to move service users on into "mainstream" employment opportunities and replace them with new service users'**. They also believed that service user progression was aided by **'patience and understanding and working at a pace which suits'** them along with the use of **'praise, support [and] realistic expectations'**. However, staff levels were believed to hinder progress as it was perceived that **'there is not enough staff to spend more time individually with each client'** in order to develop their skills. Additionally, funding was viewed as a barrier to progression as it **'restricts what the staff can introduce or do with the service users'**.

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Activities at the Secret Garden

The number of activities was thought to be either good or very good by all but one service user. Service users believed they were good because **'it's always work, work, work. You never get bored'** and due to the provision of day trips: **'last year we went to the chocolate factory and this year we are going to the crisp factory'**. However, concern was expressed by the service user who rated activities as poor that there were staffing issues at the Secret Garden: **'I would like more outings but it's trying to get the staff to cover and all'**.

Whilst staff agree that the range of activities offered at the Secret Garden is either good or very good they would like to see more **'professional training offered based around [service users] job roles'** and also further activities such as computers or arts and crafts.

Also, staff members expressed annoyance that **'we sold a tractor for £3000 to buy a cabin to arrange activities…. However, the money was swallowed up with our debt'**. This meant that there was still nowhere to offer new activities or a place **'for the trainees to work in the winter'**.

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The Secret Garden as a Place of Work

Staff enjoyed working at the Secret Garden and did not find their work either boring, particularly stressful or tiring. Most agreed that they were provided with regular supervision/feedback on their work. However, whilst most believed that staff in a senior position to them valued their views and opinions senior staff were not believed to communicate well.

Staff at the Secret Garden liked and respected their co-workers and believed that co-workers valued their views and opinions and also that there was a sense of co-operation between staff. However, opinions were not so clear in relation to whether or not they belonged to an effective team. Whilst half of staff agreed that they did half remained neutral choosing to neither agree nor disagree with the notion.

Although over half of staff believed that the training provided to them was adequate in order to undertake their job role some would like additional training in areas such as horticulture or other courses that would help career progression.

Staff reported that there are **'unrealistic expectations at budget restraints'** and a lack of **'direction from senior management'** with regard to **'uncertainty of job'** security – something that staff believed had made **'staff morale... rock bottom'** and **'really affected our strong team'**. Staff believed this could be improved upon by **'more communication regarding staff cuts etc'** and **'being listened to by senior management'**.

The most rewarding aspects of working at the Secret Garden were **'seeing the clients enjoy the work day'** and how they **'have grown in confidence'**. Staff also enjoyed the **'mutual respecting working relationship with the service users'**.

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Additional Opportunities to Comment

Service users were asked during their semi-structured interview if they would like to make any further comments about the Secret Garden. Whilst most comments repeated those already made during the interview one comment stood as a good summary of what service users believe the aim of the Secret Garden is: **'Secret Garden helps people with poor skills to build up their confidence again. It helps them to feel happy again in themselves and maybe get a different job in the future as well'**.

Background

'A Potted History'

The Secret Garden is the result of a vision by the former Secretary of State, Mo Mowlam, to return the original kitchen garden of Hillsborough Castle to its former glory. Action Mental health took up the challenge of clearing the site (shown below) in 2000.

The gardens were neglected for over 30 years.

Praxis Care took over the Secret Garden project in 2003 after funding was withdrawn and began to develop the site into a work skills scheme for adults with learning disabilities. Initially the scheme was accessed by five individuals who were living in Praxis Care accommodation. The initial focus was to continue the clearing work and develop the garden for vegetable production and plant sales.

The clearing was extensive.

Alongside the initial clearing and development of the gardens the derelict outbuildings were redeveloped to provide office space, a canteen for service users and in April 2005 a coffee shop in which service users could work.

This derelict building became the…   canteen

The glasshouse was also restored in order to provide further space for service users to work. This had the added benefit of providing cover in wet conditions and an aesthetically pleasing entry point for visitors to the scheme.

Shortly after the opening of the coffee shop more service users, from the Crumlin accommodation scheme, began to access the Secret Garden. For the first time, there were a number of female service users who were keen to develop skills in customer care and service in a coffee shop environment. In 2007, numbers further increased with the opening of a further supported living scheme in Lurgan. Currently there are 17 trainees on-site and a staff team of 10.

Funding

The Secret Garden is funded directly via the Health and Social Care Trusts with some small donations received annually from a number of different businesses. Service users receive a small payment for working at the Secret Garden.

The Current Situation

Whilst working in the garden service users have the opportunity to learn about many aspects of horticulture such as propagation, planting, maintenance, harvesting and sale of the goods produced. In the coffee shop service users experience a full range of activities such as food preparation, cooking, taking customer orders and receiving payment.

Additionally, the Secret Garden seeks to provide service users with a wide variety of opportunities that are not limited solely to the garden or coffee shop. Service users have the opportunity to take part in: life skills courses at local higher education institutions; holistic therapy sessions; fun based activities run in conjunction with other organisation such as Mind Wise; and outings to places of interest. A number of service users have also become involved in community volunteering in other charitable cafes and organisation such as the Chest Heart and Stroke Association.

The Secret Garden Model

The Secret Garden does not use any specific model of day service provision. Instead the aim of the Secret Garden is to fulfil, where possible, the recommendations of the Bamford Review[1] (2007) with particular regard to those that address the stigma of having a learning disability and social inclusion in the community and at work.

Through working in the garden and/or in the coffee shop service users are provided with the opportunity to experience and be included in paid employment. In this role service users are given the chance to interact with members of the wider community who visit the gardens and coffee shop. Staff also ensure that visitors to the Secret Garden are provided with information on the purpose of the scheme and are asked to practise patience with service users, particularly those who are front line staff in the coffee shop. This practise seeks to educate the local community about not only the needs of service users and their participation in training but also their current abilities and aspirations to be gainfully employed within the community.

At all stages the Secret Garden seeks to provide information to service users in a developmentally and/or age appropriate level. For example, the staff rooms where service users have breaks etc contain notice boards where information, such as the day's activity list, is provided in appropriate formats for service users (written, visual etc).

Additionally, service users are regularly included in staff team meetings. For example, regular meetings are held with service users to discuss any issues that have arisen within the work environment and staff and service users, as a team, employ problem solving skills to resolve these issues as they arise.

In working towards social inclusion in the community and work staff are diligent in identifying service users needs and have undertaken training courses in how this may be best carried out. All staff and service users are involved in the writing of individual support plans which take into account both mental and physical well-being.

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[1] 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)*.

A Typical Day Working in the Garden

Below service users tell us what a typical day working in the garden is like. The researcher joined in with service users on Thursday 30 June 2011. The day itself had very changeable weather but this did not deter service users from putting in a full work day.

Staff pick us up in the minibus at about 8.30am. We pick up Richard along the way and arrive at around 9.15am.

First we have a cup of tea and a snack.

Then we put our boots on and go out to work.

We have to take the hanging baskets from the poly tunnel and put them out the front of the garden for visitors to see.

Mervyn is loading them onto a trolley.

Pots of flowers need to go out too.

Robert is loading these onto a trolley.

Even the rain can't stop us from doing our work.

John helps bring the plants round to the front.

While we were doing all the heavy work Richard was on the lawn mower cutting the grass.

Finally all of the baskets are hung out to sell...

it's such a nice display.

After the baskets are hung out Robert brings some compost to Jimmy in the greenhouse. We call the greenhouse the 'pit'.

Robert takes a wee break to tell Jo about the plants in the pit.

Jimmy spends some time potting up some cabbages.

Richard gives his lawn mower a good clean.

Robert tries to sell Jo some Strawberries, but...

can't resist having one himself.

John and Mervyn rake up the grass and take it to the compost heap.

Whilst John and Mervyn rake grass and Richard cuts it Robert and Andrew pick berries

Andrew takes a little break to pose for the camera.

Robert has a little break too when the sun comes out. He wanted to show off his Praxis t-shirt.

Mervyn and John have finished the grass raking and set to work on raking up the leaves and bits of

hedge that have been cut.

After all this hard work we have lunch – no cameras allowed when we are eating.

After lunch...

Richard has to clear the table...

and wipe it.

John cuts the grass.

Richard finds a new way to use his lawn mower – moving wood.

Mervyn has a turn at berry picking.

Andrew helps clear the raked grass and tips it down into the compost.

Andrew and John have a go at selling the plants.

Robert, John and Andrew pack up the plants they sold.

Robert helps the customers bring

their plants to the car.

It's been a busy day... time for

home at around 3.15pm.

A Typical Day Working in the Café

Below service users tell us what a typical day working in the café is like. The researcher joined in with service users on Friday 1 July 2011. It was a beautiful day outside but in the kitchen it was very warm.

We get out of bed between half past seven and eight. We have a shower and breakfast and then wait for the bus.

We get on the bus at around 9 o'clock and arrive into work at about half past nine.

First we clean the tables to keep them free of germs and looking nice for the customers.

Then we fold the napkins and put the knives, forks and spoons in.

Kerri-Ann and Julie help each other to put juices in the cooler.

Kerri-Ann peeled all of the potatoes for the soup. Today's soup was potato and leek.

Julie brings a cappuccino out the front to a customer who was enjoying the sunshine.

John comes and helps with the juices because he has big muscles and can carry more than us.

Julie dried some dishes.

Kerri-Ann keeps the kitchen tidy and puts ingredients back in the store.

Kerri-Ann clears up the left over scone mix from the kitchen bench.

Kerri-Ann unloads the dishwasher and puts the cups in the cupboard.

Kate gives Julie a lesson in how to text.

Julie makes the stock and adds it to the soup.

Break time... time to have a cuppa and read the paper.

After break there are more dishes to do.

Kerri-Ann puts some bacon the oven to cook for Panini's the next day.

