

***Problems with
personalisation: issues and
dilemmas for adults with
learning disabilities***

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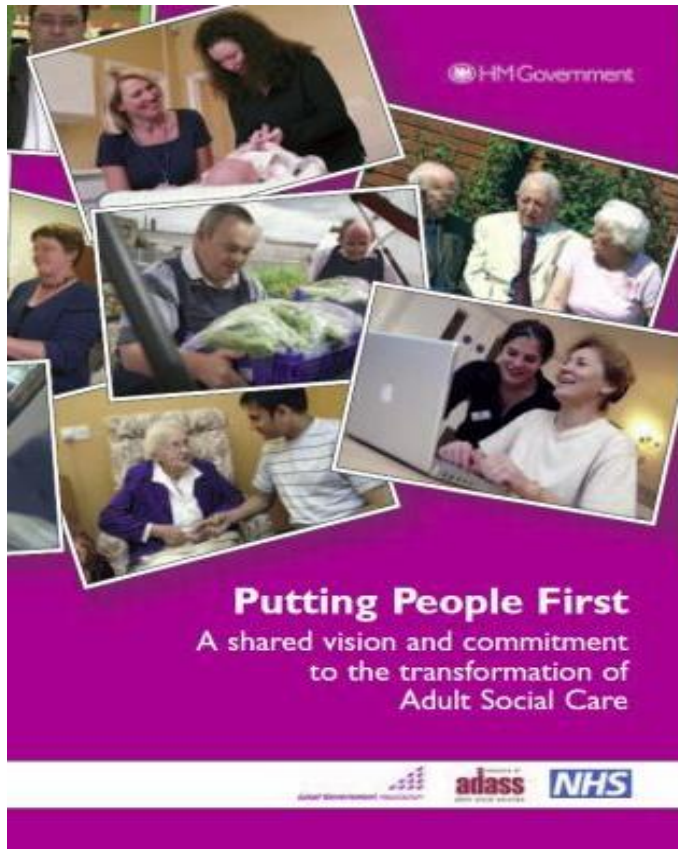
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Overview



- Personalisation & learning disability
 - Values & principles
 - Tenets of faith?
- Who are 'people with learning disabilities'?
- Problems with personalisation

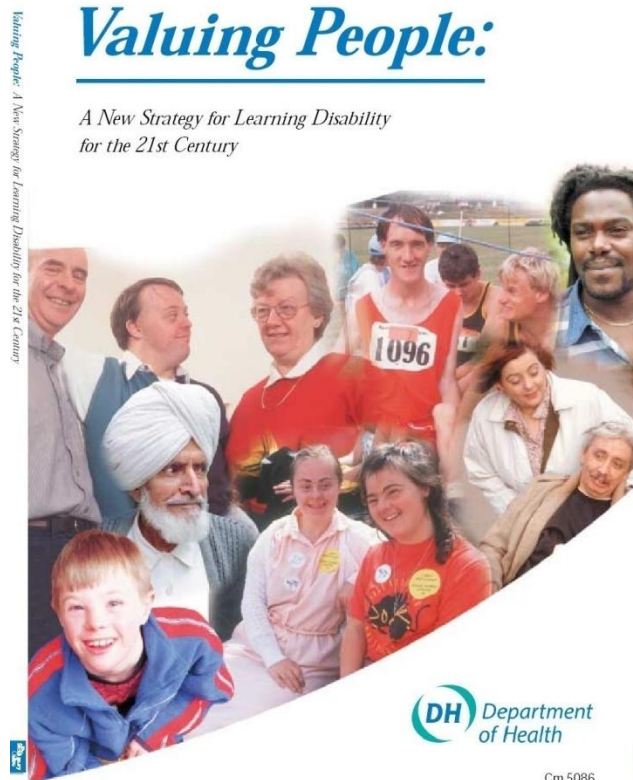
Personalisation



“We want people to have maximum choice, control and power over the support services they receive” (p.2)



