

# WHAT'S A GOOD LIFE?

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INPUT TO THE BEST VALUE  
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**WHAT'S A GOOD LIFE?**

# INTRODUCTION

This report summarises the outcomes of the “What’s a Good Life?” project for the purpose of informing the current Best Value review process.

“What’s a Good Life?” was conceived in October 1999 when West Dunbartonshire Council, Greater Glasgow Health Board and Clydebank College wanted to find out from people who lived in the Clydebank area what was important to them and what they thought made a good life for them. Scottish Human Services Trust staff worked alongside volunteers from Clydebank to design and carry out the project. The findings were delivered in June 2001 at the Future Search conference during which the input to the consultation was reviewed by participants and other interested parties and a set of recommendations agreed.

At a time when there is some cynicism and frustration around the methodologies and outcomes of review related consultative processes, the findings of the “What’s a Good Life?” project provide an unusually rich information source for the current review.

The information gathered in the Clydebank consultation poses quite a challenge to the kind of consultation processes that typically inform Best Value review processes. Most importantly, the findings of the project emphasise the difficulties inherent in gaining critical feedback on services from some of the people who use them. In particular, it was clear that people with learning difficulties were unusually lacking in critical feedback in comparison with the general population.

The project was an effective piece of participatory research. It involved people with learning difficulties and other service users at every stage of the project except the initial design and in the steering group.

The outcome of this project showed that, whether or not a person has learning disabilities, there isn’t much difference in terms of what people want in their lives. Overall, when people were asked what would make a good life for them, the following top ten list of attributes emerged:

1. Having friends
2. Having a good social life and going out
3. Spending time with family
4. Having a job
5. Having your own house
6. Job satisfaction - getting something good from it
7. Having enough money to do what we want
8. Having music in our life
9. Being healthy
10. To live where I want/Going on holiday/Living life to the max

# UNDERSTANDING THE PROCESS OF "WHAT'S GOOD LIFE?"

The project was launched in August 2000. Volunteers from the community were recruited to be part of a group who would prepare a questionnaire and ask people about their experiences of using services in Clydebank.

In October 2000 training started with 12 volunteers. During this training the team members looked at issues such as making choices; speaking up for yourself; power in society; prejudice and stigma; listening and interviewing skills and judging quality.

By February, the team was ready to design the questionnaire they would use to interview local people. The purpose of the questionnaire was to find out what people in Clydebank think about jobs; where they live; health services; further education and day services. We also wanted to find out what makes a good life for people.

The next stage was for the team to decide whom they wanted to interview. The team decided to get a good mix of local people, and a good mix of opinions by interviewing:

- People with learning disabilities and people with no learning disability
- Men and women
- Older people and younger people

The team then used their local knowledge and contacts to find people who were willing to be interviewed. The team then interviewed 44 people across Clydebank.

In order to make sense of the information gathered, the team turned to the "Framework for Accomplishment" developed by John O'Brien as a way of understanding quality in human services.

This provided a highly relevant framework for analysing results because, when people talk about what makes a good life, or what makes life worth living, the same things come up again and again. Along with the "physical" needs for safety, food, health, sleep and comfort people reference social and psychological needs that seem equally important. John O'Brien summed these up as:

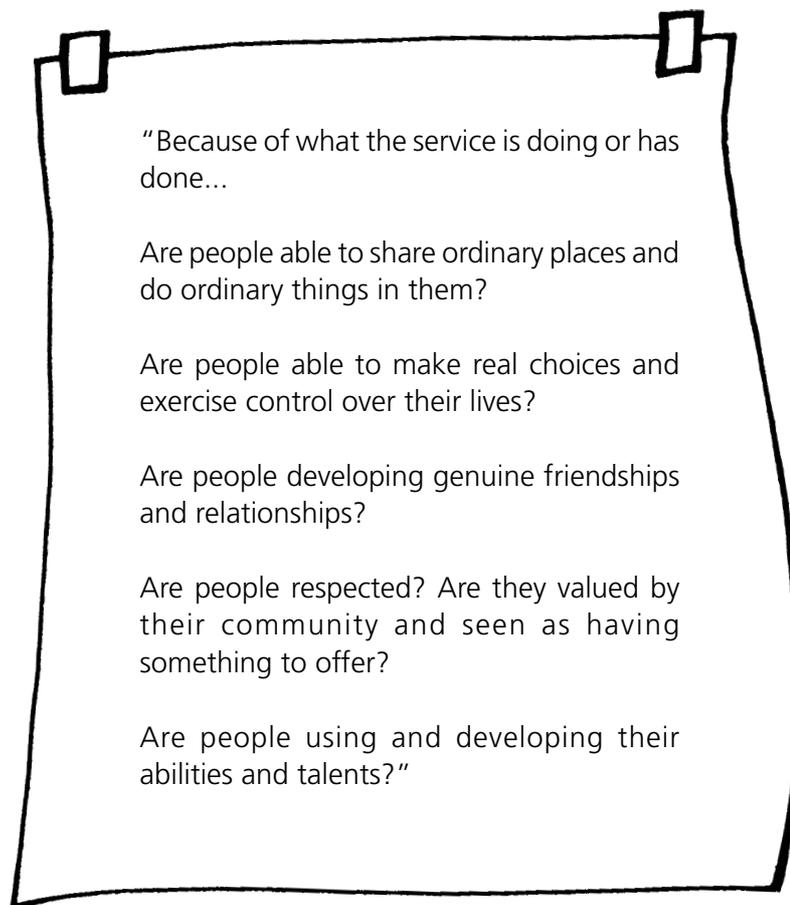
- Making choices
- Sharing ordinary places
- Developing abilities
- Being treated with respect and having a valued social role
- Growing in relationships

