

Occupation

For manual activities and leisure occupations John's score was 2 in his early assessment. The recent assessment shows a score of 4. John's score on manual activities is consistently low, due to the lack of dexterity resulting from his physical handicap. With unfamiliar or complex practical tasks John requires a greater amount of guidance than the other residents, and has to make greater effort to concentrate on the task in hand.

So far as leisure activities are concerned John has developed interests in music, going to concerts, attending the youth club and playing darts. John's sociable and cooperative personality makes him ready to join in group activities when invited. At present, however, he is not credited with the skill of being able to organise his own leisure time adequately because he does not tend to initiate activities without suggestions being made by other members of the group.

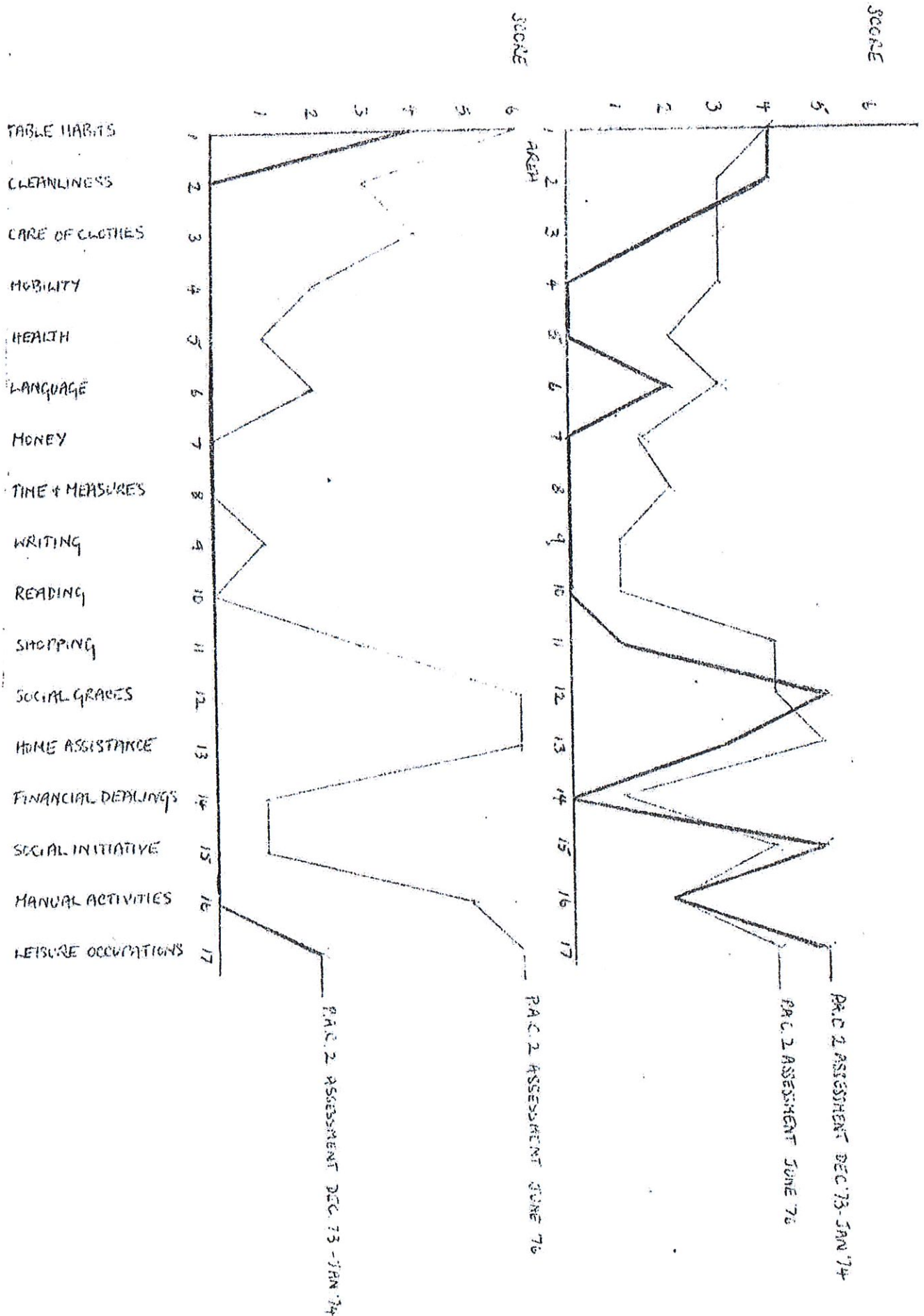
Conclusion

John's overall score goes from 19 to 30 skills over the period considered.