Valuing People: key principles

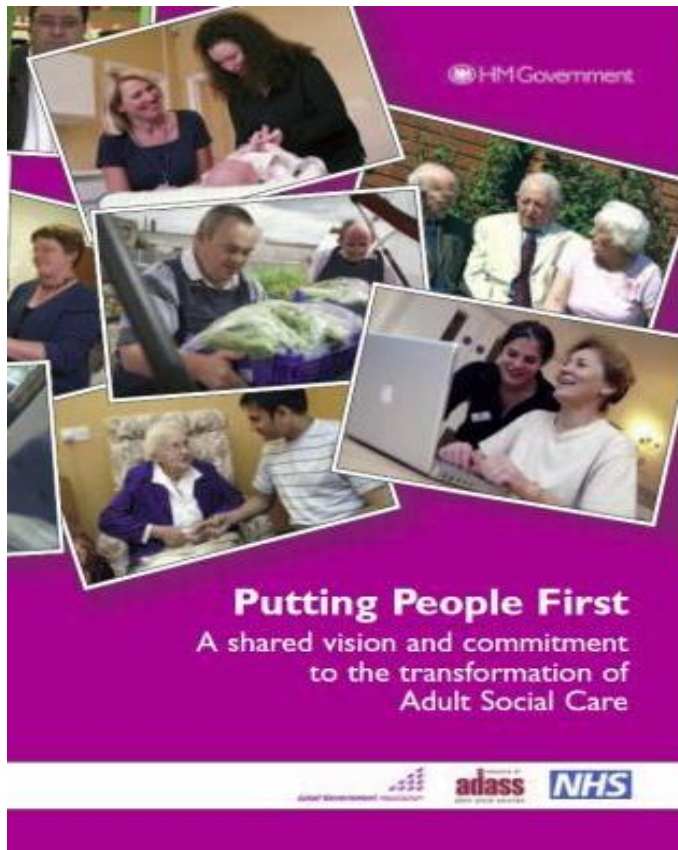


- Rights
- Independence
- Choice
- Inclusion





Personalisation



“Family members and carers to be treated as experts and care partners other than in circumstances where their views and aspirations are at odds with the person using the service or they are seeking to deny a family member the chance to experience maximum choice and control over their own life.” (p.4)



Valuing People



“While people’s individual needs will differ, the starting presumption should be one of independence, rather than dependence”
(p.23)

What is a 'learning disability'?



- **Impaired intelligence**
– reduced ability to understand new or complex information or to learn new skills
 - **Impaired social functioning** – reduced ability to cope independently
- (Both must be present)

Who are 'people with learning disabilities'?

- Diverse range of needs and abilities

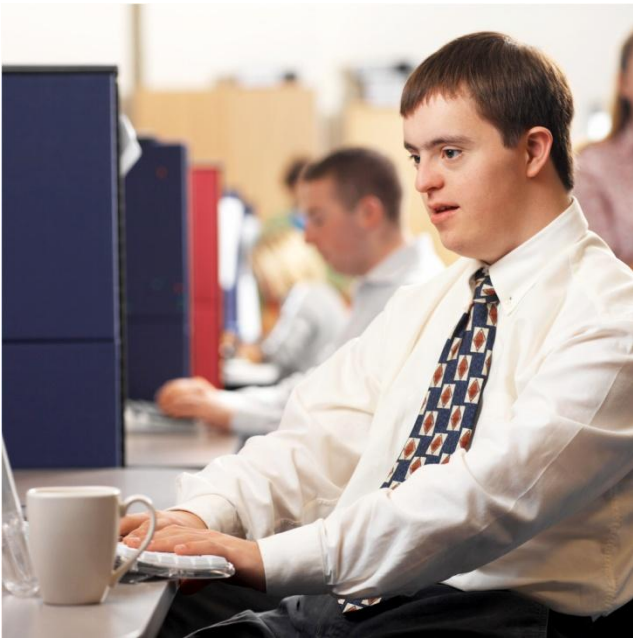


Mild learning disabilities



Some problems in relation to educational attainment, but likely to be able to sustain employment and relationships in adult life

Moderate learning disabilities



Noticeable developmental delay during childhood but likely to be able to achieve some educational targets and to develop independence in relation to self care and communication. May require support to live or work outside the family home.

Severe learning disabilities



Limited ability to function independently and likely to require continuous support and/or supervision throughout life

Profound learning disabilities



Severe limitations in functional ability affecting all aspects of daily life, including self care, mobility and communication

Social care, choice & control



What are the differences – if any – between adults with learning disabilities and other adult social care service users?

Person centred planning



- Create services around people, not vice versa

Personal budgets & self-directed services



- Individuals know their own needs & so can devise their own support package
- Builds upon existing networks & promotes social inclusion
- Choice & control are maximised
- Public money is used efficiently

“Individuals know their own needs & so can devise their own support package”



Schelly, D (2008)

Problems associated with choice and quality of life for an individual with intellectual disability: a personal assistant's reflexive ethnography

Disability & Society **23**,
719 – 732

“Builds upon existing networks & promotes social inclusion”



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- “People with learning disabilities are often socially isolated. Helping people sustain friendships is consistently shown as being

“Public money is used efficiently”



Support for living?

The impact of the Supporting People programme on housing and support for adults with learning disabilities

Rachel Fyson, Beth Tarleton and Linda Ward



“Many commissioners [of learning disability services] saw independence as being both a goal in itself for individual tenants and as a means to an end in terms of the possibilities it offered for reducing staff input and freeing up resources” (Fyson et al, 2007, p.42)

“Choice & control are maximised”



Redley, M & Weinberg, D
(2007)

Learning disability and
the limits of liberal
citizenship: interactional
impediments to political
empowerment

*Sociology of Health &
Illness* **29**, 767-786

What about safeguarding...?



- Social vulnerability
- Lack of staff vetting
- Difficulties of reporting abuse by family & friends

Conclusion: being human



- When did 'care' become something to be scorned?
- When did 'independence' become the new moral virtue?
- Personalisation: one theory does not fit all