## WHAT'S A GOOD LIFE?

The analysis of responses during the Clydebank consultation was focused on how well the service was doing in relation to the five service accomplishments. The analysis is reproduced in more detail in Appendix 1.

In referring to an “accomplishment” we are talking about a particular characteristic of the service - not something an individual needs to achieve. The five service accomplishments are about people who use services being a part of their communities, and not being different and separate. Using this framework the team looked at whether services in the Clydebank area were working towards or working against people being part of their communities.

The question applied to the findings of the project team was:



# WHAT'S A GOOD LIFE? THE FINDINGS

The project questionnaire covered six areas of every day life for people with and without disabilities:

- What people do with their free time
- Where people live
- Jobs and employment
- Day centres
- College
- Health care

For each category the question asked was "Do the answers people have given show us that the service is working towards or working against the standard set by O'Brien in the five Service Accomplishments?"

## FREE TIME

People with and without learning disabilities enjoyed doing many of the same things: eating out, swimming, sports, dancing

People who did not have a learning disability were often involved in activities that developed their abilities. They did things like restoring old cars, learning to play the pipes or restoring furniture. People with learning disabilities "socialised" or "hung around the house". There were some exceptions where people went fishing or played football.

Many of the things people with learning disabilities do in their free time happen in separate places such as social clubs that are just for people with learning disabilities.

## WHERE PEOPLE LIVE

In general, people share the same kinds of housing but the lifestyle of people with learning disabilities is different from people who have no learning disability.

Many people with learning disabilities continue to live with their parents long after most people would have left home to live more independently.

Most people with a learning disability said that they would rather live with people other than those they live with now. People who had no learning disability said that they were happy with the people they lived with.

## WHAT'S A GOOD LIFE?

Some people with learning disabilities said that some of the basic choices about how they live were decided by staff e.g. when they took a shower and when they could have friends over.

## **JOBS AND EMPLOYMENT**

Most people with learning disabilities do not have a job. Most of the people with no learning disabilities whom we interviewed were in full time employment.

Many of the people interviewed who had jobs said that one of the things they liked most was meeting people at their work.

Many of the people with learning disabilities have ambitions and ideas about the kind of job they would like to do. They had ideas about how they could be supported to find a job.

Most of the people we interviewed who had learning disabilities said that they would really like to have a job. They thought it would be more interesting and worthwhile than what they do now. They also want a job to learn new skills.

People with learning disabilities who had jobs were not working in lots of different types of jobs. The jobs they were doing were generally less skilled than jobs that people with no learning disabilities do.

Some people who go to the day centre five days a week count that as their full time job, although they receive no wages for the work they do.

## **DAY CENTRES**

People who go to day centres are keen to learn new things such as maths, english, geography, horse riding, job coaching.

Nearly all the people who go to a day centre have made friends there.

Several people said the staff at the centre were friendly and helpful.

Some people said they do have a choice about the activities they do in the centre.

The centre is far away from the community - pubs, shops etc.

Most people go 4/5 days a week and don't get the chance to take part in other "ordinary" things.

Most of the activities people do at the day centre don't help develop their abilities e.g. listening to music, pushing wheelchairs - "on Tuesdays I do line dancing with one of the staff and in the afternoon I just play music, just sit around."

Most day centre users do not feel they are given the chance to learn new things.

One centre user said "sometimes the staff have an insensitive joke...they make it difficult for us to understand them...and people can get quite offended at the way it's addressed to them."