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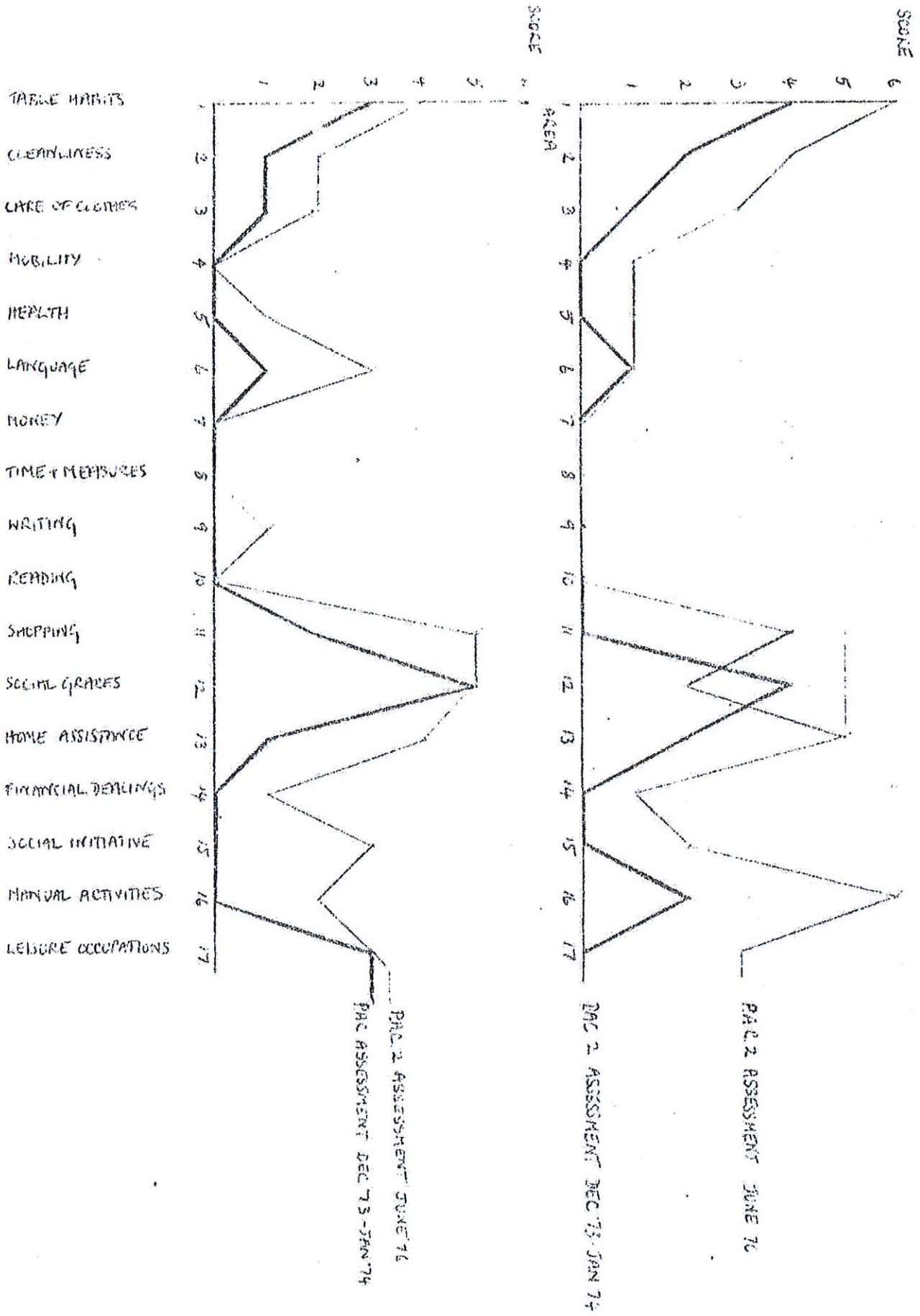
PAUL