Julie tidies up the training room after tea break.

Kerri-Ann checks how her bacon is doing.

Kerri-Ann helps Kate to make a banoffee.

While the banoffee base cools in the fridge Kerri-Ann cuts the cooked bacon.

After all this hard work we have lunch – no cameras allowed when we are eating.

After lunch...

Time for more dishes, which Kerri-Ann and Julie do together… teamwork.

Kerri-Ann made a great job of the banoffee.

While Julie rings up the final bill of the day ...

Kerri-Ann starts the cleaning up.

We go home at 2.45pm today, early finish on a Friday.

Demographics

In total 11 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.

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

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 Secret Garden. The standardised measures completed by staff at each relevant time point can be seen in the table below.

	May/June 2010 (Baseline)	Sep/Oct 2010 (+3 months)	Jan/Feb 2011 (+6 months)
Health of the Nation Outcome Scale (HoNOS-LD)	✔	✔	✔

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 team leader from the Secret Garden answered the questions on this measure for some service users. Additional information was sought through interviews with staff members who worked at the Praxis Care accommodation where service users resided.

Standardised Assessments

The Secret Garden 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.

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[2]). 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[2,] p. 15).

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

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

Rosenberg Self-esteem Scale3

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)[4].

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)[5] and entails simplified wording and a visual five point scale. Therefore this scale is more appropriate for use with service users at the Secret Garden. 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

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)[6]. 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[7]). Change measured can move in either a positive or negative direction or remain static.

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[3] Rosenberg, Morris. 1989. *Society and the Adolescent Self-Image*. Revised edition. Middletown, CT: Wesleyan University Press.

[4] 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.

[5] 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.

[6] Ager, A. (1998). *The BILD Life Experiences Checklist Manual*. Bild publications.

[7] 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.

Employment of Standardised Measures

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

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

RESULTS OF
STANDARDISED MEASURES

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 scheme report.

Levels

Levels discussed in the sections below are calculated using either standard scores[8] or v-scale scores[9]. 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 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 oneself. Service users at the Secret Garden's adaptive behaviour composite standard scores ranged from 23 to 95. This means that the adaptive level of service users ranged from severe deficit to adequate. The average adaptive level had a standard score of 61; which equates to a mild deficit.
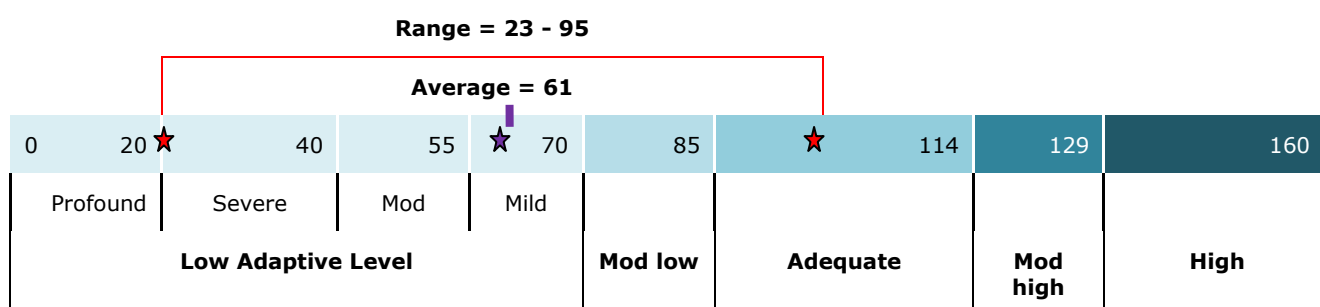
The distribution of service users across each adaptive level can be seen in the chart below which shows that most service users fall between the moderately low and mild deficit adaptive levels.

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[8] 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.

[9] *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.
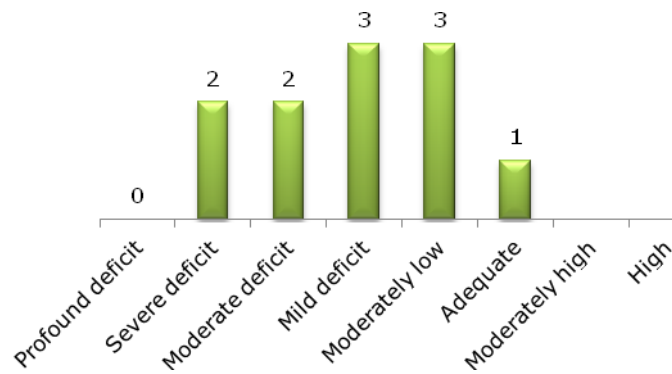
Performance in the adaptive behaviour domains

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
Communication	21-100	Severe deficit – Adequate	56	Mild deficit
Daily Living Skills	34-96	Severe deficit – Adequate	65	Mild deficit
Socialization	20-100	Severe deficit - Adequate	68	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 the Secret Garden compared to the age equivalent for each of the subdomains.

	Range (years old)	Mean (years old)
Chronological	**21-49**	**33.5**
Communication Subdomain		
• Receptive	6.5-18	14.1
• Expressive	5.5-22+	14.0
• Written	1.3-17.8	7.0
Daily Living Skills Subdomain		
• Personal	5-22+	13.3
• Domestic	8-22+	15.6
• Community	7.5-20	15.3
Socialization Subdomain		
• Interpersonal Relationships	3.7-22+	14.3
• Play and Leisure Time	3.6-22+	11.7
• Coping Skills	3.6-17.8	11.3

The average age equivalent for the written subdomain is considerably lower than that of the other two subdomains indicating that service users at the Secret Garden have a greater level of difficulty in using written rather than receptive or expressive communication.

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

Whilst the highest mean of the Socialization subdomains was interpersonal relationships there were no notable differences between each subdomain.

Strengths and Weaknesses

The scoring of the Vineland Adaptive Behaviour Scales affords the opportunity to discover which areas some service users may have either strengths or weaknesses in. The results of this for service users at the Secret Garden are shown below.

Domain & Subdomain	**No. of service Users**	
	Strength	**Weakness**
Communication	-	**4**
• Receptive	3	-
• Expressive	-	-
• Written	-	11
Daily Living Skills	**1**	**1**
• Personal	-	1
• Domestic	4	-
• Community	-	2
Socialization	**3**	**-**
• Interpersonal Relationships	-	-
• Play and Leisure Time	1	3
• Coping Skills	1	3

Overall communication was a weakness for only four service users. The written subdomain was a weakness for each service user and the receptive subdomain a strength for three.

The daily living skills domain was a strength for one service user and a weakness for another. Whilst no strengths were found in the personal or community subdomains the domestic subdomain was a strength for four service users. The reverse was shown when looking at weaknesses, where no weaknesses were found in the domestic subdomain but one had a weakness in the personal subdomain and two in the community subdomain.

No service users had a weakness in the socialization domain; for three it was a strength. However, whilst no service users had a strength or weakness in the interpersonal relationships subdomain three had weaknesses in each of play and leisure time and coping skills subdomain. Only one service user had a strength in each of play and leisure time and coping skills.

Maladaptive/Problem behaviour

The chart below shows the number of service users who have an elevated level of problem behaviours. Worth noting is that no service users have problem behaviours that are of clinical significance. Behaviours can be divided into two types: internalizing or externalizing behaviours.
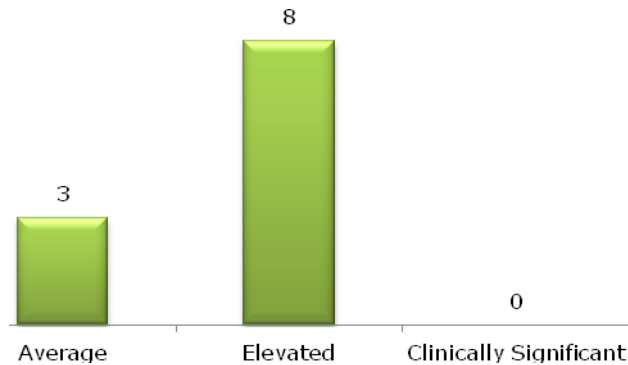
Internalizing and Externalizing

Internalizing behaviours are those such as feeling sad, lacking energy or feeling anxious or nervous. In total six service users were indicated to display such behaviours at an elevated level; shown in the chart below left.

Externalizing behaviours are those such as being impulsive, telling lies or being aggressive. In total nine service users were indicated to display such behaviours at an elevated level. One service user displayed these behaviours to a clinically significant level; shown in the chart below right.
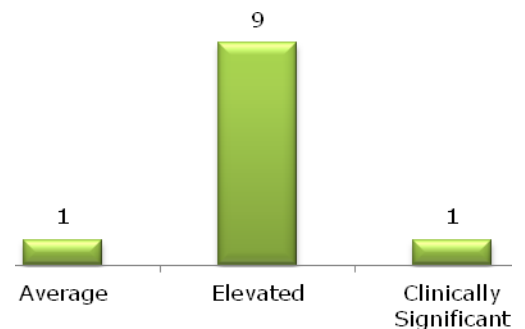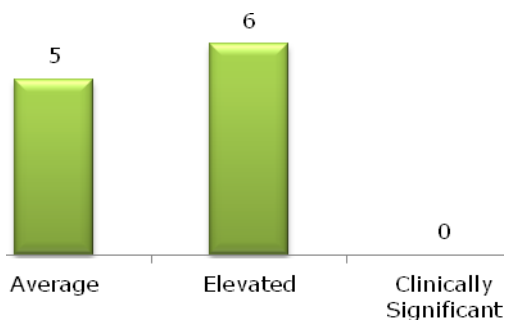
Summary:

- Service users ranged from having a profound deficit to adequate general adaptive functioning.

- The average general adaptive functioning level was that of mild deficit.