People said they would rather go to a day centre than have a job because they felt they were not capable of having a full time job, or even not capable of travelling there.

Nearly all people who do not have a learning disability said they would choose not to go to day centre. One person said that it wouldn't give them enough freedom to do what they wanted.

Everyone who goes to the day centre said that the staff were friendly:  
"They are very friendly, very jolly," "They say, "how's my wee friend today?"," "They're very friendly."

## **COLLEGE**

Students with learning disabilities and students with no learning disabilities go to the same college.

People with a learning disability study a wide range of subjects e.g. computing, plumbing, metalwork, shopping and cooking.

All the students who were asked said that they had made friends at college.

Student's comment about staff, "If you tell them a problem, they will always deal with it, and that's important." "I like XX, she treats me like an equal"

Being a student is a role that is valued in our society.

All the people with learning disabilities who are at college are in classes just for people with learning disabilities.

Quote from member of College staff to students,

 You all communicate with me very well and I hope that I can bring myself down to your level so I can communicate with you. That's what it's all about isn't it? 

## **WHAT'S A GOOD LIFE?**

## HEALTH

People with learning disabilities go to the same doctors' surgeries as people with no learning disability.

Most people felt they could trust their doctor.

Comments about doctors' attitudes:

“He takes me very seriously,” “She listens well,” “He is patronising,” “If you go in for the Pill you are looked at as if you were scum,” “As soon as I walk in to see him he goes like, I’m too busy, scram.”

Some people said they were happy with the amount of information they received about health care.

Some people said they could choose the doctor they saw, and if they wanted a male or female doctor.

People said they were not given enough time to talk to their doctor.

Some people felt that they did not get enough information about health care.

Most people did not like the appointment system, because they either found it hard to get an appointment or they didn't get enough time in that appointment.

Some people with learning disabilities said they did not trust their doctor.

Some people with learning disabilities and people without a learning disability felt that their doctor didn't listen to them.

## CHOICES AND CRITICISM

We observed a significant difference between the ways in which people with learning disabilities answered questions in the interviews and the ways in which people without learning disabilities answered.

When we started to look at the information we had collected we noticed something unusual. Most of the people we interviewed who had a learning disability did not have many criticisms of the services they received. They seemed to like where they lived, they liked what they did during the day and how they spent their free time. College was good, the day centre was good - it seemed as though everything was fine.

The answers from people who did not have a learning disability were quite different.

They had lots of criticisms about their jobs, where they lived, college courses, doctors and so on.

As a team, we tried to work out why people with learning disabilities had fewer criticisms than people with no learning disabilities.

The suggested reasons we came up with were:

The people with learning disabilities we interviewed did not know us and so may have felt that they could not trust us not to tell the staff or other people about what we said.

Perhaps they thought they could get into trouble with the staff if they criticised them or the service.

We interviewed people in places they were talking about (e.g. the day centre) and so it may have made them uneasy about criticising staff or the service.

They may have been feeling nervous or frightened about the interview because they were not used to being interviewed.

They may not be used to being asked for their views or opinions about services, so they may not be used to thinking or speaking in that way.

They may not have been very critical because they do not have a lot of life experience or things to compare services with so this might mean that they have low expectations about what's good and what's not.

They may not have wanted to criticise things because it is all they have and they would be worried that they might lose the chance to go there.

In the past they may have given their opinion, only to find that it was ignored. So, they may feel that it is a waste of time to give their opinion now.

They might feel embarrassed and not want to give their opinions.

Parents and workers often do not expect people with learning disabilities to achieve very much or to think for themselves. These low expectations "rub off" on people and so they think that somehow they have no right to expect more and better from their lives.

The team felt that even though people with learning disabilities did not have very many bad things to say in the interviews this did not necessarily mean that they are happy with where they live and what they do during the day. The group felt it

## **WHAT'S A GOOD LIFE?**

meant that they might not be able to say that they are unhappy because they are afraid to or perhaps because they have nothing to compare their current situation with, they do not realise that things could be better.

The basis for this thinking was that, even though criticisms were not frequent and when made they were mild; significant numbers of those interviewed did express desire for something different. For example, out of 26 people interviewed who had a learning disability, 15 said that they would prefer another living situation and 15 said they would like to have a job. Sixteen said there were things they would like to do in their free time that they can't do at the moment.

The team also noticed that several of the most critical comments tended to emerge indirectly in statements people made during the interviews. The team considered that some of the following comments, although often not expressed as a criticism, were illustrative of some of the flaws in the services and the ways in which services are provided. One of the comments that stimulated much discussion and concern was made by a college lecturer and reported back by participants in the team. We include it under the heading "College" below.