ALAN

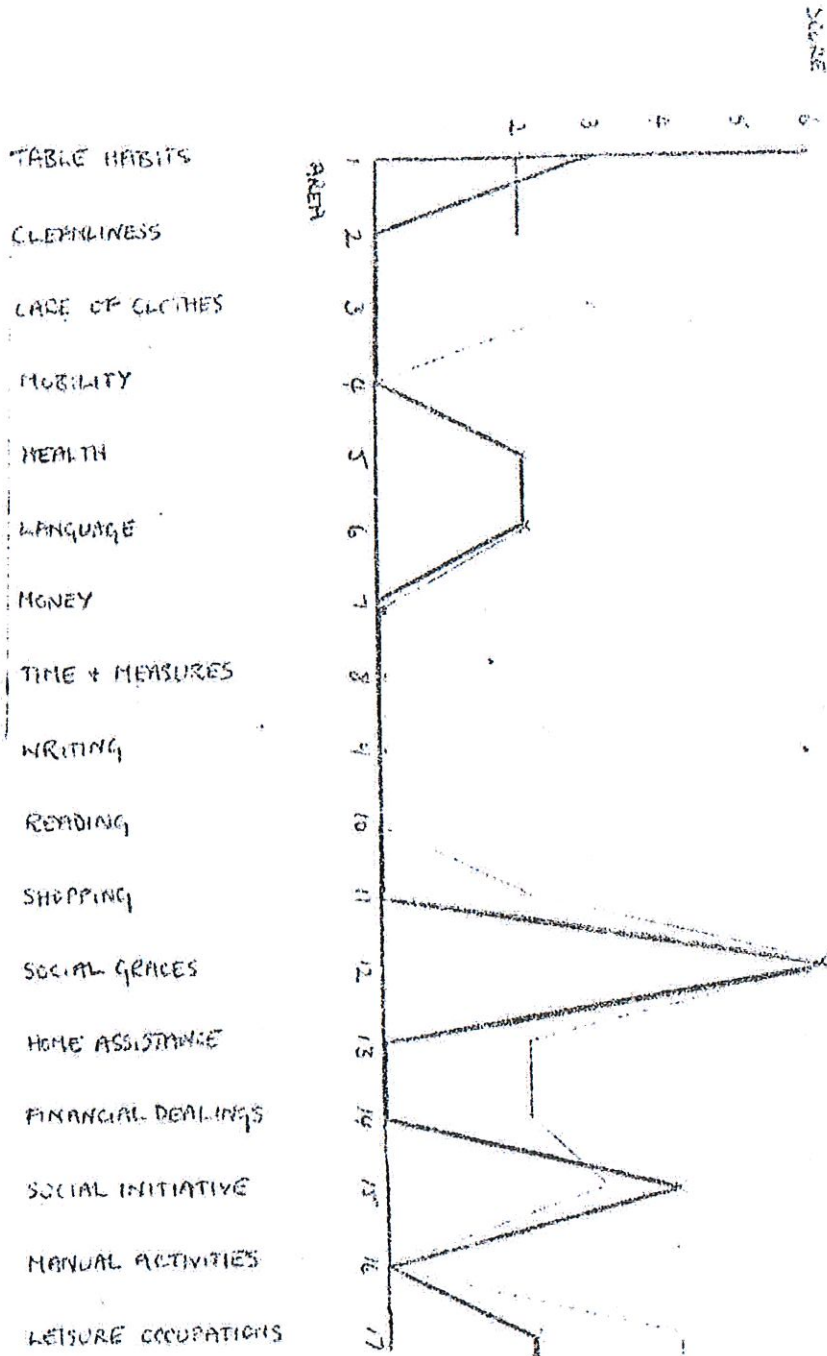


JACQUE

HEATHER



JOHN



P.A.C. 2 ASSESSMENT DEC 73 - JAN 74

P.A.C. 2 ASSESSMENT JUNE 76

CUSS

GROUP HOME PROJECT - SPECIAL EVALUATION NOVEMBER 1976

SUMMARY OF CONCLUSIONS

1. The assessments used are subject to observer error in that expectations are higher in the group home than in hospital.
 2. Alan's assessment shows an overall increase from 33 to 47½ skills as measured on the PAC 2 from the period December 1973 - January 1974 to June 1976.
 3. Paul's assessment shows an overall increase from 6 skills to 47 skills over the period considered.
 4. Heather's overall score has increased from 17 to 39 skills over the period considered.
 5. Jackie's overall score has increased from 17 skills to 36 skills.
 6. John's overall score has increased from 19 to 30 skills over the period considered.
 7. There has been a significant increase in family visiting since the discharge from hospital.
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APPENDIX I

An observational study was recently undertaken in the Group Home, to look at the ways in which the residents spend their free time in the evenings. Observation took place on one different night per week, for each of five consecutive weeks. This made it possible to control for exceptional circumstances which might affect any particular week, and for differences which naturally occur in the sort of activities which take place on different nights of the week. On each evening 50 consecutive observations were made for each resident, and these were done using a time sampling technique, so that behaviour was recorded for the first ten seconds in every thirty seconds. The attached graphs show the average number of times per night that each of the recorded behaviours occurred.

One of the most interesting findings was the high level of engagement observed among the residents. There were some individual differences here, but on average residents were involved in activities for 86.3% of the time. This contrasts sharply with the low levels of activity which many studies have found to be typical among mentally handicapped people in long-stay hospitals (for example studies by Blatt 1969, Oswin 1971 and Morris 1969). Quilitch (1975) observed levels of activity among the institutionalised retarded and found that only 5.3% of residents were active during the period of observation. Cortazzi (1969) has