- Service users have a greater level of difficulty in using written (range 1.3-17.8 years, average 6.4 years) rather than receptive or expressive communication. In fact, each service user had a weakness in written communication whilst three had strengths in receptive communication.

- Personal skills may require some development since they are the least developed of the daily living skills.

- Interpersonal relationships were found to be the most developed socialization skill.

- Four service users had strengths in domestic skills.

- Three service users had weaknesses in play and leisure time and coping skills.

- Whilst no service users displayed problem behaviours that were of clinical significance eight displayed elevated problem behaviours; the remaining three displayed average problem behaviours.

- Internalizing behaviours, such as feeling sad, lacking energy or feeling anxious or nervous were elevated for six service users and average for five; none were clinically significant.

- One service user displayed clinically significant externalizing behaviours, such as being impulsive, telling lies or being aggressive and nine displayed elevated behaviours; one displayed average behaviours.

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
Total Score	19.0	4.3	19.1	1.9	20.7	3.2

A study conducted by Dagnan and Sandhu (1999)[10] found the average self-esteem score of people with intellectual disability to be 23.44; higher than the average shown in the table above.

The information presented in the table can also be seen visually in the chart below, where a very slight improvement is made between baseline and three months later and a larger improvement between three and six months.
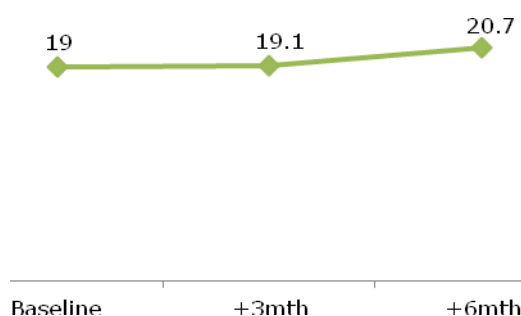
In order to test if the differences between the scores were significantly different it was necessary to perform a statistical analysis. Due to the small numbers of service users involved (N=11) in the evaluation it was not appropriate to perform a parametric statistical test. Therefore a non-parametric 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). No statistically significant differences were found; self-esteem scores did not change significantly during the course of the evaluation.

Summary:

C   Whilst self-esteem rose at each time point in the evaluation this was a small change and it was not statistically significant. Therefore there was no significant change in self-esteem during the period of the evaluation.

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[10] 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

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 of 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
LEC Total	39.7	3.9	40.4	3.9	40.1	4.6
Home	9.1	1.3	9.1	1.2	9.1	1.2
Leisure	6.9	1.9	6.9	2.0	7.0	1.6
Relationships	6.1	1.5	6. 6	1.5	6.6	1.5
Freedom	9.0	0.8	9.1	1.0	9.0	1.2
Opportunities	8.6	1.0	8.7	1.0	8.4	1.5

A Friedman's ANOVA was carried out on data from the LEC. This was also 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 Praxis Care accommodation schemes which included both group and individual accommodation it is relevant to compare LEC scores with those obtained in a study by McHugh (as cited in the LEC manual) 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
Secret Garden Scores	40.1	9.1	7.0	6.6	9.0	8.4
McHugh Scores	33.6	7.9	5.3	4.7	8.1	7.6
General Population	34.8	8.0	4.6	6.6	8.0	7.5

The table shows that service users of the Secret Garden achieved higher scores than those in the McHugh study across all sections. In the comparison with the general population Secret Garden service users scored higher in all but one section. In considering relationships with others service users at the Secret Garden were on par with the general population.

Summary:

C 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; with the exception of being on par with the general population with regard to relationships.

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**
1. Behavioural problems – directed to others	0.7	0.5	0.2
2. Behavioural problems – directed to self	0.9	0.2	0.1
3. Other mental and behavioural problems:			
a) Behaviour destructive to property	0	0.2	0
b) Problems with personal behaviours	0.55	0.4	0
c) Rocking, stereotyped and ritualistic behaviour	0.18	0	0
d) Anxiety, phobias, obsessive, compulsive behaviours	0.7	0.1	0.6
e) Others*	0.6	0.2	0
4. Attention and concentration	1.1	0.6	0.8
5. Memory and orientation	0.4	0.2	0
6. Communication (problems in understanding	0	0	0
7. Communication (problems in expression)	0.5	0.4	0.5
8. Problems associated with hallucinations and delusions	0.2	0	0.4
9. Problems associated with mood changes	**1.0**	**0.7**	**0.5**
10. Problems with sleeping	0.3	0.5	0
11. Problems with eating and drinking	0.2	0	0
12. Physical problems	0.2	0.2	0.2
13. Seizures	0	0	0
14. Activities of daily living at home	0.8	1.0	0.4
15. Activities of daily living outside the home**	0.8	1.0	0
16. Level of self-care	0.4	0.6	0.1
17. Problems with relationships	0.6	0.8	0.5
18. Occupation and activities	0.5	0.6	0.2

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 $\chi^2 (2) = 10.33$, p<0.01.

**differences in ratings were statistically significant $\chi^2 (2) = 8.38$, p<0.05.

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

1. Behavioural problems – directed to others
2. Behavioural problems – directed to self
3. Other mental and behavioural problems:
    o Problems with personal behaviours
    o Others
4. Memory and orientation
5. Problems associated with mood changes

Improvements in severity between the beginning and end of the evaluation (i.e. baseline and 6 months later) were made in 13 areas:

1. Behavioural problems – directed to others
2. Behavioural problems – directed to self
3. Other mental and behavioural problems:
    o Problems with personal behaviours
    o Rocking, stereotyped and ritualistic behaviour
    o Anxiety, phobias, obsessive, compulsive behaviours
    o Others
4. Attention and concentration
5. Memory and orientation
6. Problems associated with mood changes
7. Problems with sleeping
8. Problems with eating and drinking
9. Activities of daily living at home
10. Activities of daily living outside the home
11. Level of self-care
12. Problems with relationships
13. Occupation and activities

The table below shows the percentage of service users at the Secret Garden 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.

Item	Service Users …		
	Less severe	**More severe**	**Stable/No Change**
1. **Behavioural problems – directed to others**	91%	9%	0%
2. **Behavioural problems – directed to self**	9%	9%	82%
3. **Other mental and behavioural problems:**			
a) Behaviour destructive to property	0%	0%	100%
b) Problems with personal behaviours	27%	0%	73%
c) Rocking, stereotyped and ritualistic behaviour	18%	0%	82%
d) Anxiety, phobias, obsessive, compulsive behaviours	36%	18%	45%
e) Others	55%	0%	45%
4. **Attention and concentration**	36%	9%	55%
5. **Memory and orientation**	27%	0%	73%
6. **Communication (problems in understanding**	0%	0%	100%
7. **Communication (problems in expression)**	18%	18%	64%
8. **Problems associated with hallucinations and delusions**	0%	18%	82%
9. **Problems associated with mood changes**	45%	0%	55%
10. **Problems with sleeping**	9%	0%	91%
11. **Problems with eating and drinking**	18%	0%	82%
12. **Physical problems**	9%	9%	82%
13. **Seizures**	0%	0%	100%
14. **Activities of daily living at home**	18%	0%	82%
15. **Activities of daily living outside the home**	18%	0%	82%
16. **Level of self-care**	36%	9%	55%
17. **Problems with relationships**	36%	18%	45%
18. **Occupation and activities**	27%	9%	64%

Summary:

◖ Improvements were made at all three time points in five areas: behavioural problems (directed to others and self); other mental and behavioural problems; memory and orientation; and problems associated with mood changes.

◖ Few behaviours became more severe over the period of the evaluation.

◖ Improvements were made in numerous behaviours; the most notable was in behavioural problems that were directed to others.

◖ Most areas of behaviour remained stable during the period of the evaluation.

◖ Overall problem behaviours ranged from being no problem to a mild problem.

VIEWS OF SERVICE USERS AT THE SECRET GARDEN

In June 2010 11 service users at the Secret Garden took part in a semi-structured interview that asked about their views and opinions on the Secret Garden in the following areas:

- The physical aspects (buildings, 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

Opinions of Physical Aspects of Scheme
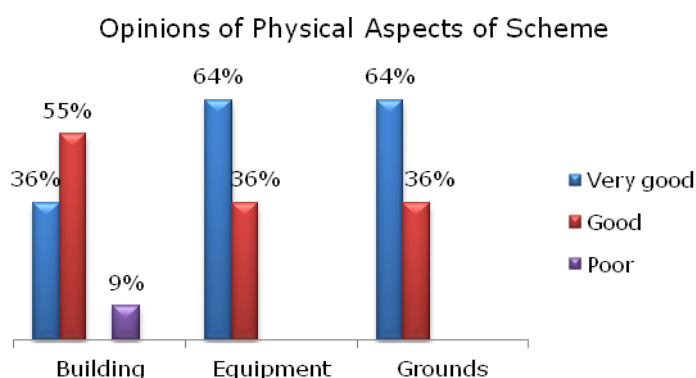
Most service users thought the buildings at the Secret Garden were 'good' (N=6) or 'very good' (N=4) and that they had improved over time. For example: whilst they can 'remember the coffee shop… [when] it was potting… sheds' it is agreed that 'it's better 'cause the coffee shop is here now and there's more customers'. Furthermore service users liked cooking in the kitchen 'because the kitchen's tidy, because we clean it up'; whilst others thought the buildings were 'nice' and 'an okay size'. However, a more negative view of the buildings was expressed that 'there isn't enough space in them for activities or cooking or to have your lunch'.

The tools/equipment used at the Secret Garden were rated as either 'very good' (N=7) or 'good' (N=4) due to their ease of use and functionality. For example, it was stated that 'some of them are very easy to use and we keep them clean all the time - you have to keep them clean' and **'I can use everything they fire at me; I can use it!'** Additionally, the routine of keeping things in the same place was praised 'because you know where everything is kept, if you're looking for something you know where it's at'.