## WHERE PEOPLE LIVE

 "I could live in the respite house. If I had the choice I would live in my house with support."

"I did have a say about what colour the room was painted and I picked the sofa and the coffee table. I choose what I eat. I have to ask permission from key workers if I want to have people over. I choose when to go to bed but the key workers wake me up each morning for my shower and breakfast." 

## JOBS AND EMPLOYMENT

 "I would like my key worker to help get me a job. Generally to tell me how to get a job. I don't have a job at present because there is no-one to give me the information."

"[I want} somebody to take me on board and give me a wee bit of respect."

"There's no work, it's mainly recreation. That's what I don't like about it."

"I'd like to work and have money at the end of each week."

"I'll reapply for college - I can't work more hours because if I do it will affect my benefits." 

## COLLEGE

☞ "I had a bad time at college - I got bullied and stuff."

"There is people in our section who went to mainstream and special schools. It's a mixture but sometimes it can make you look stupid - you know what I mean. Because people have gone to mainstream school and you haven't experienced it."

"[I like] talking to people and meeting people but that's about it."

"I don't like having to sit round waiting for classes to start." ☞

About the staff:

☞ "Very poor - I'm always getting into trouble and getting told to control my temper. They don't see the other side of it; they have always got to judge. They just don't give you any encouragement to get onto another course and that."

"Sometimes they can be fine and sometimes they can be big-mouthed."

"They are dead choosy, picky and have got favourites." ☞

Comments made by a college lecturer:

☞ "Well I love being here. I love being with the students, communicating, helping them when required and being there for their safety and well being. I really love my job, 99% job satisfaction but you have your bad days. I do my job. I have a good relationship with all the students as you know. You all communicate very well with me and I hope that I bring myself down to your level so I can communicate with you. That's what it's all about isn't it?" ☞

## DAY CENTRES

☞ "I went to an ATC for one day and I've never been back. The social workers got me into the day centre - but I just sat around doing nothing all day. I broke down and cried - it was really upsetting. I could have just been at home sitting doing nothing and watching TV."

"I would rather have a job in my free time."

"I don't think the training teaches you enough."

"Sometimes there is not enough to do. You just sit and talk to the people who are there."

## WHAT'S A GOOD LIFE?

"I don't like fights - yes there are lots of fights. It makes me angry."

"Sometimes I don't like just doing nothing - I don't really like that. I like to keep active."

"[I'd like to do] colouring in and painting. I can't do this at the moment because staff are away on their holidays and it's short-staffed."

"[I'd like to] go out more, go to the shops, to Clydebank and all that."

"[I'd like to do] horse riding. I can't do it because of staff shortages."

"I'd like to learn how to do maths and written English. I like to learn more about countries and the world, climates of the world and history as well. How things have been here and gone in the past. I can't do this because my key worker won't give me any sums to do. He thinks I shouldn't really need sums, he thinks they are not really relevant."

"I'd like to get out more - I go out once a fortnight which is fine - I get out for my tea and cakes." 

About the staff:

 "They say 'how's my wee friend the day' - they are friendly."

"I sometimes don't like the staff having an insensitive joke sometimes. Sometimes the three of them can make it difficult to understand and people can get offended sometimes in the way it's addressed to them. Sometimes I don't know when they are joking and when they aren't." 

## HEALTH CARE

About the doctors:

 "He kind of forgets about me - like he should be giving me regular check-ups to see if I'm alive and healthy."

"He talks too low and you can't make out a word he's saying and sometimes you have to wait a while. Sometimes the receptionists are cheeky."

"I'm a wee bit afraid of him."

"I don't like the fact that the receptionist calls me by my first name because I don't give them permission for that."

"If you go in for the Pill you are looked at as if you are scum."

"I don't like going to the doctors at all. I don't find it friendly [...] they are so busy [...] I feel it's an inconvenience for them me just being there."

"He says that I've wasted my time making an appointment."

"I've just got this thing in my head that if I tell him something personal he might tell my mum and I don't want my mum to know anything."

"He might let secrets out."

"[I'd like more information on] AIDs in case you get diseases off people and that. I went in and asked for contraception and they asked me what I wanted to know about that for and then they passed it onto other people and I wasn't very happy about that. I was kind of confused and a bit frustrated." 

# RECOMMENDATIONS FROM THE FUTURE SEARCH CONFERENCE

In June 2001 a conference took place to enable participants in the consultation and a range of people involved in service provision to try to come up with workable solutions to the issues brought up in the consultation process.

