

Vocational Training and Employment Services: An Evaluation Study

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EVALUATION STUDY OF A VOCATIONAL TRAINING CENTRE IN DUBLIN

INTRODUCTION

It is widely recognized as good practice to involve the consumers themselves in the evaluation of vocational training programmes for persons with disabilities (Wadsworth and Harper, 1991; Dyson, 1991; and West and Parent, 1992). By meeting the individuals for whom services are designed it is possible to ask if they are satisfied with the services they receive: that is, are they accessible, friendly to users and conducive to achievements (Evans, Felce and Hobbs, 1991) ?

In this section, the findings of a short, exploratory evaluation study carried out with a number of young adults with mixed abilities and needs engaged in a two-year vocational training programme are presented. It was undertaken in order to examine the vocational training process experienced by a group of individuals with mixed levels of abilities who receive services from a national rehabilitation agency. Thus, programmes might be compared among populations with quite different characteristics who nevertheless share a common intervention, vocational and employment training.

The study focused on:

- (1) the individuals' perception of the quality of their daily lives
- (2) their level of satisfaction with current training opportunities, community living arrangements and employment prospects.

METHOD

Materials

Two interview measures were administered and copies of each appear in the APPENDIX. The first, The Quality of Life Index (Schalock et al., 1989), is made up of n=28 items relating to aspects of the individual's daily life. The three main factors which have been identified are "Environmental Control", "Community involvement" and "Social relations". The authors suggest that this index may be used as an outcome measure for human service programs as well as a criterion measure for evaluating the goodness-of-fit between persons and their environments.

The second, an Evaluation questionnaire, was designed for the participants in this study in collaboration with agency staff.

Procedure

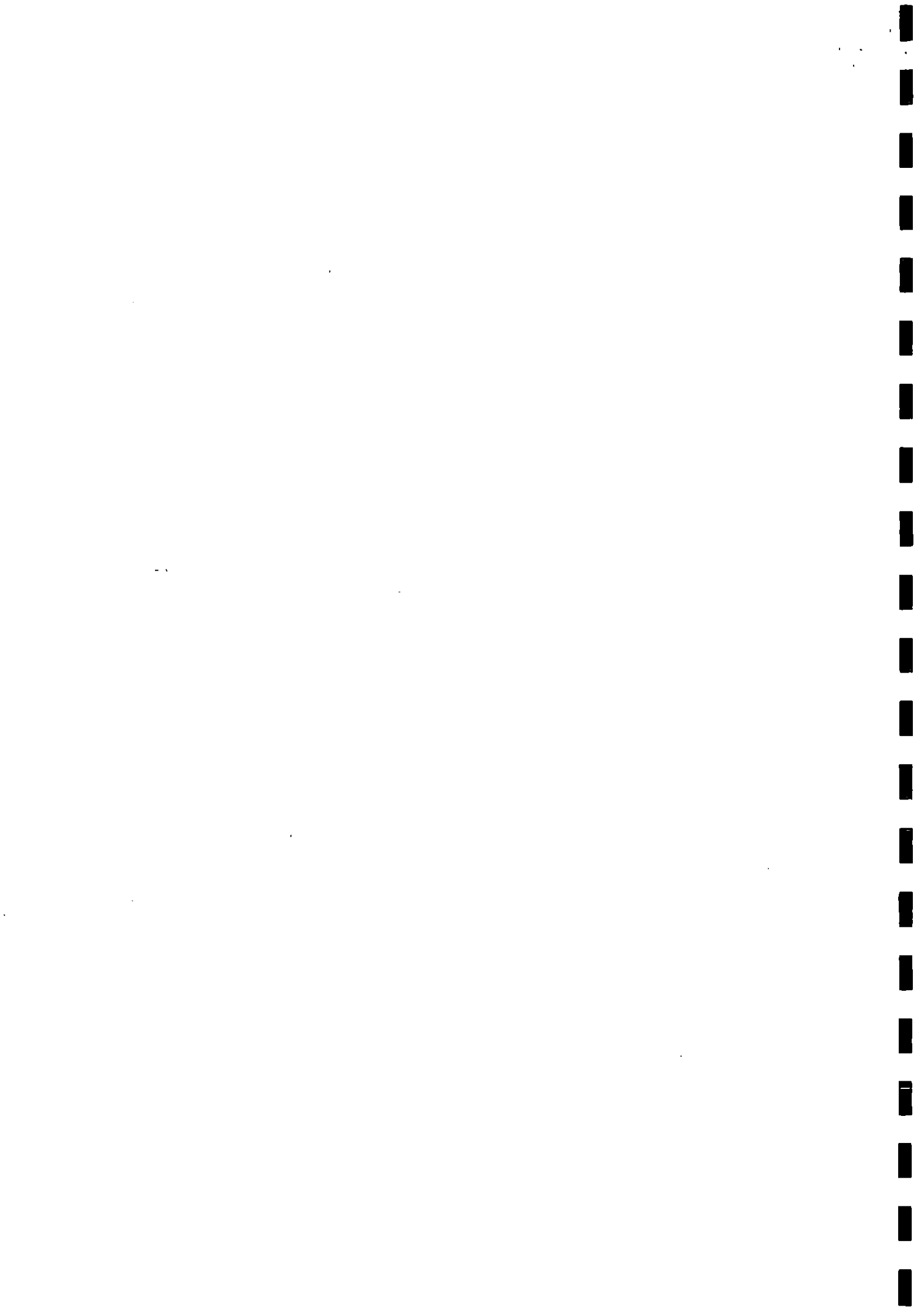
The manager of a vocational training centre for n=50 persons with a range of intellectual, physical and psychiatric disabilities and directed by a national agency was contacted. The manager consulted with the heads of the various courses, and outlined the purpose of the study to them.

The sample was selected in the following way. The first N=28 trainees who were available on the day designated for the study and who agreed to take part in the evaluation study were invited to do so. They were informed of its aims and content. Confidentiality was ensured by the interviewers. Each person was interviewed privately by one of the two interviewers who visited the training centre. Interviews lasted approximately twenty minutes, and took place during the course of a single day in the late autumn of 1992.

It was notable that, generally, all the participants presented themselves for interview with ease and confidence.

