

# How to implement positive practice change and the impact of this change on the lives of people with an Intellectual Disability

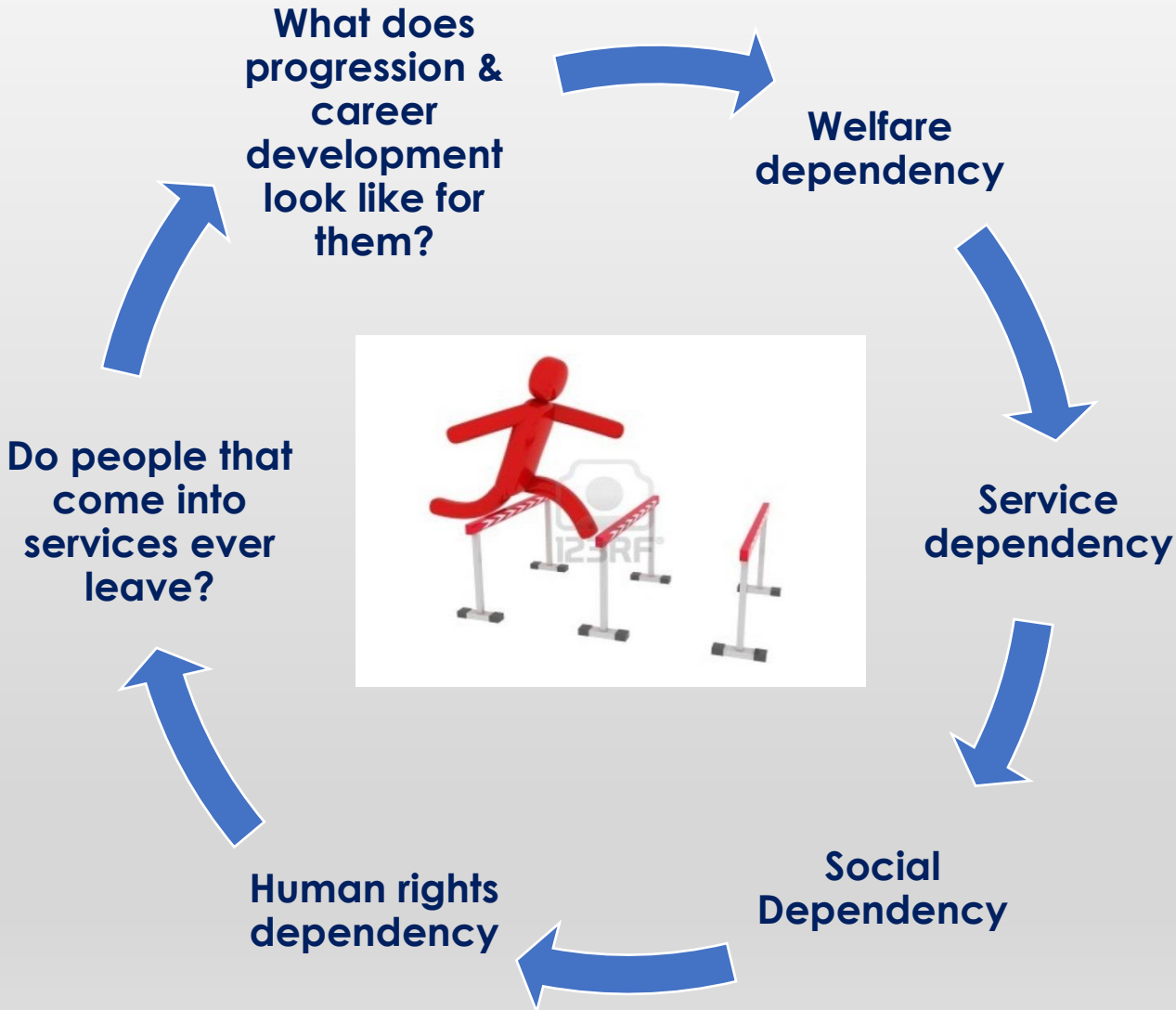
Catherine Kelly (WALK Deputy CEO), and Ross Hughes (Expert by Experience)



## Traditional Day Service Models

- Segregated.
- Minimum opportunity for inclusion, employment or a proper education.
  - Little or no individual focus.
  - Activity based.
- Little or no opportunities for families to get involved.
  - Back door to a life in care.