The outside areas at the Secret Garden were rated as either 'very good' (N=7) or 'good' (N=4). Service users liked the gardens because of their beauty: **'It's full of nice plants and it's lovely to work in the good weather'**. Also, whilst 'you can work more because there is more space to work [and] there's more things to do' service users can also seek solitude and relaxation when needed: 'when you are on your break you can go to somewhere that's quiet in the garden'.

Scheme is

73%

27%

0%   0%   0%

Very good   Good   Neither   Poor   Very poor

Enjoy Coming to Scheme

73%

18%

9%

0%   0%

Strongly   Agree   Neither   Disagree   Strongly
agree   disagree
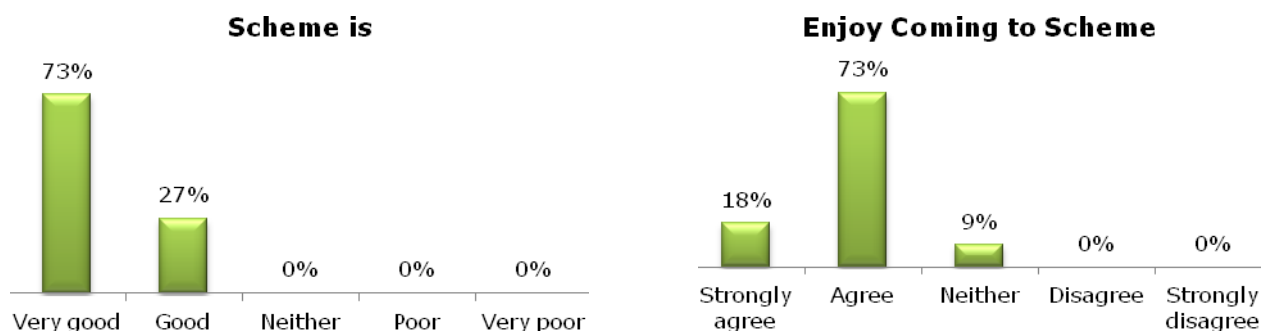
Overall, service users believed the Secret Garden to be either 'very good' (N=8) or 'good' (N=3) because the **staff and service users at the scheme are 'as a family'** where 'staff are good and nice to you'. It was also reported that **staff 'are always there to give... [service users] support and everything... [they] need'**. The general consensus was also that service users enjoyed going to the Secret Garden and 'get on well with everybody... [and] have good craic' as evidenced in their agreement shown in the chart above.

Additionally, some service users feel that **'if we didn't have this we'd have no job at all. We'd be staring at the four walls all day. I'd hate to be stuck at home watching DVD's all day. I like to work'**.

Staff Support of Service Users

Feedback on Progress

55%

45%

0%   0%   0%

Strongly   Agree   Neither   Disagree   Strongly
agree   disagree

Help and Support Received is

64%

36%

0%   0%   0%

Very good   Good   Neither   Poor   Very poor

Staff Willingness to Listen

55%

36%

9%

0%   0%

Very good   Good   Neither   Poor   Very poor
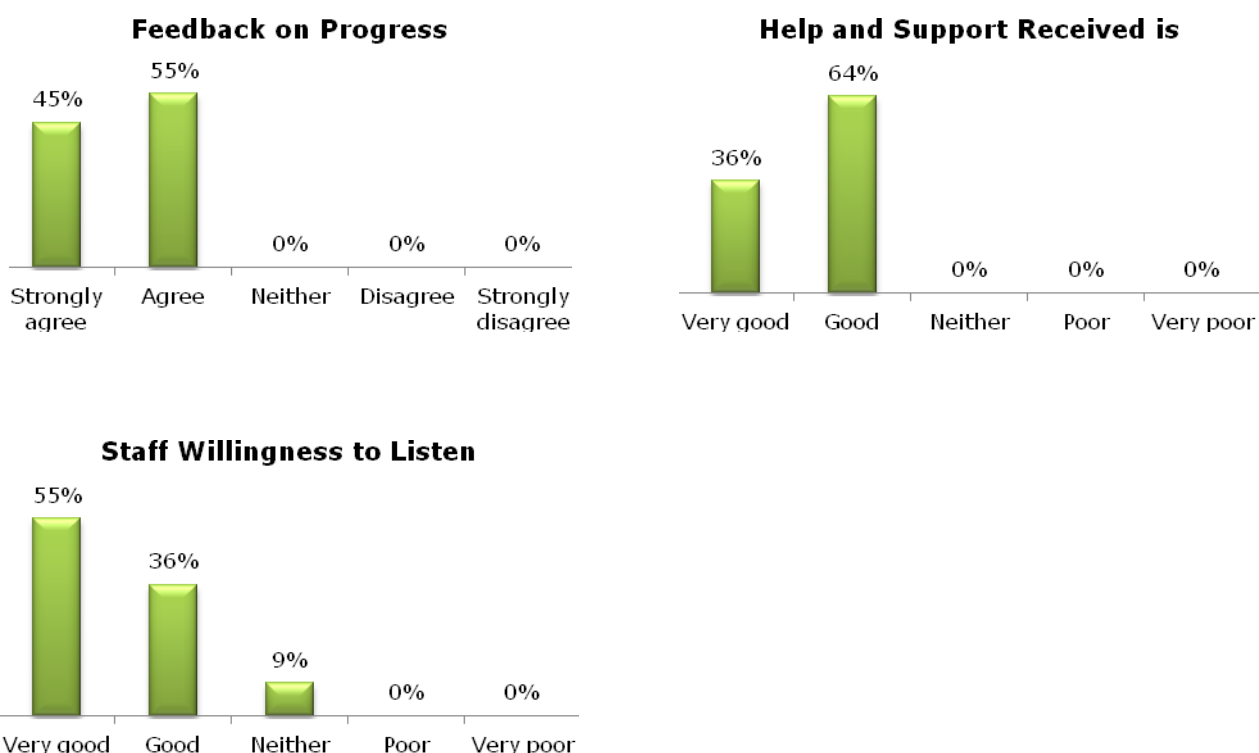
When asked if staff informed them of their progress at the scheme service users either 'agreed' (N=6) or 'strongly agreed' (N=5) that they were informed of their progress. In addition, service

users believed that the help and support they received from staff was either 'good' (N=7) or 'very good' (N=4) and that staff members willingness to listen to them was in the main either 'very good' (N=6) or 'good' (N=4), although one service user thought staff members willingness to listen was 'neither poor nor good'.

What Staff Know About SU Needs

- 55% Very good
- 36% Good
- 9% Neither
- 0% Poor
- 0% Very poor

How Staff Answer SU Needs

- 64% Very good
- 36% Good
- 0% Neither
- 0% Poor
- 0% Very poor
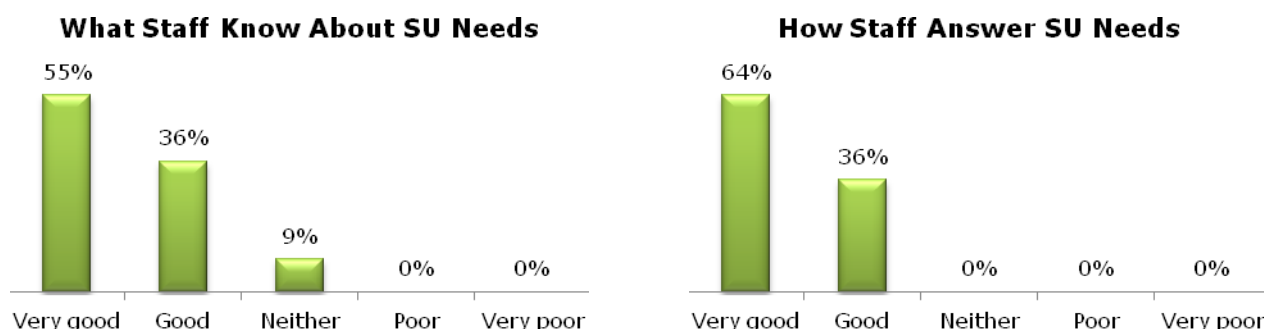
Service users believed that what staff know about their needs is in the main either 'very good' (N=6) or 'good' (N=4), although one service user thought staff members knowledge about their needs was 'neither poor nor good'. Additionally, service users believed that staff response to their needs is either 'very good' (N=7) or 'good' (N=4).

SU and Staff Relationship

- 82% Very good
- 9% Good
- 0% Neither
- 9% Poor
- 0% Very poor
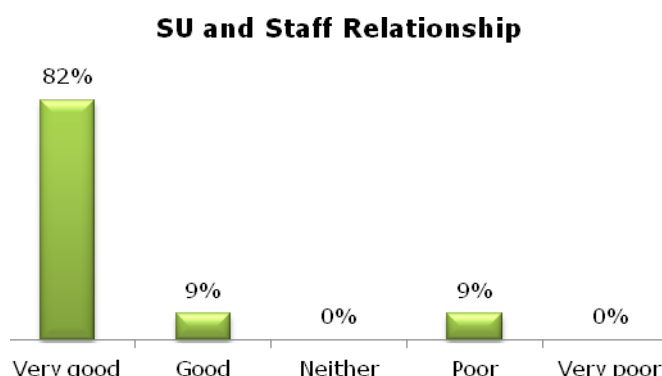
Mainly service users rated how they 'get along with staff' as 'very good' (N=9), since staff are approachable and good fun whilst promoting a friendly and relaxed team ethos. For example, it was stated that **'I can talk to them if I was feeling down or I had a problem; they are good craic'** and that 'we get on the best and we have a laugh and carry on and stuff. We work well together as well'. Additionally, it was stated that 'some staff [in other places] have the office but it's not like that here. We all get together over in the tea room, we chat and so on'. However, the service users – staff relationship was also rated as 'poor' by one service user who believed that 'a couple of times they boss you about and tell you what to do'.