After hearing the main findings from the project, all the people at the Future Search Conference divided into six groups. Each group looked at a different section of the findings from the interviews and addressed the following questions:

- What is working well?
- What could be done better or differently?

Then each group was asked to brainstorm some ideas to make things better in the future, and decide on the best three or four ideas to present back to the big group.

Below is a summary of the main ideas that emerged from the conference.

## HOUSING/ WHERE PEOPLE LIVE

### Main issues:

- People with learning difficulties living in supported accommodation not having the key to their front door.
- Some housing staff don't have very good attitudes towards people with learning difficulties e.g. trying to get them to fill in very complicated forms.
- Information about housing is not very accessible to people with learning difficulties.

### Recommendations:

- An accessible book for people with learning difficulties about housing options written by people with learning difficulties.
- Every person with learning difficulties who is in supported accommodation should have the key to their door.
- Staff who work in housing should have inclusion values training to help them work better with people with learning difficulties.
- People with learning difficulties should be given more support to get their own home.

## **FREE TIME**

### **Main issues:**

- People who go to day centres don't do the same sort of leisure activities as other people with their free time.
- There are access problems to some buildings and types of transport that prevent people with physical disabilities being able to use them: e.g. buses, shops, pubs, restaurants.
- Sometimes people with learning difficulties do leisure activities with other people but aren't included properly.
- Do people really have leisure time if they don't have a job?
- People with learning difficulties often have small circles of friends, who are usually other people with learning difficulties.

### **Recommendations:**

- Leisure activities for people with learning difficulties should be ordinary things with other ordinary people.
- People with learning difficulties need to have more opportunities to make friends with people who share their interests. People should do things with people who have the same interests, rather than doing things with people who have the same label.
- Person Centred Planning could be a good tool for people who find it harder to tell us what they want to do with their free time. It would help communicate this.
- People should be told not to judge people and to value people.

## **JOBS AND EMPLOYMENT**

### **Main issues:**

- Some people with learning difficulties get stuck doing training for training instead of for work.
- People with learning difficulties are often assumed not to be able to work

### **Recommendations:**

- Have job finders who really know what's needed.
- Make sure job training leads on to a job rather than just more training.
- Everyone needs to know about inclusion.

## **WHAT'S A GOOD LIFE?**

## **COLLEGE**

### **Main issues:**

- College courses were too long for some people and too short for other people.
- Some people with learning difficulties got stuck in a training loop, where they went to college to learn job skills, but couldn't find jobs when they left college, so ended up back at college.
- Some students got bored in the summer when college closed and they didn't have anything else to do.
- People with learning difficulties went on different courses to people with no learning difficulties, and so often they didn't really meet each other.
- People with learning difficulties have a limited choice of courses available to them, whereas people without learning difficulties could do any course.

### **Recommendations:**

- Courses should be more flexible, so that people could take the time they need to complete them properly. For example people should be allowed to take one year or 2 years to complete the same course depending on how long they need.
- Colleges should have direct links with jobs and employment services, to help students find jobs when they finish college.
- College should stay open in the summer, maybe offering a selection of short courses, and to give people who need more time to complete their courses a chance to do this.
- Instead of having a supported learning department for students with learning difficulties, students with learning difficulties should be given individualised support to do the course of their choice.
- People should be given more support to help them choose the right course for them.

## DAY CENTRES

### Main issues:

- Day centres being in the middle of nowhere, separate from shops, houses, pubs etc. This meant that people who went to day centres didn't have many opportunities to meet other people. Plus, people who went to day centres usually went on special buses, rather than buses everyone else uses.
- The special buses meant that people had to arrive at and leave the centre at fixed times.
- Centres don't really help people find jobs.
- Centres aren't user-led.
- The choice of things people could do at the day centre was quite limited.
- Some people wanted to close the day centres, but that might mean that people who went to the day centre wouldn't have anything to do.

### Recommendations:

- Day centres should be moved to the middle of communities.
- Day centres should support service users to do whatever activities they wanted to do, when they wanted to do them.
- Day centres should be encouraging and staff should be supporting people to do activities outside the centre, together with people without learning difficulties.
- Day centres should be closed down: but if this happens there needs to be alternative things put in place for day centre users, such as job coaching, more college courses, and more individualised support to access leisure activities, support to get direct payments.

## HEALTH

### Main issues:

- The lack of sensitivity G.P.s showed to their patients, especially patients with learning difficulties.
- The huge amount of power GPs have over their patients e.g. with therapeutic earnings.
- Appointments being too short.