Sample

Twenty-eight trainees (56% of the total group) were interviewed, eight men and twenty women. They were engaged in a two-year vocational training programme which offered a variety of courses (TABLE 1). Their average age was 20 years (sd=3). Of these,



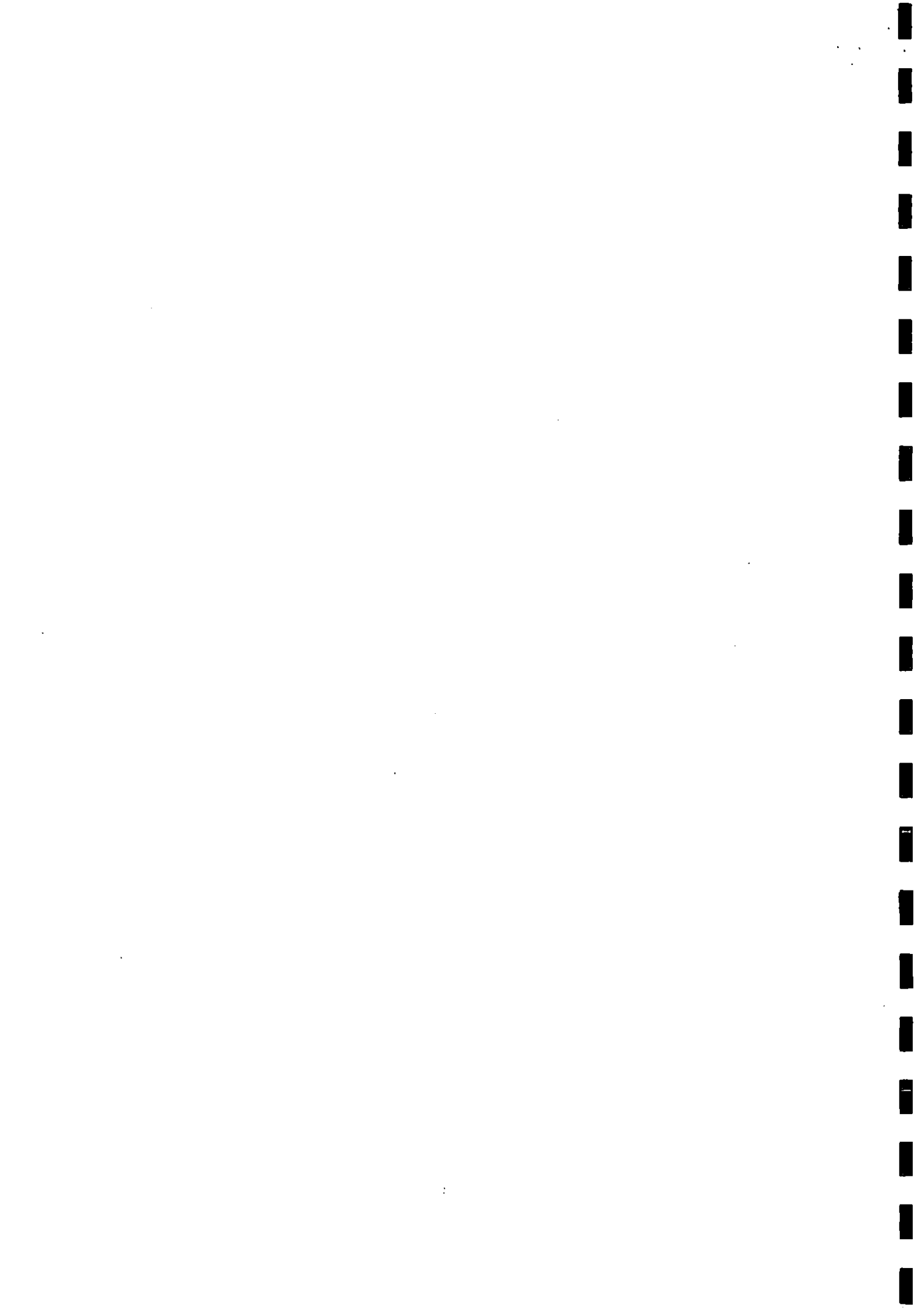
16 trainees lived at home, 8 lived in the hostel at the training centre and 4 lived in a flat.

COURSE	TRAINEES INTERVIEWED
CATERING	8
HORTICULTURE	3
BAKERY	10
ACCOMMODATION SERVICES	7

TABLE 1: NUMBER OF TRAINEES (N=28) IN EACH COURSE.

The ability levels of the participants were obtained by interviewing the programme manager: half were estimated to fall within the "Mild-Borderline" range of intellectual disability, one-quarter had a physical or sensory impairment and the remainder had a psychiatric disability.

Overall, these trainees had a high quality of life score as measured by the Quality of Life Index (Schalock et al., 1989: see TABLE 2). Scores ranging from 1-3 are assigned to the responses made by participants, with 1 indicating a lower quality of life and 3, a higher quality. Possible scores for this Index range from a minimum of 28 (Low) to a maximum of 84 (High). The average score for this population was 65 (sd=6) with a range from 54 to 76. It is notable that all but one trainee felt his/her work was important to the employer.



CATEGORY OF QOL INDEX SCORES	LOW (1)	MEDIUM (2)	HIGH (3)
CAN YOU DO WHAT YOU WANT TO DO?	14% (N=4)	14% (N=4)	72% (N=20)
WHO DECIDES HOW YOU SPEND YOUR MONEY?	7% (N=2)	11% (N=3)	82% (N=23)
DOES YOUR JOB MAKE YOU FEEL GOOD?	4% (N=1)	11% (N=3)	85% (N=24)
DO YOU THINK THAT YOUR WORK IS IMPORTANT TO YOUR EMPLOYER	4% (N=1)	-	96% (N=27)

TABLE 2: SCORES OBTAINED ON SELECTED ITEMS FROM THE QUALITY OF LIFE INDEX

RESULTS

Evaluation questionnaire

The responses made by trainees when they completed the evaluation questionnaire are presented here under seven headings:

- A. The Training Course content
- B. Work Experience
- C. Living Arrangments
- D. Independent Living
- E. Comparing groups living at home and living independently
- F. Living at the centre
- G. The future

A: THE TRAINING COURSE.

When the trainees were asked if they were happy with their current training course, the majority (86%) said they were in fact enrolled in a preferred course. Two people said that it was not the course they initially wanted, and two others were not sure.

Suggestions for other preferred courses included working with animals or switching to another course within the training centre. One student expressed a preference for a job.

Likes and dislikes

When asked what they liked most about the course they were doing some trainees mentioned an aspect such as the following:

- * making the bread
- * serving food
- * mopping the floor
- * the course schedule itself.

One trainee liked being praised for his/her work, while another liked to be kept busy. Five of the respondents said that they liked the people on their course.

The reasons for liking various aspects of the training course were probed when trainees were asked why it was that particular aspect of the course that they liked the most. The responses

varied for those who offered reasons: 14% said that it provided them with the necessary experience to get employment, and another 14% said that they knew their specific job very well and were confident working in that area. Finally, 14% said that they just liked a certain area of the course. Trainees again mentioned specific tasks in more detail, such as, moulding the dough to make bread and creative cake decoration in the bakery.

Additional comments made about the courses included the fact that the participants considered that their training courses were relevant to their career aspirations and job prospects. They also had a lot of opportunity to meet people and make new friends. Finally, one trainee said that the course kept him/her active and stimulated, commenting:

"I don't like sitting around."

Conversely, trainees were asked about which elements of the course that they liked least. Comments here were very varied and tended to refer to specific tasks such as cake decoration (n=3) or the cleaning up afterwards (n=3). Another reply from those in the accommodation services course was cleaning the bathrooms as they had to be done every day. A trainee in the bakery was of the opinion that they needed a specific machine there for making

certain breads, as its absence made certain aspects of the course more difficult. Other elements were disliked because of their impact on the respondents. A few individuals said that they needed "a lot of patience" for their particular job, while another said that the job was tiring. One person noted that he/she made mistakes. One trainee said that the course was difficult and that he/she was nervous initially.

