

# Relationships and recognition

Where are we up to?

Where are we going?

What do we want to learn from the project?

To learn how relationships with paid support workers can help young people to get their rights and have a good life.

To use what we find out to make young people's lives better.

# To do this, we are asking four big questions:

1. How are relationships between young people and their support workers seen in the laws, policies and rules we have now?
2. What do young people and their support workers do together? What do they think matters in their relationships?
3. Which parts of these relationships help young people to feel cared for, respected and valued?
4. What have we learnt that can help people with disability to live a better life?

# We have been working on Question 1:

1. How are relationships between young people and their support workers seen in the laws, policies and rules we have now?

2. What do young people and their support workers do together? What do they think matters in their relationships?

3. Which parts of these relationships help young people to feel cared for, respected and valued?

4. What have we learnt that can help people with disability to live a better life?

# Now we are working on the next 2 questions:

1. How are relationships between young people and their support workers seen in the laws, policies and rules we have now?

2. What do young people and their support workers do together? What do they think matters in their relationships?

3. Which parts of these relationships help young people to feel cared for, respected and valued?

4. What have we learnt that can help people with disability to live a better life?

# We will look at question 4 at the end:

1. How are relationships between young people and their support workers seen in the laws, policies and rules we have now?

2. What do young people and their support workers do together? What do they think matters in their relationships?

3. Which parts of these relationships help young people to feel cared for, respected and valued?

4. What have we learnt that can help people with disability to live a better life?

# What info are we collecting to answer our questions?

From every pair in the research (48):

- Map
- Photos and captions
- Interview transcripts
  - Individual x 4
  - Joint x 2
- Researcher observation notes

This is a lot!

So looking through your photos, you've got some great photos here.  
So what I would like to do today Tash is go through these photos one by one – and get a little more of the story behind them. Does that sound good?

Yeah  
Which photo would you like to start with?  
That one where we're having lunch

In ballina  
Cool  
Tell me a little bit about that day  
It was a happy day?

Why's that  
Going out. Get away from Lismore.  
Who's idea was it to go out

Mine  
Yours  
Yeah

So what do you say  
Hey, can we please get out of Lismore  
To ballina

Yeah, ballina  
That's cool  
And did you ask Hayley that in advance

Yeah  
That morning  
So was that on a Wednesday

Ad you said 'Hey Hayley, can we get out o  
And what did Hayley say  
Said yes.

How'd that make you feel?  
Happy  
Why's that

Template for fieldwork researcher observations

Field notes

Fieldwork location	Casino Neighbourhood Centre	
Participant names	YP	Worker
	Tash	Hayley
Other people present		
Interviewers	Kate Neale	
Participant project ID		
Other info (ethics, date)	Signed and returned prior to interview.	

Location (observations of the location)

Interview conducted in the art room at CNC. Private space with door closed.

Context of the interview (conditions, interruptions, atmosphere, who is doing the mapping, talking...)

Matty and Pete were already in the room when I arrived, doing scrapbooking together (a regular activity), pasting pictures of construction equipment into a scrapbook from a recent trip to PRIMEX, a rural equipment expo.

There were a few interruptions, standard for this site and not unexpected for either of the participants. Another program participant with high support needs moves from room to room, especially when new people are at the Centre – he wants to see what is happening, and comes in and leaves again quickly, but comes through on a circuit and doesn't knock.

Participants' demeanour

The YP was confident and engaging. She was readily happy to talk to me and seemed enthusiastic to be in the project and be interviewed. The SW's demeanour was similar and it was obvious they seemed to enjoy their time together and were feeling a bit excited about being in the project together.

Main points raised (by both participants – only note things that have been brought up)

Hayley sees herself as a facilitator for Tash's independence and repeatedly talked about being there for Tash but stepping back when it was clear Tash was okay to do something on her own. Her goal was to do herself out of a job because she sees her job as helping Tash actually need her less. Hayley comes from an early childhood background as it seemed apparent that teaching philosophy influenced her approach to her work now as a disability support worker. The work experience at the café was a great example of this as Hayley removed herself from the room when Tash felt comfortable enough to work on her own (\* which at the workshop I discovered that Hayley now doesn't go to all to the café with Tash as she feels confident on her own now. Both Hayley and Tash seemed quite proud of this)

Main observations: by fieldworkers (dis-concordance between the pair, issues not being talked about, or circumvented)



# What are we going to do with all of this info?

- Write up what everyone is telling us
- Put this into the computer (NVivo)
- Find out which things a few people have got in common
- Start to talk together about these things
- Today is about starting to work out the best way we might do some of this work