pointed out that the lack of opportunities to interact meaningfully with the environment or with other people can lead to the development of various bizarre or self-destructive behaviours. In our own study inappropriate behaviour was only observed in one resident and then it accounted for less than 1% of her behaviour. The Group Home provides an environment where a wide variety of activities, both domestic and recreational, are available.

This study also recorded the use of language by the residents, and the graphs show both the frequency and the type of utterances. The detrimental effects of the poor linguistic environment provided by many institutions for the retarded has been shown by Lyle (1959, 1960) and more recently by Moores and Grant (1976) and Pratt, Bumstead and Raynes (1976). The Group Home provides normal opportunities for interaction, not only with non-handicapped adults but also between the handicapped residents themselves and this accounts for the relatively high levels of communication which were observed. When further analysis of the observational data has been completed, it will be possible to show how much communication is directed towards other handicapped residents, and how much towards non-handicapped residents.

It is interesting to note the substantial individual variations in choice of

activity. King, Raynes and Tizard (1971) have found that institutional care typically involves rigidity and block treatment of residents. In comparison, it is clear that the group home provides a flexible environment where the residents are encouraged to organise their own free time in an active and appropriate way, and to give expression to their own individual personalities.

* * *



Name Time

| | | | | | | | | | | | |
|-------|------|------|-------|-------|-------|---|------|------|---|---|---------|
| Eng. | Yes | No | O/R | | | | | | | | Direct. |
| Inap. | Self | Obj. | Pers. | | | | | | | | |
| Occ. | Dom. | Game | Read. | Craft | Other | | Sol. | Soc. | A | F | |
| Comm. | C | R | L | Q | V | G | Sol. | Soc. | A | F | |

Name Time

| | | | | | | | | | | | |
|-------|------|------|-------|-------|-------|---|------|------|---|---|---------|
| Eng. | Yes | No | O/R | | | | | | | | Direct. |
| Inap. | Self | Obj. | Pers. | | | | | | | | |
| Occ. | Dom. | Game | Read. | Craft | Other | | Sol. | Soc. | A | F | |
| Comm. | C | R | L | Q | V | G | Sol. | Soc. | A | F | |