Staff Like to Know What SU Thinks
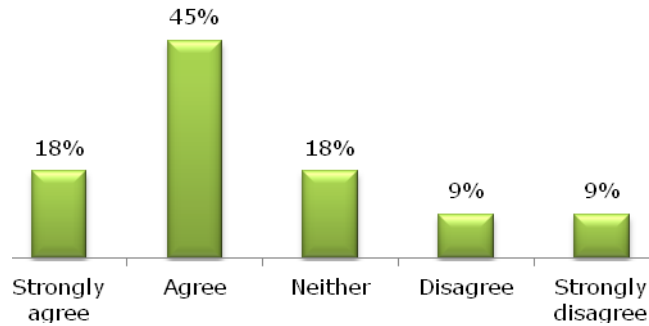
The chart above shows how far service users agreed that staff like to know what they think about things at the Secret Garden. It shows that whilst most 'agreed' (N=5) or 'strongly agreed' (N=2) that staff like to know what service users think two 'neither agreed nor disagreed', one 'disagreed' and one 'strongly disagreed' that staff like to know what service users think.

One complaint was made to the Secret Garden within the year of the evaluation. This complaint was deemed well dealt with as staff 'wrote it down [and] people who aren't nice to me or hit me get talked to in the office'.

SU Choose Activities
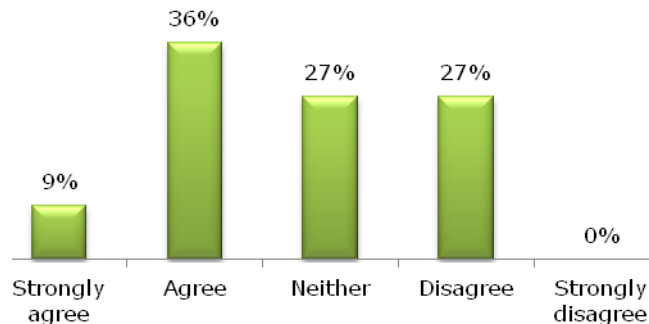
Whilst nearly one half of service users either 'agreed' (N=4) or 'strongly agreed' (N=1) that they chose their own activities over a quarter (N=3) disagreed with the notion and the same number 'neither agreed nor disagreed'. Some service users explained that 'You can't do what you want. [Staff] give you different jobs you see'. However, some service users explained that 'staff tells me what to do 'cause I wouldn't have a clue' and that staff ask 'Are you doing this or that today?'

It was also reported that whilst some service users believed they did have a choice 'staff tell me what to do, that's my job, they pay me' and that 'sometimes staff would say they need something done'. Additionally some service users reported that they 'ask what needs done and then go and do it'. However, even when choice was not available at the beginning of the day it was changeable as service users could say to staff '"I have been working for you all morning. Can I go work with …?" And… [staff] say "yes"'.

Have a Support Plan
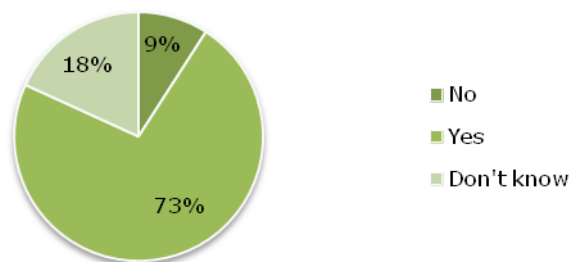
Whilst two service users did not know if they had a support plan (Needs Assessment) only one service user reported that they did not have one. Most service users reported that they did have a service user support plan (N=8).

Know What Support Plan Says
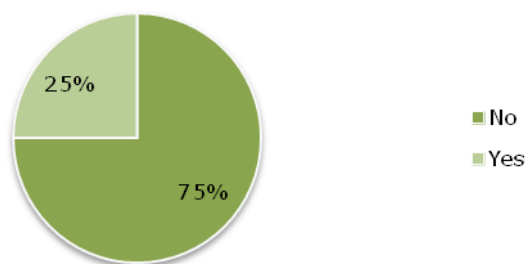
Of those eight service users who did have a service user support plan three quarters did not know what it said (N=6).

Of the six service users who did not know what their service user support plan said one third (N=2) did not want to know, whilst the remaining two thirds (N=4) would like to know.
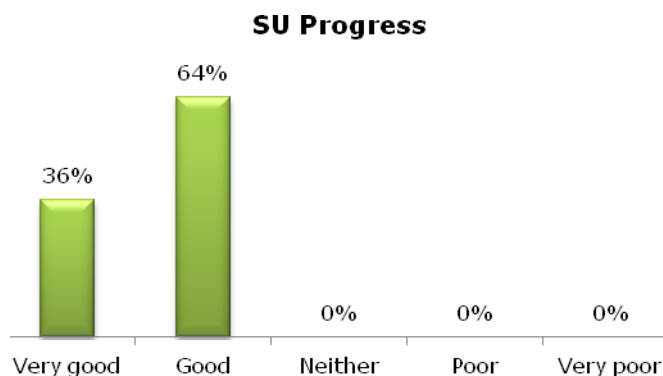
SU Progress

Service users rated their progress at the Secret Garden as either 'good' (N=7) or 'very good' (N=4). Some service users explained their progress at the scheme by recounting an achievement whilst working as part of a team. For example:

> 'Anything I can do, I can see what I have done and I'm chuffed because of what I've done. I remember at the forest it was all trees and it was stumpy on the ground. We used to have a tractor and we [staff and service users] tied a rope to the stump and tried to pull it out but the tractor wouldn't do it. We dug it out by hand, by spade. It's brilliant now - no stumps anywhere. We were chuffed after the work we did. I went home and slept most of the day.'

Service users also reported 'more experience in a lot of things I never knew - planting, how to dig and use different tools and all'. A sense of enjoyment at attending the Secret Garden was also expressed by service users. For example, that they had progressed 'because everything is good. **I enjoy my work and I wouldn't like to leave here but someday I will have to'**.

Additionally the social aspects of attending the Secret Garden were provided as a reason for progress: 'It gets you out and meeting new people, making friends with different people as well. **I've made lots of new friends since I started coming here'**.

What helps service users to progress

The main theme of what helps service users to progress was 'guidance from staff' who 'show me how to do things and learn me new tasks' and 'help you out and that'. A view was also expressed that the service user themselves helped their own progress by 'just put[ting] your mind to it and make a good job of it'.

What hinders service user progress

Explanations given by service users on what hindered their progress focused on internal aspects, such as 'a lack of concentration' and being able to 'focus on something else… [which] is very hard'. Further frustration was also expressed at day care provision versus employment: **'there should be employment - more courses to help me get a job out in the community. Not staying at day care all the[se] years'**.

Number of Activities is
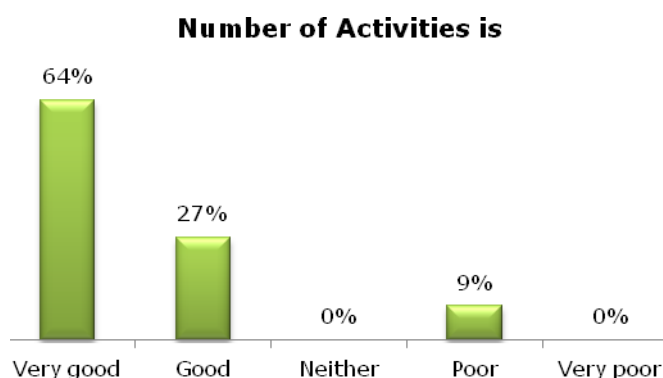
The chart above shows service users rating of the number of available activities at the Secret Garden. All but one service user rated the number of activities as either 'very good' (N=7) or 'good' (N=3) because they enjoyed the work and keeping busy. For example, it was reported that **'there's nothing you don't get to do. It's always work, work, work. You never get bored'**. Also, service users enjoyed being able to go on day trips to the library or elsewhere: 'last year we went to the Chocolate factory and this year we are going to the crisp factory. I'm really looking forward to it'.

The remaining service user rated the number of activities as 'poor' because they believe there are staffing issues at the Secret Garden:

> 'It's trying to get the [number of] staff [needed] too, to do the stuff with us. Most of the time we are short. They are thinking of taking us to the Tayto factory but it's getting enough staff to cover. I would like more outings but it's trying to get the staff to cover and all'.

Other activities service users would like to be offered at the scheme include 'more cooking'; 'more outings' and 'more courses'.

Service users were asked if there was anything else they would like to say about the Secret Garden. Most of the comments repeated those reported above. One comment however eloquently summed up what the service user felt the aim of the Secret Garden is:

> 'Secret Garden helps people with poor skills to build up their confidence again. It helps them to feel happy again in themselves and maybe get a different job in the future as well'.

VIEWS OF STAFF
AT THE SECRET GARDEN

In June – July 2010 staff at the Secret Garden were sent a short survey that asked their views and opinions on the scheme. This survey was completed by a total of nine out of 12 staff (75%); a breakdown of their job roles can be seen in the chart below. The length of employment at the Secret Garden ranged from six months to ten years; the average number of years worked was three years and eight months.

Job Role of Staff

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%.

The aim/purpose of the scheme

The aim/purpose of the Secret Garden was seen to be 'to provide a challenging yet therapeutic ['positive'] work skills environment for individuals to learn and develop' through the promotion of 'choice, respect, dignity and confidentiality'. Also part of the aim/purpose was also to 'promote self-esteem and independence', 'providing them with education, knowledge and skills essential for independent living' and to 'work [in a] setting in the community'.