Classes

The trainees identified a number of classes in which they were enrolled as part of their course. These included the following:

- * theory classes (57%)
- * academic classes such as Maths and English (29%)
- * social and community skills (9%)
- * consumer relations (5%).

Of those who replied, trainees found these courses "interesting" (56%), or felt they had learned from them (31%). One trainee said it was "a change" from what they usually did (6%).

Three respondents (11%) made negative comments, saying that these classes were:

- * sometimes repetitive or boring
- * hard to understand

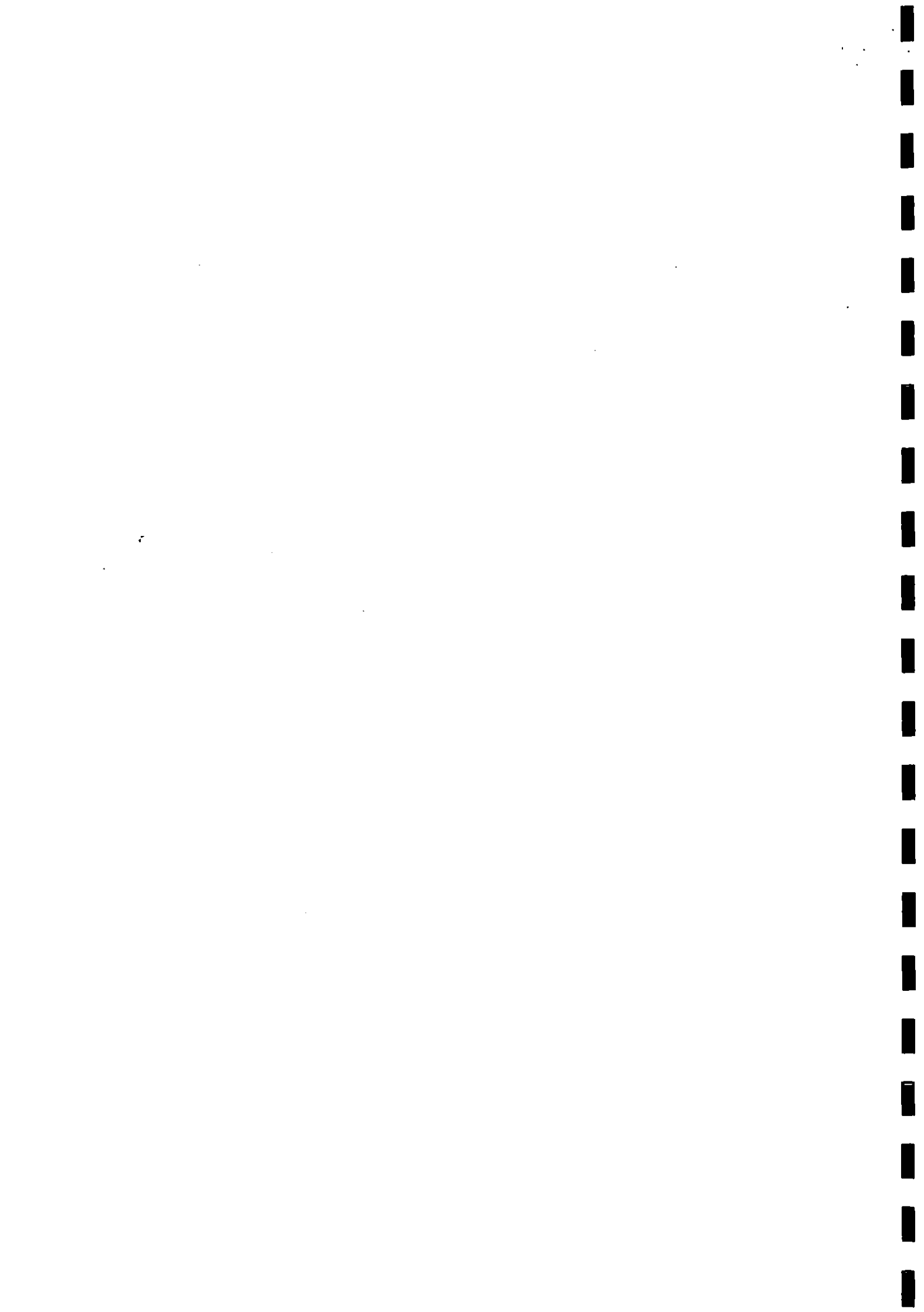
* often involved exams which "worried" them or put them under pressure.

B: WORK EXPERIENCE.

At the time of the interview most respondents (82%) had undergone some form of work experience in a local business, either at the centre surveyed for this study or at the training centre they had previously attended. The areas of work experience were quite varied (TABLE 3) as were the placements - the Electricity Supply Board, NRB, hotels and coffeeshops, a library and a carpark. Trainees also described the specific tasks and duties involved in their placements (TABLE 4).

TYPE OF WORK EXPERIENCE	PERCENTAGE OF TRAINEES
BAKERY/CATERING	55%
RETAIL WORK	15%
LIBRARY WORK	4%
GARDEN CENTRE	4%
CAR PARK ATTENDENT	4%
NO EXPERIENCE	18%

TABLE 3: AREAS OF WORK EXPERIENCE REPORTED BY TRAINEES



TASKS IN WORK EXPERIENCE	PERCENTAGE OF STUDENTS
CLEANING	33%
CATERING	15%
WASH UP	11%
SERVING CUSTOMERS	12%
SERVE FOOD	7%
STACKING SHELVES	4%
NO EXPERIENCE	18%

TABLE 4: WHAT THE TRAINEES DID AT THEIR PLACEMENTS FOR WORK EXPERIENCE

A notable point is that only 24% of the trainees said that they still do the same type of tasks in their current training course. Others found that their previous work experience and their current training course were similar in content (32%) or noted that they felt that more initiative had been required when they were engaged in work experience (14%).

C: TRAINEES' LIVING ARRANGEMENTS.

Over half of the trainees interviewed lived at home and the remainder were in some other form of accommodation (see Method section). Nearly all the trainees (n=24, 86%) said that they liked where they lived. Typical reasons for their satisfaction were the fact that they had their own room or that they liked the people with whom they lived. One person who was living alone in a flat said that, "it was a bit lonely at first." Another said that that he/she missed friends "down home." Those living away from home seemed to enjoy their independence (11%) and the

company of others (21%), while those staying at the centre's hostel found the "atmosphere very homely (18%)." Others answered that they "liked having their dinner made" for them (9%). Finally, 18% simply liked living "at home". Some trainees felt that they would like to live elsewhere, one in another county, and four in a flat at some stage in the future. The remainder seemed to be quite settled in their present accommodation.

D: INDEPENDENT LIVING.

All the respondents were asked a series of questions related to aspects of independent living in the community: rent, electricity, heating and food. The range of estimates was wide (TABLE 5), implying that the four items named could cost as little as 33 pounds weekly or as much as 135 pounds, according to the informants.