# Traditional Services



## What do we know:

- \* Many people who avail of services are profoundly lonely.
- \* When people are connected to a social network, they are generally happier, healthier and more resilient (better able to adjust to life's ups and downs...).
- \* People who most need relationships are often relationship resistant.
- \* People need a Circle of Support that is sustainable.

## Asking the wrong questions?

- \* What is your diagnosis?
- \* How do we fix you?
- \* What activities do we think you would like on your timetable?
- \* Which other service users do we think should be your friends?
- \* What are the things you can't do because they are too risky?
- \* What activities do we think you might like that we can plan for you?
- \* How do we change you to fit into our perception of the world?



Phil couldn't help thinking,  
that choosing between two  
large residential homes....  
wasnt really a choice at all.



Employment  
21 yrs old

€11,789\*



Further Education  
19 yrs old

€8,381\*



Secondary School  
LEAVING CERTIFICATE  
18 yrs old



JUNIOR CERTIFICATE  
15 yrs old

€6,174\*



Primary School  
4 yrs old



Mainstream  
Young Person

\*Average Costs per  
student per annum 2010



Young person  
with ID

\*Average costs per  
person per annum 2012



The progression route, and consequent social  
and financial costs, for young people with  
intellectual disabilities



# A meaningful life vs. a life in services

# Beth Mount

- Loneliness
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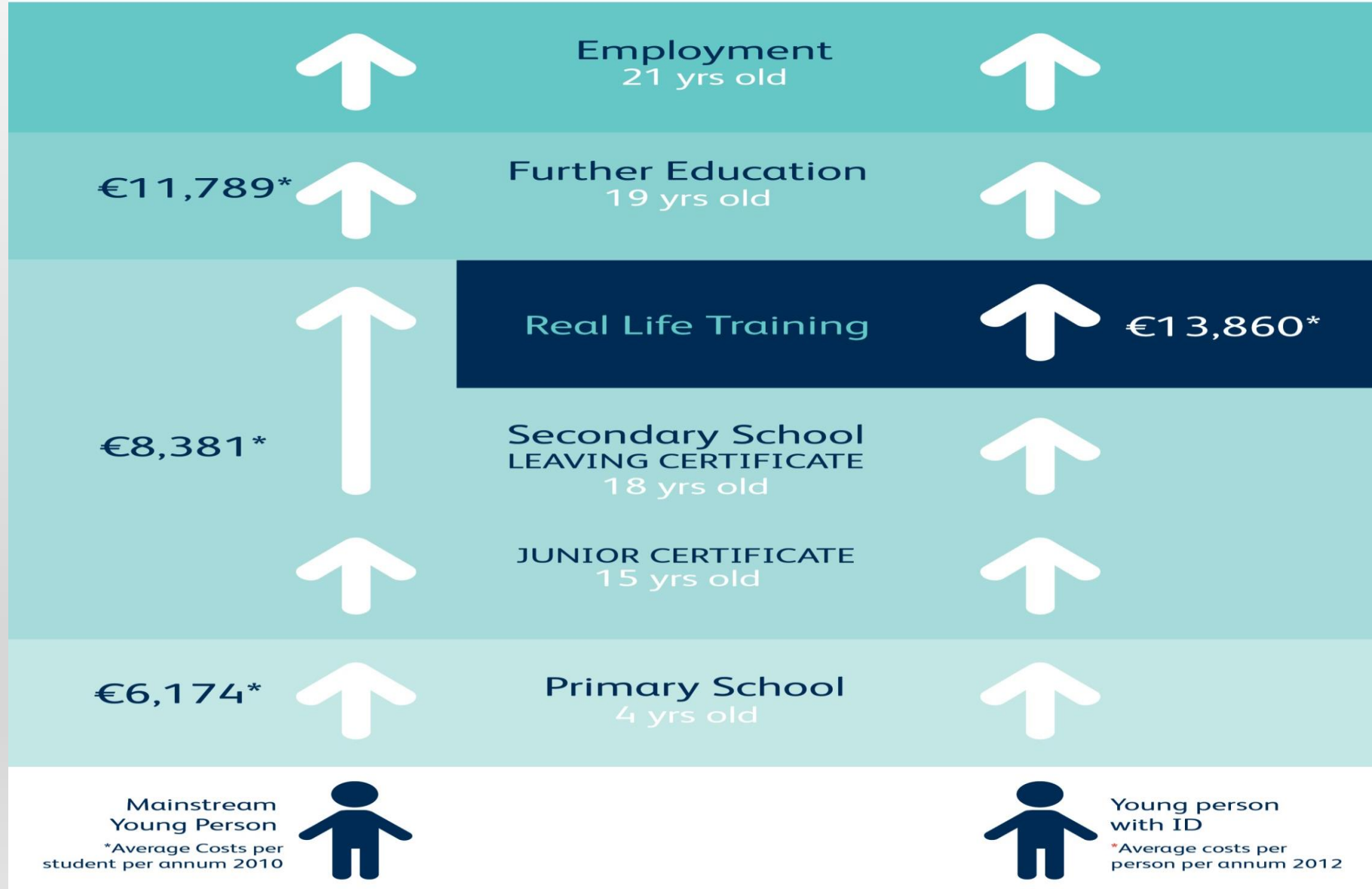
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## Asking the right questions?