Opinions of physical aspects of the scheme

Opinions of Physical Aspects of Scheme
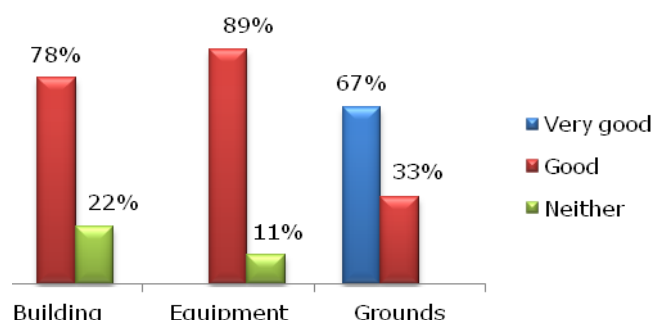
Over three quarters of staff (N=7) believed that the buildings at the Secret Garden were 'good' and two that they were 'neither poor nor good'. Staff believed that whilst buildings were 'purpose built' 'it can sometimes be cramped' and 'more space would be greatly welcomed' to deal with an increased number of customers and also to facilitate room for 'trainees to go that… has the space to carry out educational group work projects that would [help] our service users skills base as well as help to generate more income to the garden'. Additionally, it was felt that it was 'difficult keeping on top of maintenance… [due to] money restraints'.

Most staff believed that the equipment available at the Secret Garden was 'good' (N=8) and one that it was 'neither good nor poor'. With regard to equipment staff felt that the Secret Garden 'relies on donations etc [since there is] no money in budgets for updating equipment' of which 'some needs replaced'. An alternate view is that the Secret Garden is 'well maintained and adequate'.

The grounds at the Secret Garden were viewed more favourably where two thirds (N=6) of staff rated them as 'very good' and one third (N=3) as 'good'. Staff felt that the grounds to be a 'beautiful walled garden' that are 'well cared for throughout the year by staff and trainees' with 'lots of room for customers to relax and walk around'. However, it is also believed that the ground 'could potentially be improved upon with funding'.

Personal satisfaction at work

Staff were asked to either agree or disagree with statements about overall enjoyment and satisfaction with working at the Secret Garden. Responses to these type of questions are shown below.
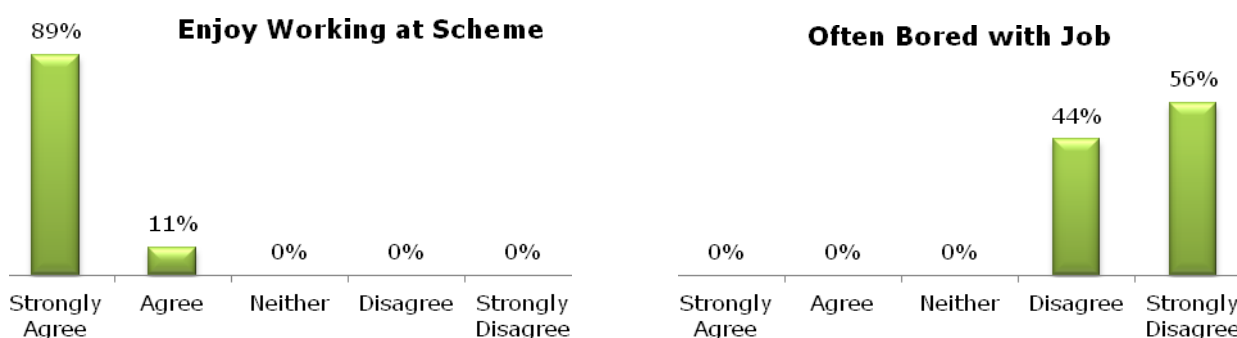
All staff either 'strongly agreed' (N=8) or 'agreed' (N=1) that they enjoyed working at the Secret Garden. This was also reflected in staff members disagreement that they were often bored with their job.
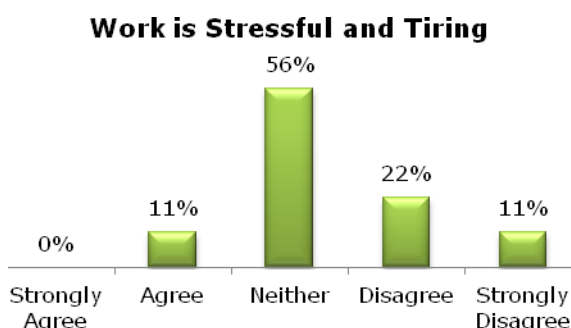
Whilst it is the case that staff enjoy working at the Secret Garden and are not bored with their job one person did 'agree' that the work was stressful and tiring. However, a third of staff members (N=3) did not believe the work to be stressful and tiring and over half (N=5) 'neither agreed or disagreed'.

51

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.

Little or No Opportunity to Use Skills

Strongly Agree	0%
Agree	0%
Neither	11%
Disagree	56%
Strongly Disagree	33%

No Feeling of Personal Achievement from Job

Strongly Agree	0%
Agree	0%
Neither	11%
Disagree	67%
Strongly Disagree	22%

Scheme is Progressive and Forward Thinking

Strongly Agree	11%
Agree	56%
Neither	22%
Disagree	11%
Strongly Disagree	0%
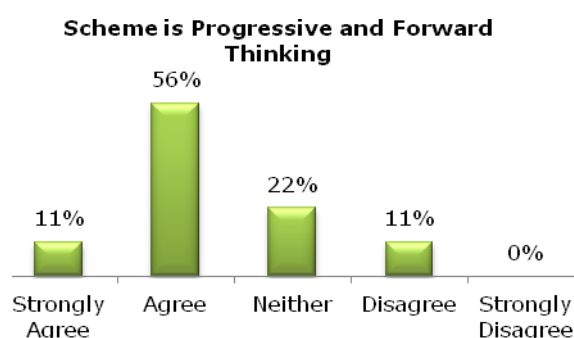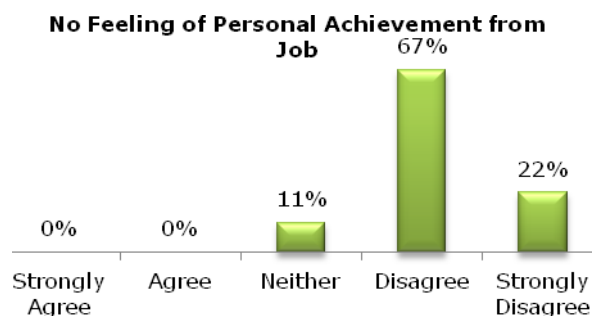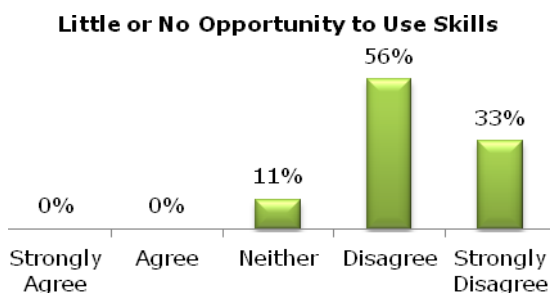
Most staff members either 'agreed' (N=1) or 'strongly agreed' (N=5) that the Secret Garden is a progressive and forward thinking scheme. However, two staff members 'neither agreed nor disagreed' and one 'disagreed'.

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.

Senior Staff Do Not Value Opinions

Strongly Agree	0%
Agree	0%
Neither	22%
Disagree	56%
Strongly Disagree	11%

Senior Staff Do Not Communicate Well

Strongly Agree	33%
Agree	33%
Neither	22%
Disagree	11%
Strongly Disagree	0%
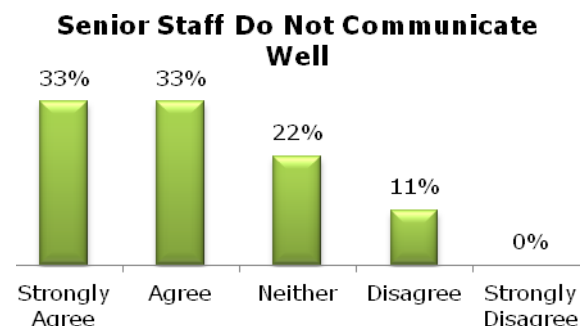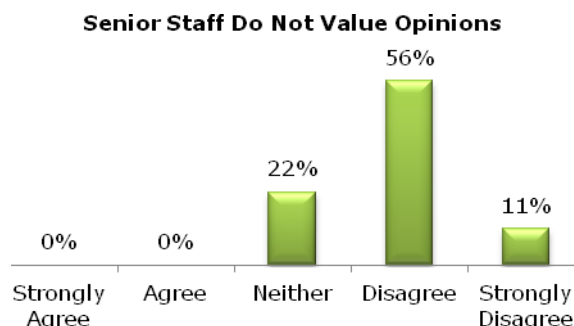
Whilst two staff members 'neither agreed nor disagreed' that staff in a senior position do not value their views and opinions all other staff either 'disagreed' (N=5) or 'strongly disagreed' (N=1) with the notion.

In the main it was felt that senior staff do not communicate well with staff (two thirds of staff believed this). However, one third 'neither agreed nor disagreed' (N=2) or 'disagreed' (N=1) with this notion.

Regular Supervision/Feedback
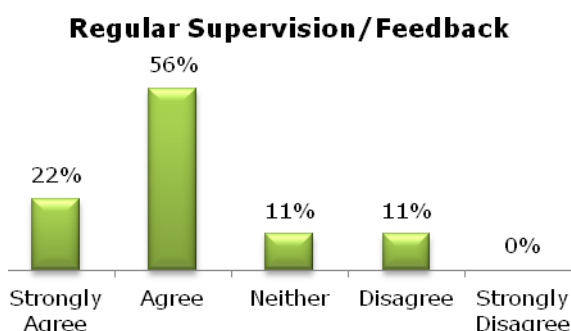
Whilst most staff (N=7) believed they had regular supervision or feedback from their manager one 'neither agreed nor disagreed' and one 'disagreed' with this notion.