ITEM	ESTIMATED WEEKLY EXPENDITURE
Electricity	5-30
Rent	25-75
Heating	1-30
Food	2-30

TABLE 5: TRAINEES' ESTIMATES OF WEEKLY EXPENDITURE - RANGE GIVEN IN IR POUNDS

About half of the trainees (54%) said that that the cost of living was between 50 and 60 pounds a week for these items, and a further 29% estimated the cost at 100 pounds. One person said he/she would spend all their allowance in a week. Four were

unable to give an answer.

Opinions varied as to how easily such costs might be borne. Some of the trainees felt they could afford their likely living costs (43%). Others felt that this was not within their means (43%). The remaining 14% said they could afford to live independently if they were on a good wage.

The respondents were also asked to rate their competence in a range of daily living activities. Most (64%) said they could easily make a variety of hot meals for themselves, while 14% mentioned only snacks. Finally, the remainder said that they either had their meals at the hostel's canteen (11%) or did not respond to this question (11%).

The trainees were then asked questions about how they might deal with a number of hypothetical situations that might occur if they were living away from home: for example, "If you had no money to pay a bill, what would you do?"

About half of the trainees named a particular strategy (TABLE 6) and another 29% said they would "arrange something".

STUDENTS' SUGGESTIONS	PERCENTAGE OF STUDENTS
ARRANGE SOMETHING	29%
GET A LOAN FROM OTHERS	29%
GO WITHOUT SOMETHING ELSE	11%
GO TO THE BANK	7%
DON'T KNOW	11%
NOT APPLICABLE	14%

TABLE 6: SUGGESTIONS FOR PAYING A BILL WHEN SHORT OF MONEY

The responses to a set of similar questions are presented here:

Q.1 What would you do if you had a fight with your flat-mate?

- * apologise 61%
- * move flat 18%
- * avoid fights 11%
- * not speak 4%
- * don't know 4%

(one trainee did not reply)

Q.2 What would you do if you had a problem with the landlord?

- * move out 46%
- * sort it out 36%
- * don't know 11%
- * complain 4%

(one trainee did not reply)

Q.3 What would you do if you lost your keys?

- * contact landlady 39%
- * contact neighbour 14%
- * contact flatmate 11%
- * have spare set 11%
- * contact Gardai 7%
- * panic 7%
- * don't know 7%
- * break lock 4%

Q.4 What would you do if you missed the last bus home?

- * take a taxi 58%
- * walk 18%
- * stay with a friend 11%
- * ring home 7%
- * don't know 7%

Q.5 What would you do if some appliance in the flat broke?

- * tell landlord 71%
- * get it fixed 21%
- * fix it myself 4%
- * don't know 4%

Q.6 What would you do if you had problems with your neighbours?

- * sort it out 58%

* tell Gardai	15%
* not applicable	12%
* tell landlord	8%
* do nothing	4%
* don't know	4%

Q.7 Would you know not to disturb your neighbours?

* yes	78%
* no	15%
* don't know	8%

Q.8 Would you be able to keep your flat clean?

* names specific tasks	89%
* simply said "yes"	11%

The trainees were asked what they would like most about living away from home. The most popular answer was "the independence" (55%). Trainees also mentioned that they had friends in Dublin (7%) so they were very much at home here. A few respondents said that they would like to be free from their parents or to "be away from his/her brother". The rest of the students did not give a specific answer.

Many of the trainees (68%) said that they would miss home if they moved away. The rest of the students (29%) said that they would not miss home while one student did not reply. The reasons given for not missing home varied:

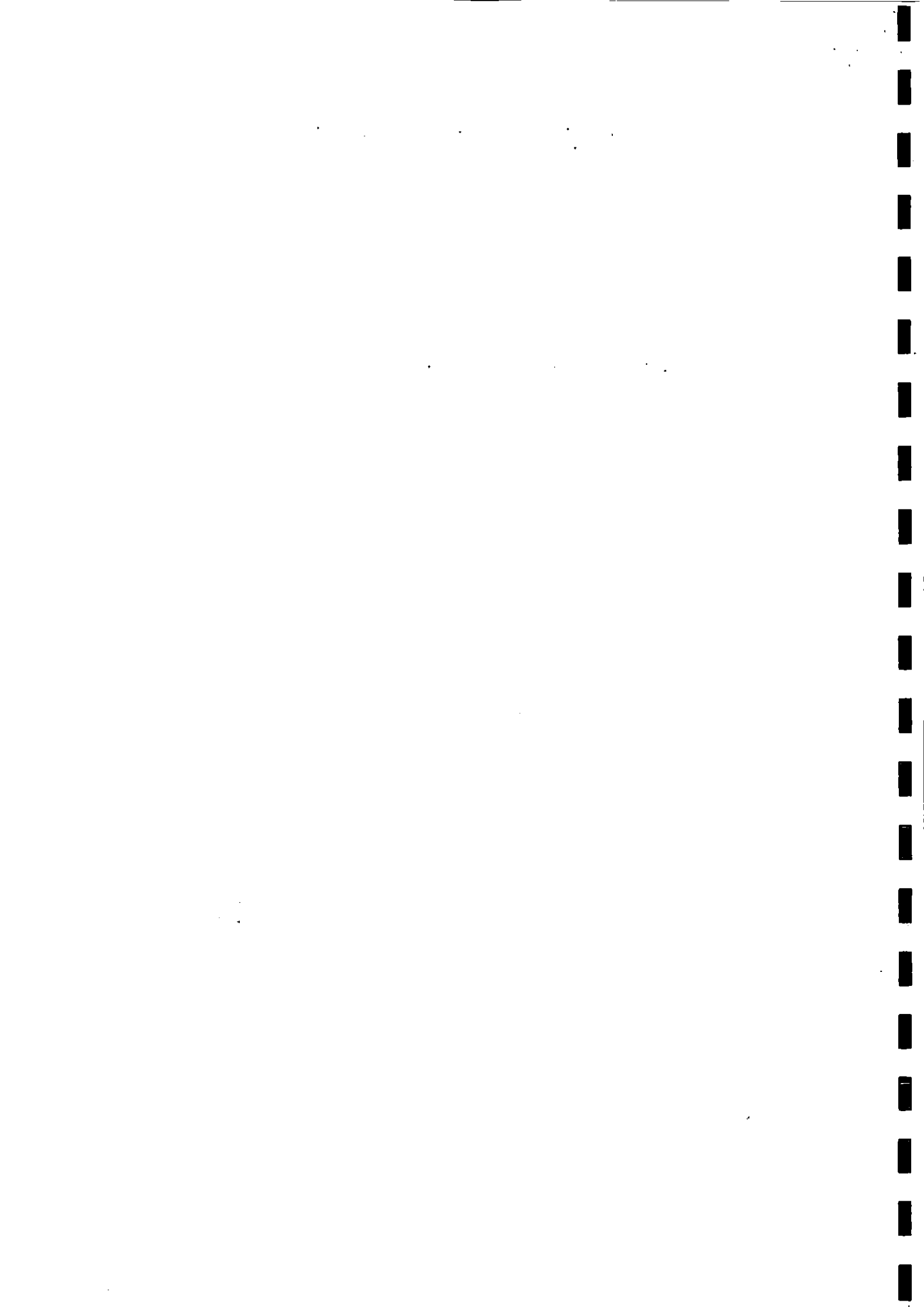
- * fights over television
- * the quietness
- * the lack of freedom
- * the town itself

Most also said (66%) said they would miss their family and friends, but 27% said they would miss nothing from home. One respondent named personal possessions that he/she would miss.