## WHAT'S A GOOD LIFE?

## **Recommendations:**

- People with learning difficulties should be able to have assertiveness training to help them be able to stand up to their doctors and speak up for themselves.
- Guidelines should be issued to all GPs to prevent them abusing their power.
- Double appointments should be available for people who need more time.
- Every health centre should have professionals with specialist knowledge in it.

## **CONCLUSION**

The project was an effective piece of participatory research. It involved people with learning difficulties and other service users at every stage of the project except the initial design and in the steering group. Involvement in both these aspects is an issue that should be addressed in similar future projects.

The project highlighted an interesting difference between the ways in which people with learning disabilities talk about their lives and the ways in which other people answer the same questions. The noticeable comparative lack of overt criticism and dissatisfaction in the responses of people with learning difficulties poses a challenge to anyone seeking to assess services or to better address the requirements of service users by conducting further broad consultative processes. The SHS team would argue that further consultation at this stage, without adequate inputs to support and encourage the imagining of possible alternatives is unlikely to yield significant further critical reflection.

Some major issues did emerge from the project:

Twenty six people who had a learning disability were interviewed. When we asked about whom people lived with, 15 of those 26 people said that they would prefer another living situation. SHS believes this indicates that a lot of people would like things to be different.

People with learning disabilities really want to work. But it seems that there are not many places where they can go and get help to find work. People find it difficult to get places on job coaching schemes. Only two people said that the college helped them find work. People say that they don't get help at the day centre. It seems a real shame when people have enthusiasm and ideas about what they would like to do.

In general, people were very positive about their relationships with staff. However, there were a couple of comments made about the attitudes of the staff in day centres and college that were of concern. The idea that staff would be “insensitive...” or try to confuse people is worrying. The comment made by a member of the college staff that he/she tries to “bring myself down to your level to communicate with you” indicates a lack of respect and an attitude of superiority.

No should feel that their G.P. looks at them “...as if they were scum.” And the number of people who felt that their GP did not listen to them is alarming.

People with learning disabilities spend a lot of their free time in clubs organised specifically for disabled people. This makes it hard for people to become known in their wider communities and works against us becoming a more inclusive society.

“What’s a Good Life?” highlighted the fact that while there isn’t much difference in terms of what people want in their lives what they actually experience differs greatly between those people with learning disabilities and those without. Many people with learning disabilities can define what makes a better life and define ways of changing their lives in order to make those improvements. They can help in redesigning services because they have a clear understanding of what would make for a better life for them. However, much needs to be done to support people to think in this way. The challenges service providers must meet are twofold. Firstly, to help in enabling more people to raise their expectations so they can clearly say what would really make a better life for them and secondly to make the changes that will deliver on the modest aspirations featured in the “What’s a Good Life?” top ten.

# APPENDIX 1

The results of the interviews in terms of the five service accomplishments

## FREE TIME

### SHARING ORDINARY PLACES

Working Towards	Working Against
People with and without learning difficulties enjoyed doing many of the same things like eating out, swimming, sports, dancing.	

### DEVELOPING ABILITIES

Working Towards	Working Against
The activities people without learning disabilities get involved in are often more about developing their abilities: playing the pipes; line dancing; DIY; restoring old cars. People with learning disabilities "socialise" or "hang out on my own at the house," with some exceptions e.g. fishing, playing football, computing.	People with learning disabilities do most of their activities in segregated settings: e.g. in social clubs particularly for people with learning disabilities.

### GROWING IN RELATIONSHIPS

Working Towards	Working Against
	People with learning disabilities do most of these activities in segregated settings e.g. in social clubs particularly for people with learning disabilities.

### GAINING RESPECT AND HAVING A VALUED SOCIAL ROLE

Working Towards	Working Against
People who use their free time creatively and productively are often admired and valued in our society.	

### CHOICE AND CONTROL

Working Towards	Working Against
People with no learning difficulties enjoy a very wide range of leisure activities.	People with learning disabilities do a smaller range of leisure activities.

# HOUSING/ WHO YOU LIVE WITH

## SHARING ORDINARY PLACES

Working Towards	Working Against
Other houses no different for people with learning disabilities to other people: live in a range of areas.	Group homes: what's different to other homes - no. Of people, staff there, design of house, people don't know each other, look different.

## DEVELOPING ABILITIES

Working Towards	Working Against
	Living situation: chance to live with friends/other family/on their own: not getting this help, not supported to do this. Stay with parents, other people.

