

Self-directed supported and good transitions for young people with a disability

1 BACKGROUND TO RESEARCH

The presentation is based on dissertations undertaken for an MSc in Integrated Service Improvement in 2011 and MSc in Applied Social Research in 2013. MSc 1 focused on potential for service improvement for disabled young people in transition in the context of integration and SDS. MSc 2 explored the principle of *informed choice* in self-directed support for disabled young people in transition.

2 THEORETICAL APPROACH

Realistic Evaluation (Pawson & Tilley, 1997).

What works for whom in what circumstances?

Outcome = Mechanism + Context

3 METHODS

MSc 1: 1. Questionnaire completed by professionals and parents.
2. Interviews with 3 managers (Social Work, NHS, and Education).

MSc 2: 1. Secondary analysis of interview transcripts from *Choice & Change Project*. 2. Interviews with 9 different stakeholders including young person.

4 FINDINGS

MSc 1: Professionals' main concern was potential for misuse of public funds. Parents' main concerns were lack of resources and bureaucracy

Managers agreed that SDS had potential to improve outcomes for young people by:

- Enabling greater flexibility and creativity in developing care packages.
- Strengthen partnership working between agencies and including parents.

Managers were concerned about:

- Lack of accessible information to inform choice.
- Potential to increase conflict between young person and parents (empowerment and advocacy).

- Quality of care in a less regulated market.

MSc 2:

Facilitators to informed choice:

- Support (emotional and practical).
- Family networks using SDS in rural areas.
- Positive expectations/strengths based approaches.
- Experiential knowledge.

Barriers to informed choice:

- Information not accessible or information overload.
- Attitudes from parents and professionals that were based on low expectations and holding onto decision-making power.
- Organisational barriers between child and adult services (not integrated).
- Bureaucracy and risk aversion.
- Lack of service choice in rural areas.
- Status quo does not encourage innovation.
- Individual abilities of young person (communication and cognitive).

5 REFERENCES

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