Over half the trainees (57%) said that they would be frightened living in a flat but most of them gave the impression that this would only be the case if they lived on their own. The rest of them (39%), apart from one who did not know, said that they would not be frightened. Respondents named some common fears attached to living alone in a flat:

- * strange noises
- * burglars
- * loneliness
- * strangers
- * other tenants

Some of the trainees said that they would not be frightened of anything in a flat.



E. COMPARISON BETWEEN THOSE LIVING AT HOME AND THOSE LIVING IN
FLAT OR HOSTEL.

They respondents were divided into two groups, those living at home and those living away from home, in order to see if there were any major differences in their knowledge of independent living. As we see, while both groups estimated their weekly expenditure to fall within the same broad band (50-100 pounds), those living at home tended to make higher estimates for both total weekly expenditure and component items (TABLE 7).

ITEM OR AREA PRESENTED	ESTIMATES BY THOSE LIVING INDEPENDENTLY (N=12)	ESTIMATES BY THOSE LIVING AT HOME (N=16)
Mean estimated weekly rent	38.	41.
Mean estimated cost of heating for one week	13.	24.
Mean estimated cost of weekly electricity supply	18.	36.
Mean estimated cost of food budget	15.	29.
Estimated mean and (range) for total weekly expenditure	50. (50.-100.)	70. (50.-100.)
Likely to prepare hot meals	92%	64%
Believes it is expensive to live in a flat	45%	87%
Could afford to live independently	67%	25%
Would miss home	41%	87%
Would be frightened to live alone	50%	69%

TABLE 7: TRAINEES LIVING AT HOME AND LIVING INDEPENDENTLY COMPARED FOR ESTIMATES OF COST AND FEASIBILITY OF LIVING INDEPENDENTLY

With regard to the type of meals the trainees would cook for themselves, those living in a flat or the hostel appeared to be more adventurous than those living at home. As they were more likely to cook proper meals (92%), whereas only 64% of those living at home mentioned cooking hot meals. Both groups converged on how much they would spend in a week, estimating from fifty to one hundred pounds per week. As expected the majority of students who felt they could afford this (67%) were already living away from home, while only 25% of those living at home felt they could afford to live independently.

Most of the trainees living at home (87%) said that they would miss home as compared to 41% in the other group. As well as this, more of the former group said they would be frightened living away from home (69%) as compared with those already living away from home (50%).

F : LIVING AT THE CENTRE

Accommodation is offered to some of the trainees attending the centre. They are resident in a hostel just adjacent to it. Of those interviewed, seven trainees who were living at the hostel answered some additional questions in relation to centre and their perceptions of it.

All of them had some misgivings about coming to the centre. Only one trainee thought it would be "nice". Two of them were worried

at first about attending to the centre, one thought it would be like a prison and another felt it would be a place for people who were "disabled". Two trainees did not offer an opinion about how they thought the centre would be like. At the time of the interview four trainees said that they now liked the centre. One said he/she was pleased to discover that the people attending the centre were "normal." Finally, one felt that he/she had freedom at the centre. One student did not comment.

When asked who took the decision to refer them to the centre, three trainees said that their school had decided that they should attend the centre, while two said their guardian had taken the decision, another said that his/her social worker had been responsible. One trainee said that a friend suggested that he/she should go to the centre.

Only two of the trainees said that they were lonely leaving home to attend the centre and live in the hostel. Three of them had been away from home before and the remaining two had no problem leaving home.

As regards traveling home four trainees took the bus, two took the train and one did not travel. All of those who travelled availed of a bus pass.

All of the trainees said that they had made new friends at the hostel and four of them mentioned the importance of having room mates. Leisure activities the students mentioned included "going

to the cinema", "going bowling" and "going swimming".

G: THE FUTURE.

When interviewed most trainees wanted a job (79%) when the course was finished, however a few wanted to carry on with their studies and do another course (14%). One trainee did not know what would happen in the future (4%) while another reported that he/she would be looked after by a relative (4%).

To investigate the trainees' knowledge of working in open employment they were first asked if the training course they were taking was the area that they wanted to work in eventually. Most (85%) of the respondents said that it was and 7% said that it was not. A further 4% were undecided while the remaining 4% said that it was the area he/she wanted to work in when he/she had "improved" and completed the course successfully.

The majority of trainees, 78%, named the necessary tasks when asked what would be required of them in jobs related to their course. However, 13% felt that a job would be "harder" than the course. One trainee expressed the need for more training and another could not answer the question. However, they all felt that they would be able to work in their area of training when the course was over.

How then would the trainees go about looking for a job? The answers given were very knowledgeable (TABLE 8).

STRATEGIES FOR FINDING WORK	PERCENTAGE OF STUDENTS
CURRICULUM VITAE	21%
HELP FROM STAFF AT CENTRE	7%
IN THE NEWSPAPERS	54%
START OWN BUSINESS	7%
DO NOT KNOW IF WANT TO WORK	4%
NO REPLY	7%

TABLE 8 : HOW TRAINEES WOULD FIND WORK FOR THEMSELVES

The trainees were then asked to picture themselves in an interview situation and to list their good points. The most popular "good points" are tabulated in TABLE 9. Other points of self-description were: "good speaker," "honest," "not lazy," "easygoing," "get work done on time," "don't mind working late," "do most things," "good at taking orders," "reliable," "hobbies".

SELF-RATINGS OF GOOD POINTS	NUMBER OF RESPONSES
NEATLY DRESSED	15
GOOD TIME-KEEPER	13
GOOD WORKER	8
KNOW THE JOB WELL	5
GOOD PERSONALITY	5
PERSIST-GET JOB DONE	4
GET ON WELL WITH OTHERS	4

TABLE 9: THE MOST POPULAR "GOOD POINTS" REPORTED BY THE TRAINEES (trainees could give more than one response)

However, many trainees realised that it was difficult to find a job (70%). The remainder said it would be easy enough (7%) "if you put your mind to it" or if you were adequately trained (n=5), or it depended on their particular area of interest (22%) as it was easier to get jobs in some areas as opposed to others.