## GROWING IN RELATIONSHIPS

Working Towards	Working Against
	Not having the chance to live with the people they want to live with: on their own, with friends, with other family, with partners whereas other people are able to do this, most live with partners and or children. Living with the same people they have been living with since they were born.

## GAINING RESPECT AND HAVING A VALUED SOCIAL ROLE

Working Towards	Working Against
Living with partners and/or children	Living with parents above the age of 18. People with learning disabilities having no choice over who they live with. Not having a front door key to your own home. Living with people who are not friends or family? People with learning disabilities not living with partner and or children.

## WHAT'S A GOOD LIFE?

## MAKING CHOICES

Working Towards	Working Against
<p>All people asked said they have some choice and control about what happens in the house: decor, what they eat, in the house.</p>	<p>Some people with learning disabilities didn't have a choice about who they lived with.            3/5 do not have their own what they do front door key.            Not allowed to have friends over without checking with the staff. Staff decide when you get up to have your shower.            15 people with learning disabilities would rather live with other people than they live with now.            (Nearly all people with no learning disabilities are happy living with who they live with now than changing).</p>

## JOBS AND EMPLOYMENT

### SHARING ORDINARY PLACES

Working Towards	Working Against
<p>Everyone said they enjoyed meeting people at their jobs.</p> <p>Most people with learning disabilities would like a job.</p>	<p>Some people who go to the day centre 5 days a week count that as their full-time job.</p> <p>Most people with learning disabilities do not have a job.</p>

### DEVELOPING ABILITIES

Working Towards	Working Against
<p>Most people with learning disabilities have ideas about how they would like to be supported to find a job.</p> <p>Most people with learning disabilities have ambitions about what kind of job they would like to do.</p>	<p>People with learning disabilities said they would like a job so they could learn new skills.</p> <p>Most people with learning disabilities do not have a job.</p> <p>People with learning disabilities who had jobs had a more narrow range of types of job which were generally less skilled than people with no learning disabilities.</p>

### GROWING IN RELATIONSHIPS

Working Towards	Working Against
<p>Everyone said that they enjoyed their jobs because of the people they met through them.</p>	<p>Most people with learning disabilities did not have jobs.</p>

### GAINING RESPECT AND HAVING A VALUED SOCIAL ROLE

Working Towards	Working Against
<p>Most people with learning disabilities would like a job.</p> <p>Most people with learning disabilities would like a job because it would be interesting or worthwhile and to learn new skills.</p> <p>Jobs for people who don't have learning disabilities have higher status - teacher, manager, deputy manager.</p>	<p>Many people with learning disabilities are in low status jobs, e.g. cleaner, washing up etc.</p> <p>Most people with learning disabilities do not have jobs.</p>

## WHAT'S A GOOD LIFE?

## MAKING CHOICES

Working Towards	Working Against
<p>Some people said they do have a choice about the activities they do in the centre.</p> <p>Most people who did not have a learning disability had lots of complaints about their work.</p>	<p>None of the college students said they had been given any help in finding a job through college.</p> <p>People with learning disabilities had a smaller range of jobs like cleaner, washing up.</p> <p>Most people with learning disabilities had no complaints about their work.</p>

# DAY CENTRES

## SHARING ORDINARY PLACES

Working Towards	Working Against
People get to go on visits into town.	Most people get to and from the centre on special buses. The centre is far away from the community - pubs, shops etc. Most people go 4/5 days a week and don't get the chance to take part in other "ordinary" things.

## DEVELOPING ABILITIES

Working Towards	Working Against
People who go to day centres are keen to learn new things such as maths, english, geography, horse riding, job coaching.	Most of the activities people do at the day centre don't help develop their abilities e.g. listening to music, pushing wheelchairs - "on Tuesdays I do line dancing with one of the staff and in the afternoon I just play music, just sit around." Day centre users do not feel they are given the chance to learn new things. No-one who goes to a day centre said that the centre helped them find a job.

## GROWING IN RELATIONSHIPS

Working Towards	Working Against
Nearly all the people who go to a day centre have made friends there.	No one who doesn't have a learning disability goes to the day centre. Most people who go to the day centre go 4/5 days a week. The day centre is a long way away from community - pubs, shops etc.

