Staff and Managers’ Experience of Working to Support People with Disabilities in Congregated Settings and in the Community

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| Man and woman drinking tea in a kitchen | Two women sitting on sofa using electronic devices. |
| Woman with a laundry basket on her lap | Man planting seeds in a garden. |

Easy-to-Read Summary



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|  | Introduction |
| Group of colelagues gathered arounda. whiteboard. | **What is this document about?**  A **congregated setting** is a place where 10 or more people live together. |
| Illustration of reserach documents | There is lots of **research** about the benefits of living in homes in the community instead of congregated settings. |
|  | **Research** means collecting new information. |
| UNCRPD logo | There is a document called the **United Nations** **Convention on the Rights of Persons with Disabilities**. |
| Symbol for justice and equality. | This is called the **UNCRPD** for short.  The UNCRPD is a legal document about human rights for persons with disabilities. |
| Two women sitting on sofa using electronic devices. | The UNCRPD says it is important for people with disabilities to live in the community. |
| Redbrick houses | People with disabilities moved to different homes in the community.  Four people with disabilities or less live in each of these homes in the community. |
| Young man withbacpack ealking towards a houes. | For many years persons with disabilities have been moving out of congregated settings. |
| Two women and a man in formal work clothes. | This document is about the experience of staff and managers during the **transition.** |
| People lifting boxes | A **transition** is a change.  The transition in this document is about persons with disabilities and staff moving out of congregated settings to homes in the community. |
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| NDA logo | **Who wrote this document?**  The National Disability Authority wrote this document.  The National Disability Authority is called the **NDA** for short. |
| Irish governemnt buildings | The NDA is an organisation that gives information and advice about disability issues to the Government of Ireland. |
| Two people talking. | The NDA did interviews with staff and managers in 4 **residential** disability services. |
| Congregated setting. Many people in aroom doing different things. | **Residential** means a place where people called **residents** live.  In this document residents are persons with disabilities. |
| Man and woman talking | The NDA also did interviews with other people who work in the disability sector. |
| Coloured tabs in a folder | The NDA put all the information from the interviews together.  There are 7 main messages called **themes.** |
| Illustration of light bulb with the text 'best practice' | The information can help us to understand more about the best way to transition to community homes. |
|  | Theme 1: The Way Staff and Managers Work |
| Two women and a man in formal work clothes. | Staff and managers talked about a change in the way they work.  They talked about a change from the **medical model of disability** to a **social model of disability.** |
| Doctor talking to a man who uses a wheelchair. | The **medical model of disability** says that a person’s disability is the reason a person cannot fully take part in the community. |
| Three people sitting outdoors talking. | The **social model of disability** talks about the barriers that make it hard for people with disabilities to fully take part in the community. |
| Illustration, Oversized hand blocking a woman | The social model also says that attitudes towards people with a disability can be a barrier. |
| Man with down syndrome using a laptop. Woman sitting beside him. | The social model of disability needs services to be **person-centered.**  A person-centered service makes sure that services focus on each individual person. |
| Nurse giving tablets to a woman | Some staff are worried about moving to work in the community.  Some nurses are worried about other staff giving medicines to persons with disabilities. |
| Woman looking at staff rosters on computer screen. | Some staff are not happy about changes to the hours they work.  Some staff are not happy about working on smaller teams.  Some staff are not happy about working on their own. |
| Symbol for justice and equalityUNCRPD logo | The transition is easier for staff and managers who understand human rights. |
| Group of people standing abround a laptop cheering | It is very important that staff and managers support the transition to homes in the community. |
|  | Theme 2: Leadership |
| Man standign at whiteboard talking to. group of people who are seated around a table. | Everyone agreed that good leadership will help transitions to go well.  Some people felt that their organization was not well supported. |
| Woman with hand on forehead. Woman looks stressed. | Some people felt like nobody in Ireland was in charge of transitions.  Some managers did not have enough staff or resources.  This made managers feel stressed and worried. |
| Group of people around a table giving high fives. | Many managers were strong leaders and worked hard to make good transitions happen. |