Name Time

| | | | | | | | | | | | |
|-------|------|------|-------|-------|-------|---|------|------|---|---|---------|
| Eng. | Yes | No | O/R | | | | | | | | Direct. |
| Inap. | Self | Obj. | Pers. | | | | | | | | |
| Occ. | Dom. | Game | Read. | Craft | Other | | Sol. | Soc. | A | F | |
| Comm. | C | R | L | Q | V | G | Sol. | Soc. | A | F | |

Name Time

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|-------|------|------|-------|-------|-------|---|------|------|---|---|---------|
| Eng. | Yes | No | O/R | | | | | | | | Direct. |
| Inap. | Self | Obj. | Pers. | | | | | | | | |
| Occ. | Dom. | Game | Read. | Craft | Other | | Sol. | Soc. | A | F | |
| Comm. | C | R | L | Q | V | G | Sol. | Soc. | A | F | |

Name Time

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|-------|------|------|-------|-------|-------|---|------|------|---|---|---------|
| Eng. | Yes | No | O/R | | | | | | | | Direct. |
| Inap. | Self | Obj. | Pers. | | | | | | | | |
| Occ. | Dom. | Game | Read. | Craft | Other | | Sol. | Soc. | A | F | |
| Comm. | C | R | L | Q | V | G | Sol. | Soc. | A | F | |

Name Time

| | | | | | | | | | | | |
|-------|------|------|-------|-------|-------|---|------|------|---|---|---------|
| Eng. | Yes | No | O/R | | | | | | | | Direct. |
| Inap. | Self | Obj. | Pers. | | | | | | | | |
| Occ. | Dom. | Game | Read. | Craft | Other | | Sol. | Soc. | A | F | |
| Comm. | C | R | L | Q | V | G | Sol. | Soc. | A | F | |

Explanation of Abbreviations

- Eng : engaged
Inap : inappropriate
Occ : occupation
Comm : communication
Dom : domestic task
Game : table games, darts
Read : reading or looking through books, magazines, scrapbooks, etc.
Craft : sewing, knitting
C : command - brief verbal instruction, which omits any form that would make it polite or request-like
R : request - non-coercive, verbal
L : labelling - a category for scoring verbal utterances, that describe an action or event or name an object
Q : question
V : vocalizations
G : gesture - the use of some manual or other easily observable non-verbal sign
Sol : solitary
Soc : social
A : active
P : passive
D : direction - person towards whom activity is directed