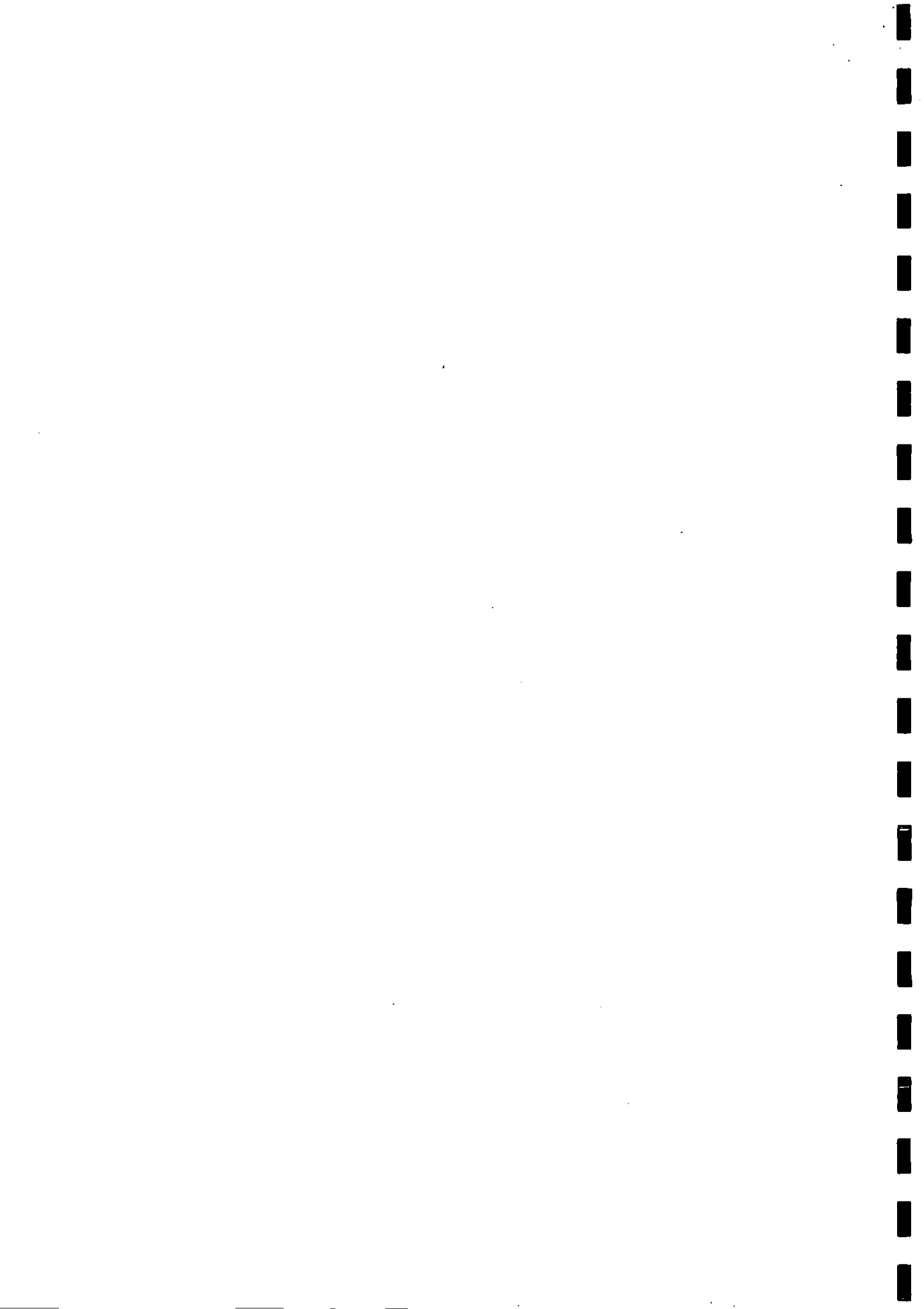
Why might it be difficult to get a job? The reasons suggested (and the number of respondents doing so) were the following:

- * the unemployment situation and emigration (12)
- * not much work in my particular area (1)
- * need experience (1)

One person had already tried to find employment, unsuccessfully. Two referred to the importance of having a positive attitude when job hunting. Another trainee mentioned the problem of getting insured at work.

DISCUSSION

The individuals who were interviewed in this section of the study were a much more vocal group than those described in Part One, and hence more able to express their views and aspirations. Their abilities spanned a very wide range of physical and intellectual functioning. Yet, each reported that various aspects of their daily lives contributed to a relatively high quality of life, using the measures selected.



It was apparent that all of the trainees interviewed had a good deal of knowledge about the course, its content and the career they were pursuing. The range of work experiences which they described was diverse. They were all very realistic about the current job situation and the difficulty in finding a job, especially in their preferred area of interest.

The respondents also seemed well able to present themselves favourably in interview relative to the students studied in Part One of this report who relied more on others (job coaches etc) to get work for them. Their comparative confidence was clear when they were observed during the interviews conducted for this study, as all participants presented themselves well and coherently. In addition, they readily named a number of skills often cited as conducive to employment - for example, being "a good time-keeper". However, as a quota sample was drawn from the total number of trainees at the centre, it can not be certain that less-confident individuals excused themselves from the study at the outset.

The perceptions of independent community living recorded in this study reveal that participants had given a good deal of consideration to their options.

The trainees were also well aware of the fact that one day they would probably leave home and live alone, or with peers or a spouse. They had an extensive knowledge of the kinds of problems they might encounter living away from the family home. Most of

the trainees felt that they would be able to take care of themselves more than adequately, both physically (cooking, having enough money etc) and socially (coping with noisy neighbours, paying their bills). However, the differences noted here between those who had already embarked on independent living and those still living with their families suggest that some intervention - perhaps peer teaching, or trial periods of living in the community - could assist in this major life adjustment.

The disparity between the participants described in Parts One and Two of this study with regard to their range of abilities and levels of social competence is notable, and underlines the wisdom of developing vocational and employment programmes which are targetted and "tailor-made" to suit individual needs and abilities. Yet the commonality of their concerns about finding and keeping a job in Ireland in the nineteen-nineties should compel us to greater efforts to develop high quality programmes and enhanced work opportunities (Needs and Abilities, 1990).

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TRAINEE QUESTIONNAIRE FOR PARK HOUSE.

TO BE SAID TO ALL TRAINEES

I WOULD LIKE TO ASK YOU QUESTIONS ABOUT THE TRAINING CENTRE, WHAT YOU LIKE, DISLIKE. HOW YOUR LIFE HAS CHANGED SINCE YOU CAME HERE AND WHAT YOU WOULD LIKE TO DO WHEN YOU LEAVE. ALL YOUR ANSWERS ARE CONFIDENTIAL.

CASEID _____

DATE OF BIRTH _____

SEX _____

DISABILITY _____

COURSE LENGTH _____

START INTERVIEW HERE.

WHAT ALLOWANCES DO YOU GET EACH WEEK?

TYPE OF TRAINING:

CATERING _____

HORTICULTURE _____

BAKERY _____

ACCOMODATION SERVICES _____

IS THAT THE COURSE YOU WANT TO DO? YES _____ NO _____

IF NO-WOULD YOU PREFER A COURSE IN ANOTHER CENTRE? YES _____ NO _____

2

WHAT DO YOU LIKE MOST ABOUT THE COURSE?

WHY IS THAT?