## WHAT'S A GOOD LIFE?

## GAINING RESPECT AND HAVING A VALUED SOCIAL ROLE

Working Towards	Working Against
<p>Several people said the staff at the centre were friendly and helpful.</p>	<p>One centre user said "sometimes the staff have an insensitive joke...they make it difficult for us to understand them...and people can get quite offended at the way it's addressed to them."</p> <p>People said they would rather go to a day centre than have a job because they felt they were not capable of having a full time job, or even not capable of travelling there.</p> <p>Nearly all the people who did not have a learning disability said they would not like to go to a day centre - the ones who said they would like to go were day centre staff.</p>

## MAKING CHOICES

Working Towards	Working Against
<p>Some people said they do have a choice about the activities they do in the centre.</p>	<p>Nearly all people who do not have a learning disability said they would choose not to go to day centre. One person said that it wouldn't give them enough freedom to do what they wanted.</p> <p>The choice of activities people have is limited.</p> <p>No-one from the centre said that the centre had helped them find a job, even though many wanted one.</p>

## COLLEGE

### SHARING ORDINARY PLACES

Working Towards	Working Against
<p>Most people said they see their friends outside college as well.</p> <p>Students with learning disabilities and students who don't have a learning disability attend the same college.</p> <p>Most students get to and from college by public transport.</p>	<p>All the people with learning disabilities who are at college are in classes just for people with learning disabilities.</p>

### DEVELOPING ABILITIES

Working Towards	Working Against
<p>One person said that going to college made them more confident about travelling on their own.</p> <p>People with learning disabilities study a range of subjects e.g. computing, plumbing, metalwork, shopping, cooking.</p> <p>Most students said they would like to have a job when they finish college.</p>	<p>Only 2 students said that college had helped them find a job, even though most students said they wanted a job.</p>

### GROWING IN RELATIONSHIPS

Working Towards	Working Against
<p>Most people said they see their college friends outside college.</p> <p>Several students mentioned meeting people as one of the main things they like about college.</p> <p>All the students who were asked said that they had made friends at college.</p>	<p>All the people with learning disabilities who are at college are in classes just for people with learning disabilities.</p>

## WHAT'S A GOOD LIFE?

## GAINING RESPECT AND HAVING A VALUED SOCIAL ROLE

Working Towards	Working Against
<p>Some students say they have some say in the way the college is organised, e.g. what modules they will do, where they go on tutorial visits etc.</p> <p>Student's comment about staff, "If you tell them a problem, they will always deal with it, and that's important."</p> <p>"I like XX, she treats me like an equal."</p> <p>Being a student is a role that's valued in our society.</p>	<p>All the people with learning disabilities who go to college are in classes just for people with learning disabilities.</p> <p>Quote from member of College staff to students, "You all communicate with me very well and I hope that I can bring myself down to your level so I can communicate with you. That's what it's all about isn't it."</p> <p>Comments on College staff:</p> <p>"They have got favourites. This bothers me because if you have a rule for somebody you should have the same rule for everybody. Stop singling people out!"</p>

## MAKING CHOICES

Working Towards	Working Against
<p>Most students get to and from college by public transport.</p> <p>Some examples of what people with learning disabilities study at college: woodwork, computing, plumbing, metalwork, shopping, cooking, caring for your clothes.</p>	<p>Only 2 students said they had been given any help in finding a job through college.</p> <p>All the people with learning disabilities who go to college are in classes just for people with learning disabilities.</p>

# HEALTH CARE

## SHARING ORDINARY PLACES

Working Towards	Working Against
People with and without learning disabilities go to the same doctors' surgeries.	

## DEVELOPING ABILITIES

Working Towards	Working Against
Some people said that they do get enough information about health issues.	Some people said they did not get enough information on health care care issues.

## GROWING IN RELATIONSHIPS

Working Towards	Working Against
Most people felt they could trust their doctor.	Some people with learning disabilities said they did not trust their doctor. Some people with and without learning disabilities felt that their doctor didn't listen to them.

## GAINING RESPECT AND HAVING A VALUED SOCIAL ROLE

Working Towards	Working Against
People with and without learning disabilities go to the same surgeries. Comments about doctors' attitudes: "He takes me very seriously." "She listens well."	Some people with and without learning disabilities felt their doctor did not listen to them. People said they were not given enough time to talk to their doctor. Comments about doctors' attitudes: "He is patronising," "If you go in for the Pill you are looked at as if you were scum," "As soon as I walk in to see him he goes like, I'm too busy, scram."

# WHAT'S A GOOD LIFE?

## MAKING CHOICES

Working Towards	Working Against
<p>Some people said they did get enough information about health care.</p> <p>Some people said they could choose the doctor they saw, and if they wanted a male or female doctor.</p>	<p>Some people did not get enough information about health care.</p> <p>Most people did not like the appointment system, because they either found it hard to get an appointment or they didn't get enough time in that appointment.</p>

**WHAT'S A GOOD LIFE?**

**32**