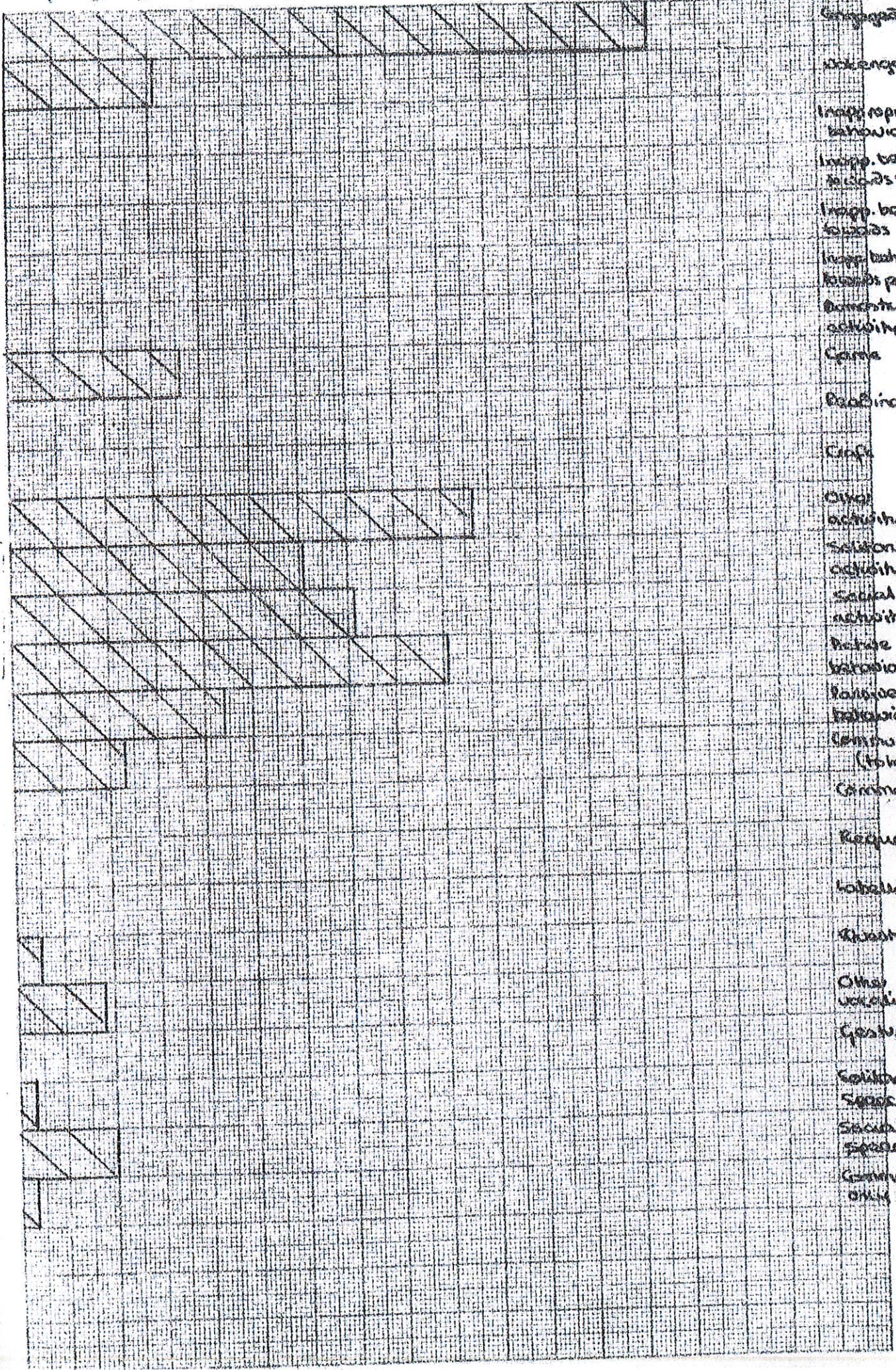
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Mean. no. of obs. per night