WHAT DO YOU NOT LIKE ABOUT THE COURSE?

WHY IS THAT?

WHAT PART OF THE COURSE DO YOU LIKE BEST?

(eg prompt-cleaning or laundry
bread or confectionary
cooking or food service
garden centre or nursery)

IS THIS THE AREA YOU WOULD LIKE TO WORK IN? YES ___ NO ___

WHAT WOULD YOU HAVE TO DO IN THAT JOB?

WILL YOU BE ABLE TO DO THAT WHEN YOU FINISH THIS COURSE?
YES ___ NO ___

IF NO, WHY?

HAVE YOU EVER BEEN ON WORK EXPERIENCE? YES ___ NO ___

WHERE?

WHAT DID YOU DO THERE?

DO YOU DO THE SAME THING HERE? YES ___ NO ___

IF NO- WHAT DO YOU DO THAT IS DIFFERENT?

WHAT ELSE DO YOU DO HERE (prompt social skills)?

DO YOU LIKE THAT? YES ___ NO ___

WHY IS THAT?

WHAT DO YOU DISLIKE ?

WHY IS THAT?

THE NEXT SET OF QUESTIONS DEALS WITH LIVING SITUATIONS.

WHERE DO YOU LIVE? HOME ___ HOSTEL ___ FLAT ___ DIGS ___

DO YOU LIKE IT THERE?

IF YES, WHY?

IF NO, WHY , WHERE ELSE WOULD YOU LIKE TO LIVE

QUESTIONS RELATING TO HOSTEL/FLAT (only for residents)

HOW LONG HAVE YOU LIVED THERE?

WHAT DID YOU THINK PARK HOUSE WOULD BE LIKE BEFORE YOU CAME
HERE?

WHAT DO YOU THINK OF IT NOW?

WHO DECIDED THAT YOU SHOULD COME TO PARK HOUSE?

HOW DID YOU FEEL WHEN YOU LEFT HOME?

HOW DID YOUR FAMILY FEEL WHEN YOU LEFT HOME?

HOW DO YOU GET HOME?

HOW MUCH DOES IT COST YOU TO GO HOME?

WHAT DO YOU DO AT HOME IN THE EVENINGS?

DO YOU DO THE SAME WHEN YOUR IN DUBLIN?

DO YOU HAVE MORE FREEDOM HERE? YES ___ NO ___

DO YOU HAVE NEW FRIENDS HERE? YES ___ NO ___

DO YOU LIVE IN THE HOSTEL WITH THEM? YES ___ NO ___

HOW IMPORTANT IS COOPERATION/SHARING WITH A FLATMATE?

COST OF LIVING.

(note- if trainee if living at home or in the hostel ask them 'what would' they expect to pay if they were in a flat)

DO YOU THINK IT IS EXPENSIVE TO LIVE AWAY FROM HOME? YES ___
NO ___

HOW MUCH WOULD YOU EXPECT RENT TO BE? _____

ESB ? _____

HEATING ? _____

FOOD ? _____

WHAT KIND OF MEALS WOULD YOU MAKE?

HOW MUCH WOULD YOU SPEND IN A WEEK ALTOGETHER?

COULD YOU AFFORD THIS ? YES ___ NO ___

INDEPENDENT LIVING.

WHAT WOULD YOU DO IF YOU COULD NOT AFFORD TO PAY A BILL?
OR IF YOU HAD NO MONEY FOR FOOD?

WHAT WOULD YOU DO IF YOU HAD A FIGHT WITH YOUR FLATMATE?

WHAT WOULD YOU DO IF YOU LOST YOUR KEYS?

WHAT WOULD YOU DO IF YOU MISSED THE LAST BUS?(afford taxi)

WHAT WOULD YOU DO IF YOU HAD ANY PROBLEMS WITH YOUR LANDLORD?

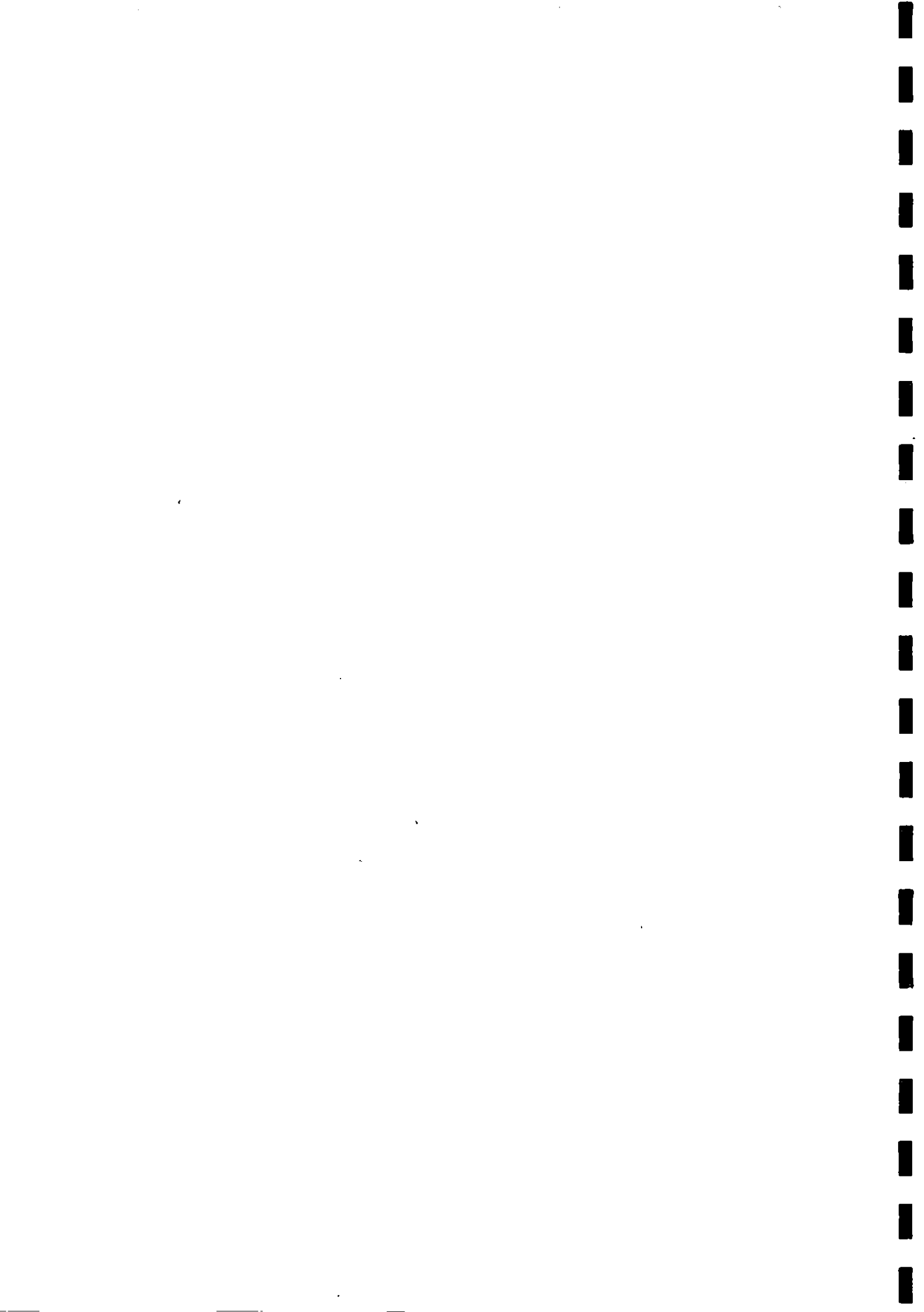
WHAT WOULD YOU DO IF SOME APPLIANCE BROKE?(or flat not
suitable-damp)

WHAT WOULD YOU DO IF YOU HAD ANY PROBLEMS WITH YOUR
NEIGHBOURS?(noise etc)

WOULD YOU KNOW NOT TO MAKE NOISE AT NIGHT? YES ___ NO ___

HOW WOULD YOU KEEP YOUR FLAT CLEAN?