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|  | Theme 3: Getting ready for transition |
| Group of people standing abround a laptop cheering | Some disability organisations were ready for change but some were not ready. |
| Woman with hand on forehead. Woman looks stressed. | Some mangers found it hard to get ready for the transition because there were other big issues to work on at the same time. |
| Illustration of a policy document | These were issues like writing new **policies.**  **Policies** are plans of action. |
| One woman standing while a man and woman are seated. | Some managers said that it is important to think about how staff will get along when working on smaller teams. |

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|  | Theme 4: Training |
| Man with down syndrome using a laptop. Woman sitting beside him. | There was not enough training for staff and managers about the social model of disability and how to work in the community. |
| Two women looking at an ipad in the kitchen | Staff and managers had to learn a lot on the job. |
| Group of people sotting on the floor gathered around a document. | In some services new staff were employed to help prepare the residents to move to the community  Some staff felt unhappy about this. |
| Man with hand on his forehead. Man looks frustrated. | They felt they could have helped more to plan transitions with residents  Managers agreed that it was a mistake to not let staff help more. |
| Man pointing finger. Man loolk confused | Staff did not get the chance to learn about transitioning from other staff who had already moved. |

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|  | Theme 5: Communication |
| Group of people in the workplace gathered around a whiteboard. | Everyone agreed that communication with staff, residents and relatives was very important. |
| Man and woman talking | Communicating with each resident and their family was the best way to share information. |
| Man on a group video call on his laptop | Managers worked hard to communicate with all of the people involved in the transitions. |
| Man looking at compuer scree. Man's facial expression is confused. | Some staff felt there was not enough communication. |
| Diverese group of people doing a fit pump | Some staff are members of **unions.**  **Unions** make sure that staff are treated in a fair way at work.  Some managers talked to the unions about the transitions and this was positive. |
| Woman with hand on forehead. Woman looks stressed. | Some other managers found the unions hard to work with. |

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|  | Theme 6: Supporting staff to transition |
| Man and woman drinking tea in a kitchen | Some staff believed that persons with disabilities would have better lives in homes in the community. |
| Group of staff with worried facial expressions | Some other staff did not support the transition.  They were worried about the residents and the new way staff had to work. |
| Symbol for human rights, equality and justice. UNCRPD logo | Managers said that some staff needed education about human rights for people with disabilities.  Managers said that staff helping to plan transitions would help staff to accept change.  Managers knew they had to lead by example.  Managers sometimes had to challenge some attitudes of staff. |

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|  | Theme 7: Impact of the Transition |
| Thumbs up | Most staff found the transition positive. |
| Career serving breakfast to residents. | Some staff said they could never go back to working in a congregated setting. |
| One woman standing while a man and woman are seated. | Most staff said managers were a good support. |
| Staff rosters on a computer screen. | There were still issues with the hours staff work.  These issues are being worked on. |
| Staff being handed extra paperwork to do. Staff look unhappy. | Some staff are not happy that their job has changed. |
| A group of staff smiling. | Some staff are happy about the changes.  Some staff talked about sharing the jobs they have to do with colleagues |
| Woman with Down syndrome in the workplace sitting beside a colleague. | Some staff say it is hard to find opportunities for residents to take part in the community. |
| Man planting seeds in a garden. | Managers have to make sure that homes in the community are person-centered. |
| Man and woman drinking tea in a kitchen | All the staff and managers said that residents who moved are happier and communicating better. |
| Two men shaking hands. Two women hugging in the background. | Some relatives are visiting residents more since they moved to the community.  Staff said that relatives think that their family member has a better life in homes in the community. |

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|  | Conclusion |
| Woman reading a leaflet Thumbs up  Group of people in the workplace gathered around a whiteboard. | The NDA will work with the HSE to make leaflets for managers about the transition of residents to homes in the community.  This study might help staff and managers in other services to avoid problems with future transitions.  More training for staff might avoid problems with future transitions. |