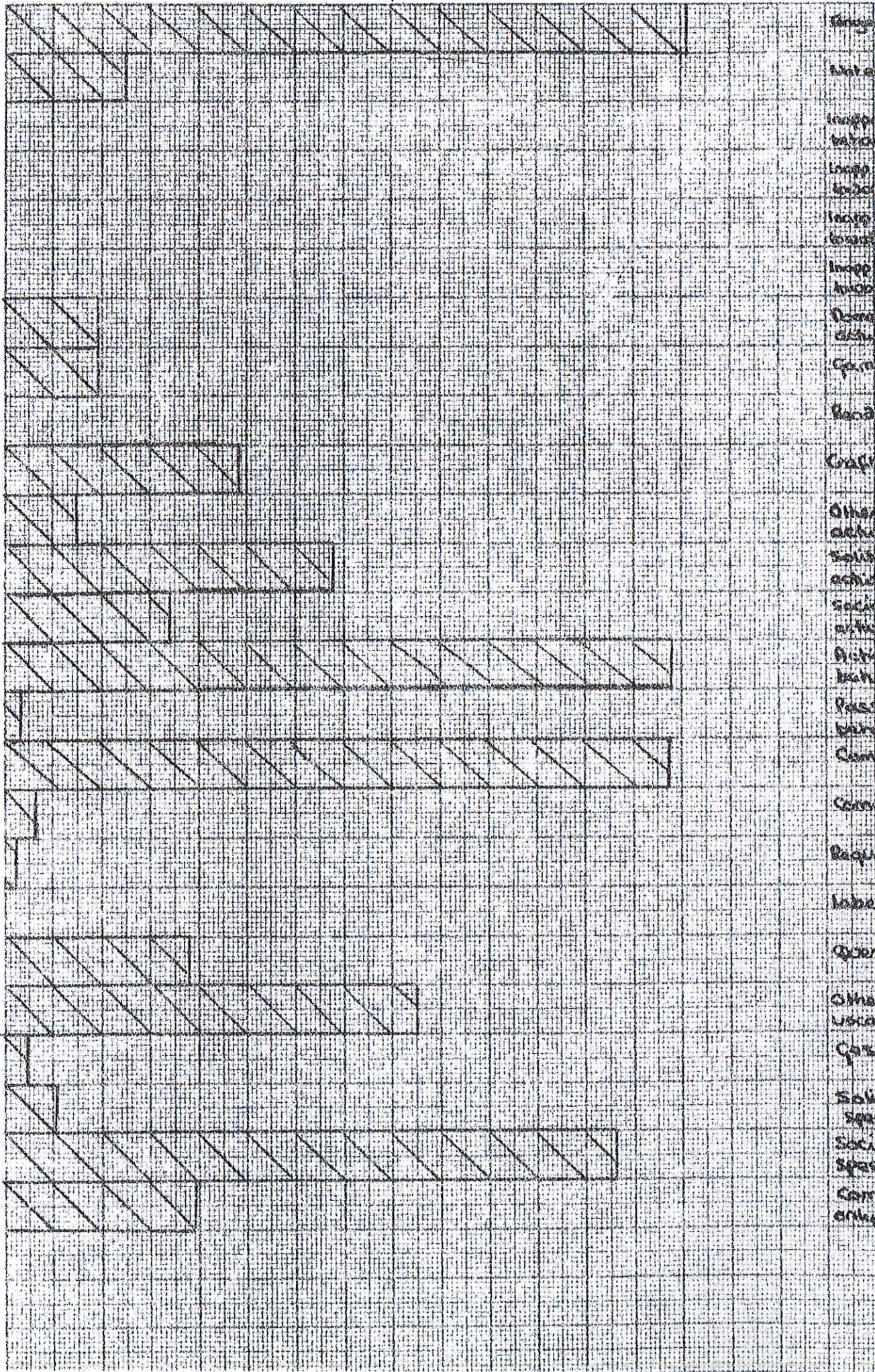
3 6 9 12 15 18 21 24 27 30 33 36 39 42 45 48 51 54 57 60