Opinion of co-workers

All staff either 'strongly agreed' (N=8) or 'agreed' (N=1) that they like and respect their co-workers. Whilst no staff members felt that co-workers did not value their views and opinions one 'neither agreed nor disagreed'.

Like and Respect Co-workers

Co-workers Value Opinions

Sense of Co-operation Between Staff

Belong to an Effective Team
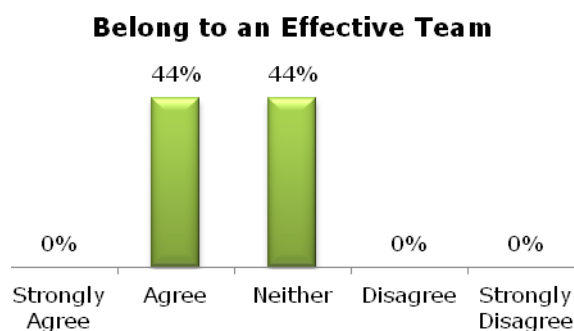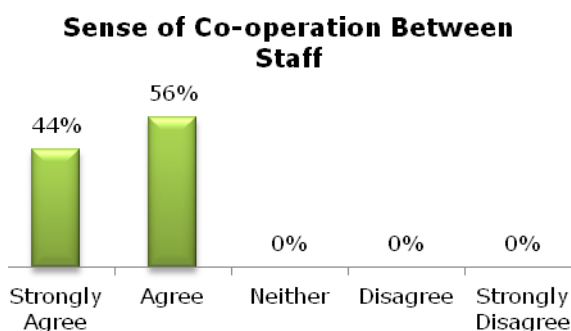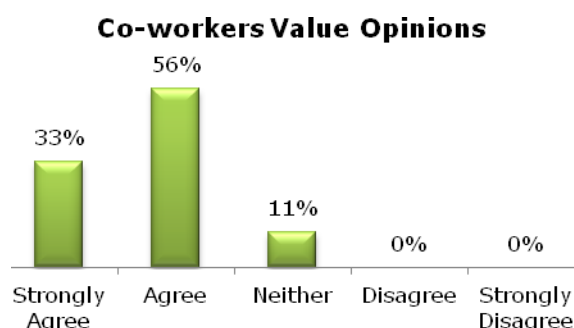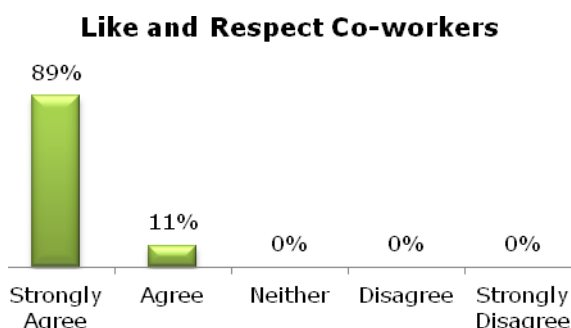
All staff indicated that there is a sense of co-operation between staff at the Secret Garden. Staff were evenly divided on their opinion of whether they belonged to an effective team; four staff members 'agreed' and an additional four 'neither agreed nor disagreed'.

Staff-service user relationship

Staff - Service User Relationship

89% Very good
11% Good
0% Neither
0% Poor
0% Very poor
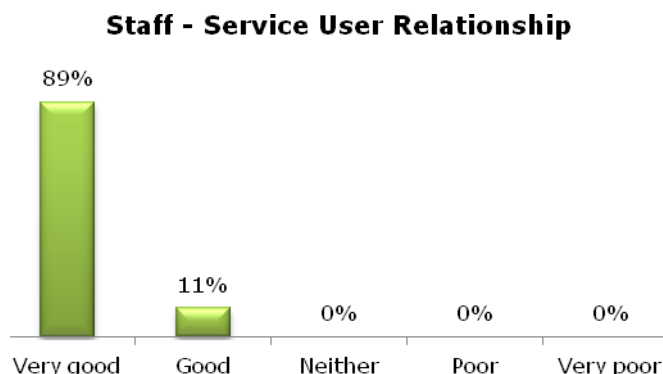
Staff were asked to rate the relationship between staff and service users at the Secret Garden. As can be seen in the chart all staff member believed the staff- service user relationship to be either 'very good' or 'good'.

Staff at the Secret Garden 'enjoy interacting with all the trainees' and feel that there is 'a very positive relationship' that has been developed through good 'communication and [an] understanding of each [service users] strengths and abilities'. Additionally, staff report that 'there is a mutual respect between' staff and service users and that 'service users work so hard… [that we are] proud of the achievements'.

The chart below shows the methods of interaction that staff at the Secret Garden use to communicate with service users. All staff communicate verbally with service users and six staff members also report the use of gestures as a medium of communication. No staff members report using sign language whilst five report using written communication and one utilises visual forms of communication i.e. symbols and pictures.

Communication Methods Used

100% Verbal
67% Gestures
0% Sign Language
56% Written
11% Visual
0% Other
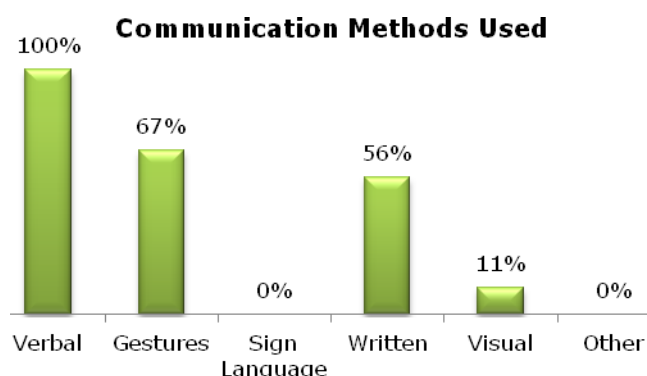
Staff were also asked about their involvement with service users on a daily basis. Staff rated their level of involvement on an average working day as follows:

Day to Day Involvement With Service Users

78%

11%   11%

0%

A lot   Moderate   Very little   None
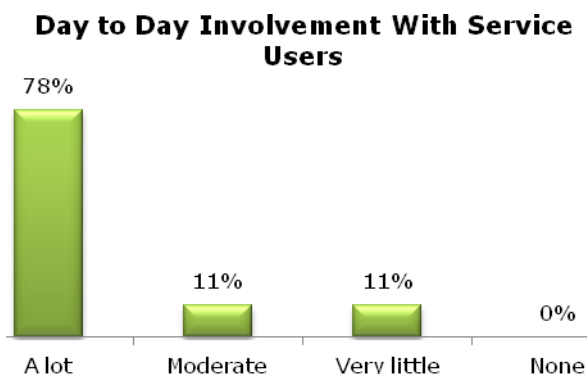
As can be seen one person reported that they had 'very little' contact with service users on a daily basis, a further staff member reported that they had a 'moderate' amount of contact. In the main therefore staff (N=7) report 'a lot' of contact on a daily basis.

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

At the beginning of the day staff 'facilitate transport and safe arrival' of service users to the scheme. Following this staff 'help [service users] with PPE [(personal protective equipment)] and make sure they are ok to work'.

Break to lunch

This time of the day is when 'tasks [are] allocated to suit individuals needs', 'based on… [their] capabilities'. During the carrying out of tasks staff 'guide and support often working directly alongside trainees'.

Lunch to finish

Staff again support service users and often work alongside them to complete tasks. It was reported that there is a 'slower pace in the afternoon but work is still done to a good standard [and staff]…. Praise learning'. Additionally, staff 'ensure that each service user is happy in what they are doing' and at the end of the day 'tools and PPE [are] stored away properly'.

Service user progress

It is important for service user progress that assessment and planning is undertaken and adhered to. Whilst one person did not respond to this question in the survey one (11%) indicated that assessment and planning was not employed and seven (78%) that it was.

Staff reported that whilst assessment and planning was not utilised on a day to day basis since 'staff can be too busy dealing with trainees/workers to get time to read files' it did 'provide important information to facilitate staff in helping trainees to learn and develop'. However, opposing views were expressed in that some staff expressed the view that 'we plan, implement and evaluate each service user every day in their activities' and that 'all the staff follow and work within the assessments and support plans'.

In the main staff believed that service user progress was 'very good' (N=4) or 'good' (N=2). However, one staff member rated service user progress as 'neither poor nor good' and one as 'very poor'.

Service User Progress

Service users' progress was rated as 'very good' or 'good' since service users 'have become very confident and genuinely enjoy' spending time at the Secret Garden which 'provides a relaxed atmosphere' and somewhere they 'are learning skills on a daily basis'. Staff felt that 'all trainees try very hard and due to abilities some have made great progress' however, they recognise that 'a lot depends on the individual service user and their motivation to learn'. On a more negative side staff felt that 'more could have been done to move service users on into "mainstream" employment opportunities and replace them with new service users'.

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

Helps service user progress

It was felt that 'patience and understanding and working at a pace which suits the service user' helps them to progress at the Secret Garden. Coupled with this is the employment of 'praise, support [and] realistic expectations', 'ideas being respected and listened to,… feeling involved,… working with the public… [and] learning specific and specialist skills'.

Hinders service user progress

The main hindrance reported to service user progress is that there 'is not enough staff to spend more time individually with each client' and 'at times [the] shop [is] so busy it's difficult to spend one to one [time] in developing… [service user's] skills'. Additionally, funding was seen as a hindering factor as it 'restricts what the staff can introduce or do with the service users'.

Staff were asked to rate how good they felt the activities currently provided at the Secret Garden were. Most believed that the activities offered were 'good' (N=6) or 'very good' (N=1). However, one staff member believed that the range of activities offered was 'poor'. The reasons offered for the ratings are discussed below.