- \* How can we empower the person to live a life of their choosing – what is their starting point, and what are the first steps in supporting them in their journey?
- \* How can we create opportunities for people in a way that promotes valued experiences?
- \* How will we know it's time for us to fade our support – and what systems can we put in place to ensure ongoing success?
- \* How can we best build capacity around the person?
- \* How can we facilitate the development of meaningful friendships and relationships?
- \* How can we support other agencies (businesses / educators / community organisations) and individuals, to embrace the Social Model of Disability?

# The progression route, and consequent social and financial costs, for young people with intellectual disabilities



# Change Management



[www.walk.ie](http://www.walk.ie)

**WALK**  
—————  
—————



**But I want  
to wing it!**

**Why do all our attempts at change keep failing?**

Chicken or Egg?





**Create a  
Climate For  
Change**

**Engage & Enable  
The Whole  
Organization**

**Implement &  
Sustain Change**

**Step 1**  
Establish A Sense Of Urgency

**Step 2**  
Create The Guiding Coalition

**Step 3**  
Develop A Change Vision

**Step 4**  
Communicate The Vision for Buy-In

**Step 5**  
Empower Broad Based Action

**Step 6**  
Generate Short-Term Wins

**Step 7**  
Never Let Up

**Step 8**  
Incorporate Change Into The Culture

# Establish a sense of urgency



## Create a guiding Coalition



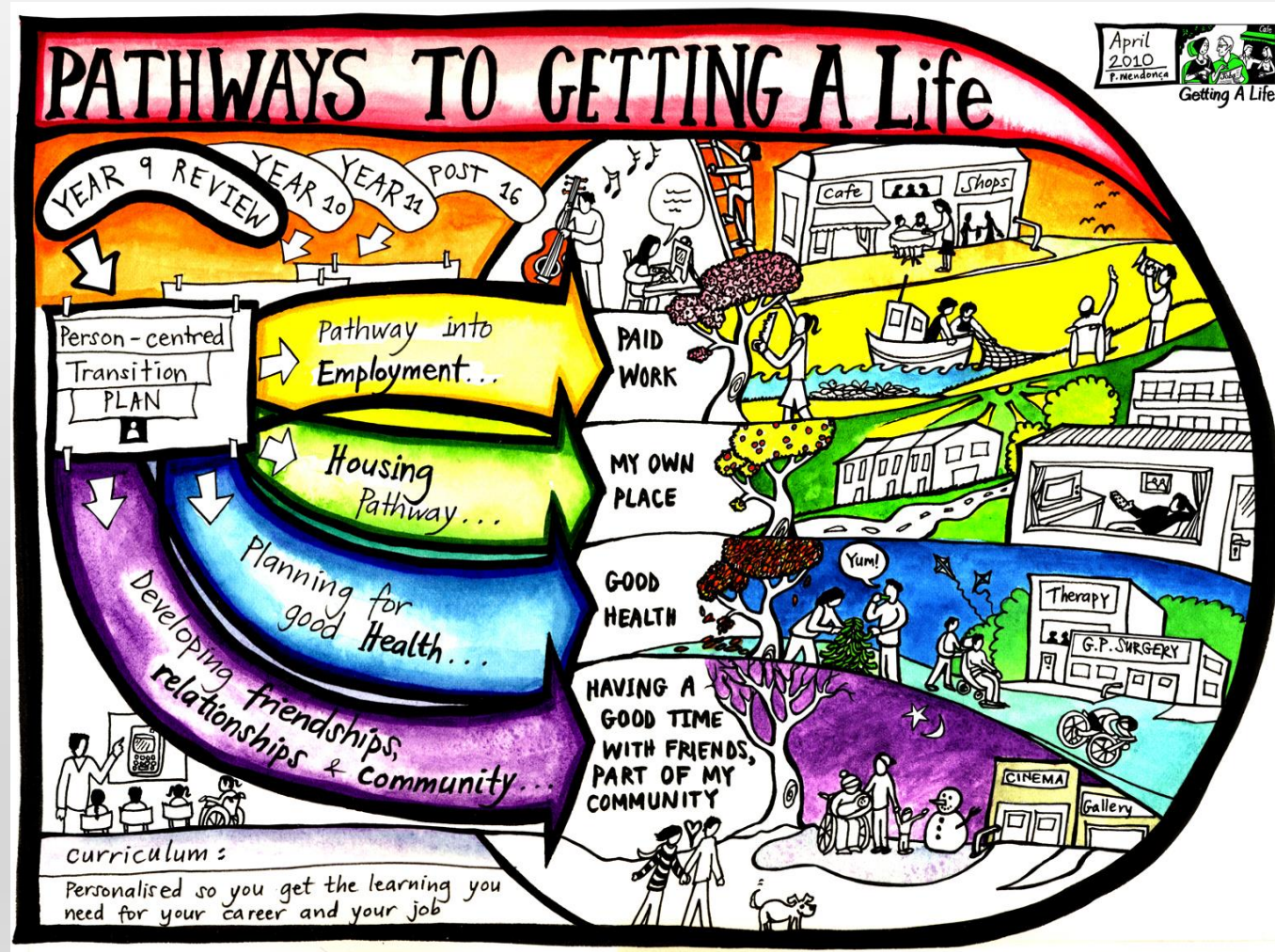
**20% not on board. 60% in the middle. 20% really enthusiastic.**





**Develop a change  
vision**

# Leading to...



# Areas of support and development \*

	Year 1	Year 2	Year 3	Year 4
Training	40%	30%	20%	10%
Personal development	40%	30%	20%	10%
Education	10%	20%	30%	30%
Employment	10%	20%	30%	50%

*\* The percentages above provide a guideline, but supports and focuses can differ based on the goals and needs of the individual*



## Communication

- Staff, families and service users are not captives of the change effort.
- They are active contributors that shape its implementation through open communication and ongoing feedback.
- Communication plan was developed and implemented for all stakeholders.



**TEAM**

**COMMUNICATE**



## Anchor Change in WALK's Culture

We identified the norms and values that support the changes;

We ensured selection, promotion, and succession processes screen talent according to the new norms and values e.g. our staff mix is comprised of people with the skills required to support individual goals such as community connectors, assistant psychologists, job coaches, social care workers.

We upskilled staff and management in the new competencies that were required. We provided training and development activities to include the skills and competencies associated with the changes.

Significant time was spent with staff in relation to their work practices – did their work practices create or increase dependency.

We modified and eliminated processes, procedures and practices that did not support the changes.