WHAT WOULD YOU LIKE MOST ABOUT LIVING AWAY FROM HOME?



WOULD YOU MISS HOME? YES ___ NO ___

WHAT WOULD YOU MISS?

WHAT WOULD YOU NOT MISS?

WOULD YOU BE FRIGHTENED LIVING IN A FLAT? YES ___ NO ___

WHAT WOULD YOU BE FRIGHTENED OF?

WHAT WILL YOU DO WHEN THE COURSE IS OVER?

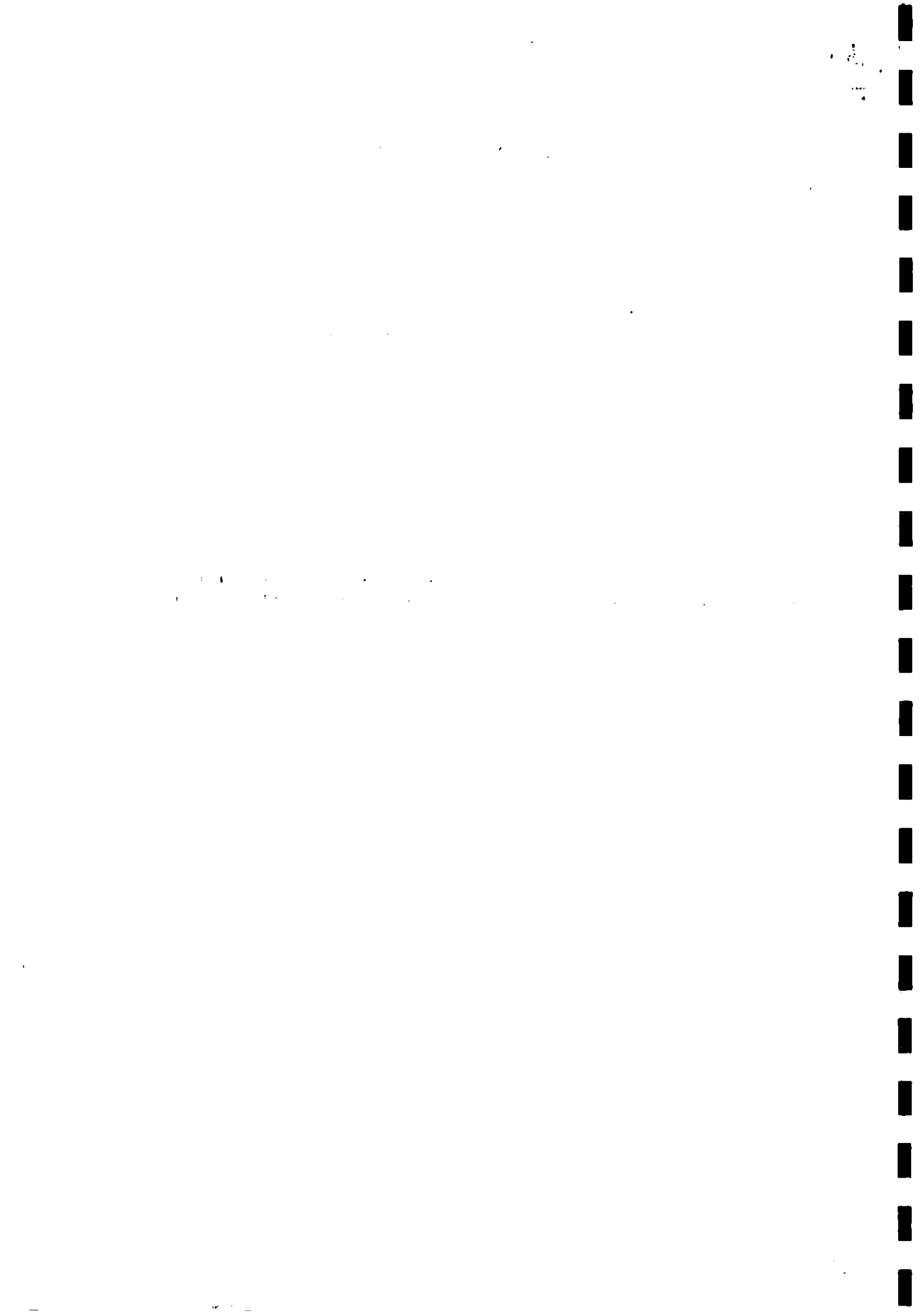
HOW WOULD YOU GO ABOUT FINDING WORK?

DO YOU THINK IT WOULD BE HARD OR EASY TO GET A JOB?

WHY HARD?

WHY EASY?

IF ASKED IN AN INTERVIEW 'what are your good points' WHAT WOULD YOU SAY? (PROMPT-manner/punctuality/appearance/job skills)



QUALITY OF LIFE QUESTIONNAIRE (Schalock et al., 1989)

1. How many people sleep in your bedroom?
2. How much control do you have when you go to bed and when you get up?
3. How about your neighbours? How do they treat you?
4. How do you like this town?
5. How often do you talk with neighbours, either in the yard or in their home?
6. If there are staff or family where you live, or if you live with another client or spouse, do they eat meals with you?
7. Who plans your meals?
8. Who shops for groceries?
9. Who chose the decorations in your bedroom?

10. Do you have any pets?
11. If you have a regular doctor, who chose the doctor?
12. If you take medicines, who gives you the medicine?
13. Who makes your doctor and dentist appointments?
14. Does your job make you feel good?
15. Do you think that your work is important to your employer?
16. How do you usually get to work?
17. How often do you use public transportation? (taxi, city bus etc.)
18. Do you earn enough money to pay for all the things you need?
19. Do you have friends over to visit your home?
20. Do you have a guardian (or conservator)?

21. Are there people living with you who have dangerous or annoying behaviour problems?
22. Do you have a key to your house?
23. How many rooms or areas in your house are locked so that you cannot get in them?
24. Can you do what you want to do?
25. What type of educational programmes are you involved in at the present time?
26. Who decides how you spend your money?
27. How frequently do you spend time in recreational activities in town?
28. When can friends visit your home?