Opinion of Range of Activities Offered
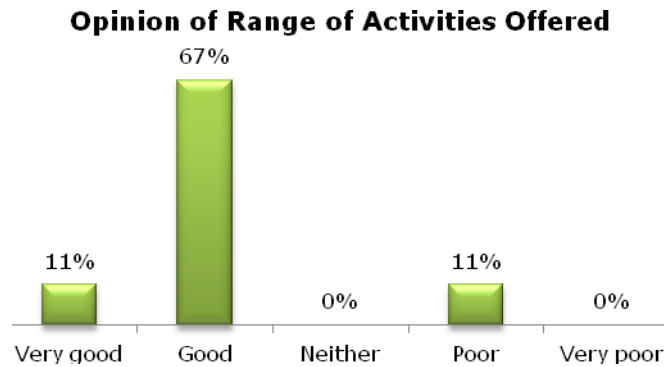
Whilst some staff felt that 'there is a wide range of different activities offered to each service user' where they can do 'different jobs… from day to day' others believed that activities are 'limited' to either horticulture or the café. Additionally, whilst 'activities currently provided are [perceived as] very good and are aimed at educating and developing essential work-based skills…. There could be more external programmes introduced… and professional training offered based around job roles'.

Staff were also asked if there were any new or other activities they would like to see offered at the Secret Garden. Staff 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 Secret Garden can be summarised in the statement below:

> *'Computers so we can teach them other skills. Arts and Crafts classes, educational, food hygiene, personal. We sold a tractor for £3000 to buy a cabin to arrange activities mentioned…. However, the money was swallowed up with our debt therefore we have nowhere to complete the aforementioned activities, or anywhere for the trainees to work in the winter'.*

Aspects that affect staff members job role

In undertaking work with people with learning disabilities it is important that staff have adequate training. For this reason staff were asked if they felt they had sufficient training to perform their job role to the best of their ability. In over half of staff members indicated that they did have sufficient training to perform their job role (N=5).

Those who believed they did not have sufficient training (N=3) were asked to indicate what other training they felt they could benefit from and reported that they would like 'horticulture training' since the Secret Garden is 'a 5 acre walled garden, two green houses, two large poly tunnels, twenty veg beds, plant sales, it would be very beneficial for… [staff], service users and sales in the garden'. Additionally, training relevant to job position would be welcomed since staff report they are 'stuck on a pay scale [with] no way to move'.

Difficulties in carrying out job role

Staff report that there are 'unrealistic expectations at budget restraint[s]' and a lack of 'direction from senior management' with regard to 'uncertainty of job' security. Additionally, 'staff morale [was felt to be at] rock bottom' for this reason which 'really affected our strong team'.

Most difficult aspects of job

Staff report that the most difficult aspects of the job are 'working within a budget that has been reduced greatly… [whilst] still providing a business based service', linked to this is the difficulty in 'keeping staff moral up'. Additionally, staff find it difficult for service users during 'busy periods when trainees get stressed' and assigning service users 'appropriate tasks to suit individual needs', especially 'during the winter months when there is a limit as to what you can do outside'.

Most rewarding aspects of job

Staff indicated that the most rewarding aspects of working at the Secret Garden are 'seeing the clients enjoy the work they' along with seeing how service users 'have grown in confidence… [and their receiving] course certificates to enhance their own learning'. Also, staff were rewarded by the 'mutual respecting working relationships with the service users'.

Working conditions improved upon

Staff felt that working conditions could be improved upon by addressing issues already raised above: 'more communication regarding staff cuts etc', 'more staff,… horticulture training', 'better spatial work room during the winter' and 'being listened to by senior management'.

An unique point raised here was that 'appropriate heating in… [the] canteen' is needed.

Additional Comments

No additional comments were provided by staff at the Secret Garden.

Appendices

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:_____

Communication

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

Listening and Understanding

							Circle "?" If You Have a Question
Start Ages 0–4	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 5+	8	Points to common objects in a book or magazine as they are named (for example, dog, car, 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 "?" If You Have a Question
Start Ages 0–4	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.

| Never true | Hardly Ever true | Sometimes true | Often true | Always true |
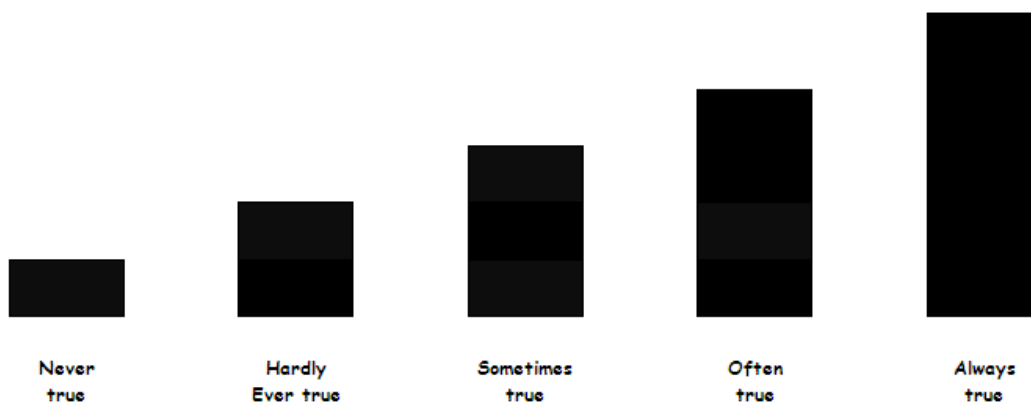
The **bild** Life Experiences Checklist

Alastair Ager

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

Scores

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

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

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 ☐

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 ☐ Current case ☐
Legal status:	Informal ☐ Detained ☐
Details of physical conditions:	*(e.g. cerebral palsy, epilepsy, sensory impairments, Down's syndrome)*
Degree of learning disability:	1 = Mild 2 = Moderate 3 = Severe 4 = Profound ☐
Psychiatric and developmental conditions:	*(including autism and offending behaviour and, if available, ICD-10 codes* ☐☐☐
Nature of accommodation:	1 = Lives independently 4 = Long-stay hospital 7 = Other 2 = Family home 5 = Group home (staffed) 3 = Acute hospital 6 = Group home (unstaffed) ☐

KEY	0 = No problem	SUBJECTIVE RATING ☐
Ratings should be over the past four weeks. *For all the following items rate as follows:*	1 = Mild problem 2 = Moderate problem 3 = Severe problem 4 = Very severe problem 9 = Not known	

65

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.
2 Mod	Frequent verbal abuse, verbal threats, occasional aggressive gestures, pushing or pestering (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).
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, smearing, 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.
1 Mild	Occasional behavioural problem(s) that are out of the ordinary or socially unacceptable.
2 Mod	Behaviour(s) sufficiently frequent and severe to produce some disruption of and impact on own or other people's functioning.
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.
4 V sev	Constant, severe problem behaviour(s) producing major disruption of and impact on functioning requiring constant supervision or physical intervention for prevention.

A
B
C
D
E

4. Attention and concentration

Include problems that may arise from underactivity, overactive behaviour, restlessness, fidgeting or inattention, hyperkenesis 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.
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.
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.).
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.

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?

………………………………………………………………………………………………

……………………………………………………………………………………………

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:

14. Staff and I get along:

15. Can you tell me about how you get along with staff at [Scheme name]:

……

……

Service User Progress:

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

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?

....

....

<u>Your Thoughts:</u>

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.

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 <u>does not</u> 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	☐	☐	☐	☐	☐
The equipment	☐	☐	☐	☐	☐
The grounds	☐	☐	☐	☐	☐

4. Can you tell me why you rated:

<u>The building</u>
[as…]:………..

……

<u>The equipment</u>
[as…]:..………..

……

<u>The grounds</u>
[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.

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

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

Interviewer to write D/K beside question if interviewee indicates they don't know.	Very poor	Poor	Neither poor nor good	Good	Very good
Helpfulness/Supportiveness	☐	☐	☐	☐	☐
Communication	☐	☐	☐	☐	☐
Professionalism	☐	☐	☐	☐	☐
Willingness to listen	☐	☐	☐	☐	☐
Knowledge of [SUs name] needs	☐	☐	☐	☐	☐
Responsiveness to [SUs name] needs	☐	☐	☐	☐	☐

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]

……
……

<u>Your Thoughts:</u>

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 <u>choose</u> …?

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.

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 <u>does not</u> apply to Castle Lane staff)

	Very poor	Poor	Neither poor nor good	Good	Very good
a. The building	☐	☐	☐	☐	☐
b. The equipment	☐	☐	☐	☐	☐
c. The grounds	☐	☐	☐	☐	☐

Please briefly explain these ratings:

<u>Building:</u>……

………

<u>Equipment:</u>………

………

<u>Grounds:</u>……

………

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 <u>does not</u> apply to Castle Lane staff)

	Very poor	Poor	Neither poor nor good	Good	Very good
d. The building	☐	☐	☐	☐	☐
e. The equipment	☐	☐	☐	☐	☐
f. The grounds	☐	☐	☐	☐	☐

Please briefly explain these ratings:

<u>Building:</u>………

………

<u>Equipment:</u>……

………

<u>Grounds:</u>……

………

General Questions:

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I enjoy working at this scheme	☐	☐	☐	☐	☐
b. Working here is stressful and tiring	☐	☐	☐	☐	☐
c. I like and respect my co-workers	☐	☐	☐	☐	☐

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

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
☐	☐	☐	☐	☐

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
☐	☐	☐	☐

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 <u>helps service users</u> to progress at your scheme:

………

………

………

15. Please briefly state what you believe <u>hinders service user</u> 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
☐	☐	☐	☐	☐

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