## Anchor Change in WALK's Culture

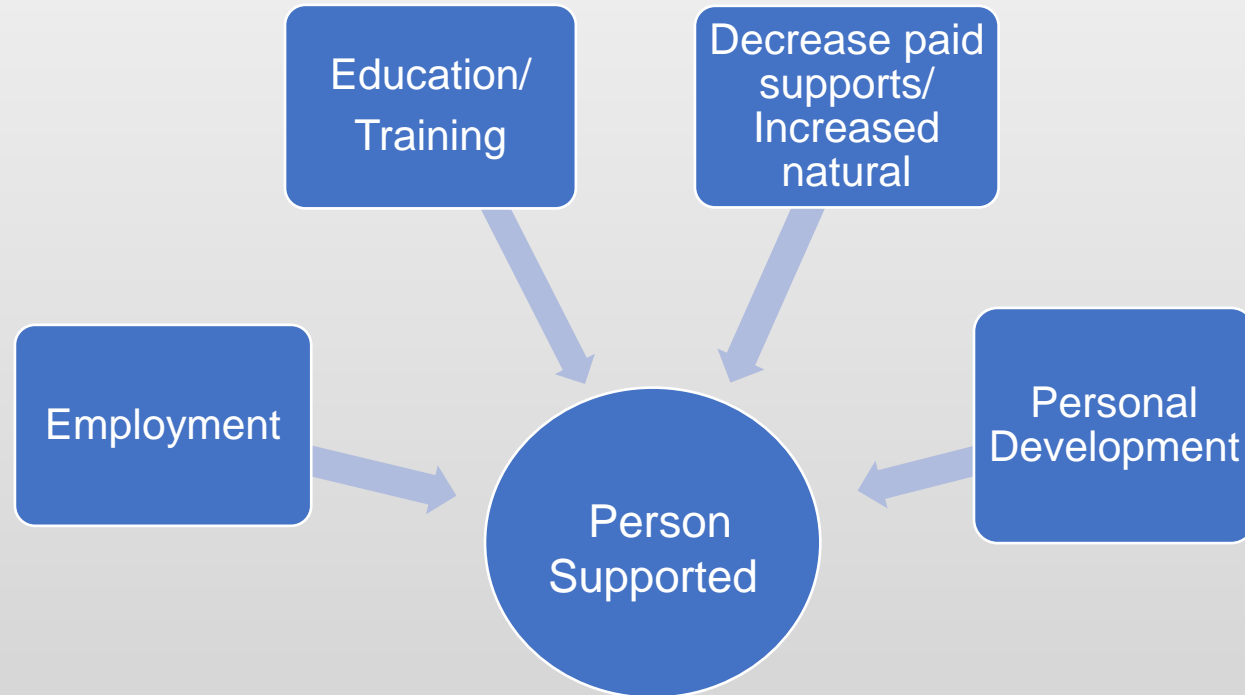
We changed all frontline staff roles and introduced flexible working hours to support people when and where they needed it rather than when staff were available.

We changed from a key worker system to a pod system.

We introduced baseline assessments and progression plans.

Performance Development became outcome focused.

# Outcomes





## WALK Models of Support

- \* WALK Day Support Services *Providing services in line with New Directions*
- \* WALK Supported Living Services *Providing support to service users through individualised and shared living arrangements*
- \* Walkinstown Green Social Enterprise *Providing education, training and employment opportunities*
- \* WALKways  
*Hospital and Pfizer Programmes*  
*Leinster House OWL programme, Tallaght*  
*Providing learning and employability opportunities*
- \* WALK Peer *Providing Equal Employment Routes*
- \* WALK REAL *Reaching Employment Ambitions in Life*
- \* WALK Community Inclusion

# Traditional Day Models vs The New Model

Traditional Day Service Model	The New Model
Segregated	Integrated, fosters reciprocal relationships
Activity based. Kept people busy	Pursuits that are meaningful and ambitious
Little or no individual focus	Completely outcome focused
Little or no opportunities for families to get involved	Embraces family and natural supports
Minimum opportunity for inclusion, employment or a proper education	Maximises opportunities for employment, inclusion and education.
People were kept 'safe'	People are given the opportunity to learn from their mistakes
Back door to a life in 'care'	<b>Gateway to a 'Real Life'</b>

# What has been learnt?

- The importance of a change management process that is inclusive of all stakeholders
- The importance of strong leadership to lead the change
- The importance of communicating the vision and developing a willing coalition across all stakeholders
- Having staff with the right values and who believe that people with disabilities are equal citizens
- Changing a mind set where staff feel people with disabilities need to be minded and protected is not always possible
- Expectations – I never believed my son/daughter would work/go to college/travel independently etc
- Self development combined with real and meaningful engagement builds confidence
- There is no compromise – students on the real life programme never come into any of our services
- People with disabilities are equal citizens who make valuable and worthwhile contributions to society