no. of obs. per night



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

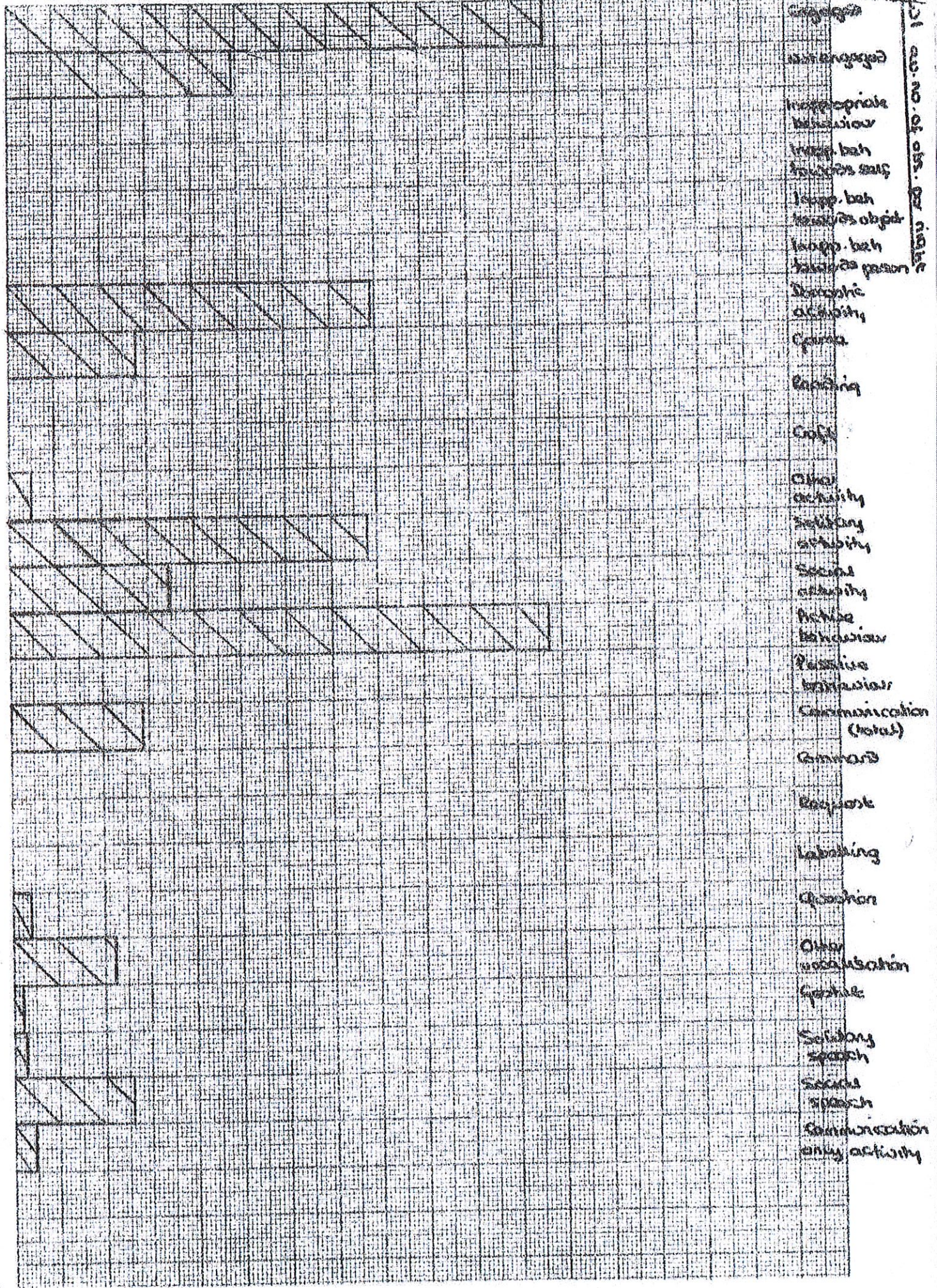
Looking at no. of obs. per night



- Engaged
- Not engaged
- Inappropriate behaviour
- Inapp. beh towards self
- Inapp. beh. towards object
- Inapp. beh. towards person
- Domestic activity
- Games
- Reading
- Craft
- Other activity
- Solitary activity
- Social activity
- Active behaviour
- Passive behaviour
- Communication (total)
- Command
- Request
- Labeling
- Question
- Other vocalisation
- Gesture
- Solitary speech
- Social speech
- Communication only activity

6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

1001 no. of obs. per night



APPENDIX II



CLIENT'S NAME :

WEEK ENDING :

Behavioural data to measure progress towards long-term goals

MON TUES WED THURS FRI SAT SUN

a) Independence

1. Did the client complete rota duties without help or correction today?
2. Did the client prepare self for ATM (i.e. get up, wash, dress, breakfast, be ready in time) without help or correction today?
3. Did the client cross any roads by self today?
4. Did the client use a bus by self today?
5. Did the client go shopping by self and return with the appropriate goods today?
6. Did the client choose to spend time on a hobby today?
7. Did the client use the phone without help today?

b) Integration

1. Did the client speak to a neighbour today?
2. Did the client speak to a shop assistant today?
3. Did the client invite any visitor into the house (not simply answering the door)?
4. Did the client make use of a local facility today (pub not included)?
5. Did the client do a job or service for a neighbour today?
6. Did the client attend any community function (e.g. youth club, jumble sale)?

| | MON | TUES | WED | THURS | FRI | SAT | SUN |
|----|-----|------|-----|-------|-----|-----|-----|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |

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