# WALK

# MY



# MY FUTURE... MY CHOICE



# HOW

## DURING SCHOOL

## AFTER SCHOOL

CAREER & EMPLOYMENT FACILITATOR



CAREER PREPARATION

WORK EXPERIENCE

SUPPORT

FEET  
JOB

1 ENGAGE

2 PROGRESS

3 TRANSITION

4 DEVELOP

5 SUSTAIN

explore

experience

evaluate

# WHY



EQUITY  
~~CHARITY~~

INDEPENDENCE  
SELF-AWARENESS

# My experience in WALK

Ross Hughes



# Background

2017

- Graduated from St Augustine's School

09/2017

- Started in WALK. Lived in Tallaght, enjoyed going to the gym with my mates, working out and keeping fit.

2019

- Moved to Kildare – Faced challenges adapting to new area with transport and meeting up with friends





# Year 1



I didn't know what to expect when I started in WALK. On our first day we had an introduction and got to know all of the staff. I wasn't as nervous starting because I was familiar with some of the other guys starting in WALK because they were in my school.



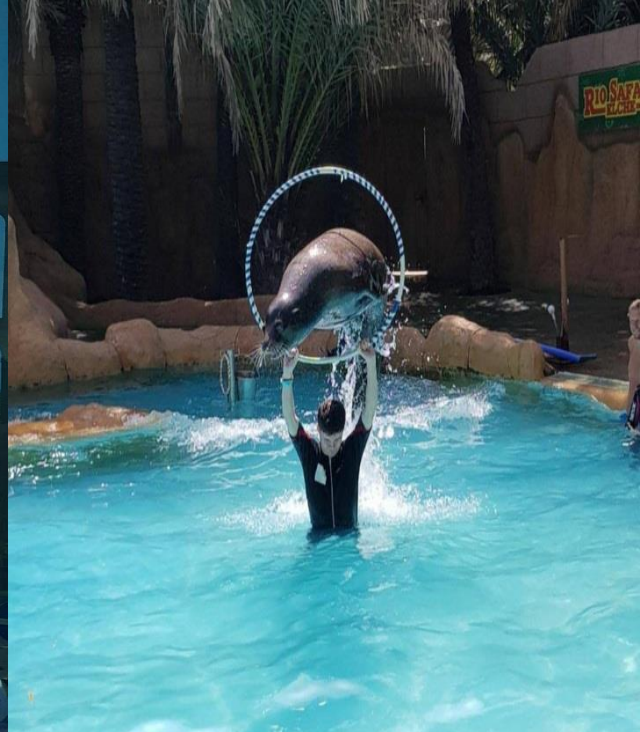
I did a career preparation course and completed journey to work classes to find out what I was interested in.



I learned how to make a CV, apply for jobs and prepare for interviews.



# Years 2 and 3



I did a paid work experience in Jimmy's Butchers as a shop assistant in 2018.

I started the Tallaght Hospital Programme in September 2018. I worked in the warehouse and medical records.

Despite early starts at 5.30am and travelling to Tallaght Hospital, this didn't stop me going to work each day.

I passed my driving theory test in 2020!

I went abroad on holidays with WALK to places such as Spain and Italy. The experience was amazing because I had never been out of Ireland before this.

After completing the TUH programme I was offered a job in the medical records department.

WALK supported me to enrol in a part time sports and fitness level 5 course.







# Years 2 and 3

I completed a part time Sports and Fitness Level 5 course

I went to Curracloe with WALK and some of my friends

I passed my driving test in 2022

I was successful in my interview for 1 year paid Internship with Pfizer



WALK supported me to prepare for my interview with Pfizer

I planned my travel and went to Salou on holiday





# Now:


- ✓ I finished up work in the Medical Records Department in Tallaght Hospital.
- ✓ I started my paid Internship with Pfizer, Grange Castle in September 2022
- ✓ After passing my driving test, I bought a new car!
- ✓ I have made lots of new mates along my journey who I get to meet regularly now that I can drive

**WORK  
IN  
PROGRESS**



# Future

 **My goals for the future are:**

 Complete a successful year in Pfizer

- Complete Forklift training and achieve a Forklift Licence with Pfizer



Get full time employment.



Explore the world.



*Thank  
you!*

*From  
Catherine  
and Ross*