



Evaluation of Leap 2014 - 2017

Report by Dr. Louise Dawson
Foreword by Rachel Cassen

We would like to thank:

The families we have worked with for their openness, honesty and encouragement and for letting us into their lives.

The professionals who have attended our workshops and events and who have supported our work.

Dr Louise Dawson, the researcher who brought her many years of experience working in academia and civil society to this evaluation.

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Part One

Evaluation of Leap 2014 - 2017



Foreword

We are pleased to share this, the first evaluation of our work encompassing the period from 2014 -2017. We hope that you will enjoy reading this evaluation and that it will demonstrate to you, the reader, that strengths-based work with families of children with disabilities can produce significant outcomes in such families' capacity to initiate and sustain positive change. At the time of writing, Ireland has committed to the introduction of Personal Budgets for people with disabilities. This is good news; however, we believe that personal budgets will only act as a key enabler in the creation of inclusive futures for people with a disability when they are paired with a developmental vision for a person. In other words, the conditions for success for a child with a disability growing up today are the empowerment of their family in parallel to access to disability funding in the form of individualised support. If we are to learn from history and other countries experiences, we can see that funding large, traditional, professionally driven services for people with disabilities; has achieved poor outcomes in people's lives. Building inclusive and equitable societies starts with investing in families and communities - not seeking

to maintain a costly human service system of segregated programs and facilities. Families are their child's greatest resource and most important advocates. A resilient family connected to community that has clarity of vision and understanding of their unique strengths and gifts, as well as their child's strengths and gifts will be the most effective lifelong advocate for their child. We hope that this evaluation will guide Leap to be of greater service to families, communities and organisations who want to take positive action towards creating better lives for their children and who are seeking an asset-based approach.

Rachel Cassen, Director, Leap

Leap Evaluation Outcomes at a Glance

- **Evaluation commissioned October 2017**
- **Review of Leap literature, documents & activities – National and International outputs**
- **Consultation with Leap stakeholders – over 92% of stakeholders recognise the 'shift in mindset' after training with Leap**
- **Key themes: Education; Empowerment; Social Change – 'Change agents through group and support work and impacting social policy'**
- **The Supporting Families Workshop Series empowered over 98% of people and families**
- **Identified strategic outputs to form Leap's strategic plan 2018 – 2021**
- **'Creating change, building sustainable futures'**

Background to Leap

Leap is a family-led agency which supports families with children with disabilities to take more control of their lives and to plan and set goals associated with self-direction and resilience. Leap's work is a social investment which aims to strengthen family and community well-being. We see people as citizens and co-producers, not clients or consumers of programmes. We invest in their ability to imagine inclusive and sustainable lifestyles, encourage them to mobilise their resources towards positive social action and raise their awareness of the structures and thinking which limit the lives of people with disability.

We encourage families to deepen their relationships and develop stronger networks of support. Through the sharing of stories of success, we encourage families to imagine better. Through the sharing of really useful knowledge, we give families some strategies to sustain positive change and begin to enjoy a life in community on an equal basis as other citizens.

Leap came together in 2012 around the kitchen table when a group of families wanted to get busy creating not waiting. They understood that there would never be enough resources or money in the system and they realised that community was the answer. They acknowledged that people weren't really interested in their problems only in what they could contribute to their communities. They established Leap as a Social Enterprise and set about creating a more hopeful story where families thought about ordinary lives for their sons or daughters. In this new story people were not clients of a segregated service but connected, contributing members of their communities with valued roles.

1.1 Introduction

An evaluation of Leap was commissioned in October 2017 by Rachel Cassen, Leap Director. The initial scope of the evaluation was to assess and summarise Leap's work since 2014. This was conducted during November 2017, December 2017 and January 2018. This was done in part via the following:

- 1.** To complete review of Leap's work over the previous 36 months including conferences, training, workshops and any other outputs;
- 2.** Through consultation with relevant partners and families who have engaged with Leap over the previous 36 months;
- 3.** A structured evaluation approach of interviews, surveys, training feedback and a review of Leap's national and international work programmes;
- 4.** Through analysis of the research findings and outputs in line with Leap strategic plan;

- 5.** The preparation of a report to submit to HSE and other stakeholders; partners and interested parties and then publish findings;
- 6.** In collaboration with Leap board to provide recommendations on the future strategy and work plan for Leap.

Part 1 of this report details the process of the evaluation and the methods employed. A consultation was designed to engage key stakeholders of Leap's services to date. The overall objective was to assess feedback drawing on a triage of evaluation strands.

Part 2 of the report presents the outcomes of the evaluation and provides analysis and findings. Some statistical data and narrative examples are highlighted to provide the reader with an in-depth overview of the quality of work carried out by Leap.

Part 3 of the report concludes with findings and recommendations for future workplans and strategic goals.



1.2 Evaluation Framework

The key objective of the evaluation was to assess the work of Leap since 2014 – 2017. The evaluation assessment identifies key outputs of Leap’s work during this period. The future outputs and strategic planning of Leap’s work will be informed by the evaluation outcomes. The stages of the Leap evaluation are reflected in table 1.2a.

The evaluation was conducted from October 2017 to January 2018. There is an opportunity to further the consultation process over a six-month period, or to set-up long-term evaluation strategies (set out further in part [3.1](#) recommendations). It is noted that Leap have been extremely transparent and open to having their work evaluated with a view to maximising their efforts in creating change for better lives for people living with disabilities.

One key message that stands out throughout the evaluation is the concept of **hope** which Leap’s work has given to a wide audience of people, families and professionals.

The concept of hope is a narrative which is weaved throughout the evaluation and its findings. Hope proved to be an overall theme and is further discussed in section [2.8](#).

	Activities
Stage 1	Evaluation of Leap documents from 2014 and background information around Leap’s development and focus;
Stage 2	Review of feedback sheets from a range of events and training delivered by Leap;
Stage 3	Design and development of survey questionnaires for consultation with Leap’s key stakeholders;
Stage 4	Assessment of consultation materials and analysis of feedback;
Stage 5	Identification of key themes from Leap’s work during 2014 – 2017;
Stage 6	Drafting and presentation of Leap’s work and recommendations for the strategic direction in 2018 – 2021.

Table 1.2a highlights the six stages of the evaluation process

One narrative from the consultation said:

“Without Leap I believe our lives as a family would be so stressful that I wouldn’t want to say where we would be. Working with Leap gave us all hope and without hope we really had nothing...Leap literally saved our lives, but especially my daughters. We all have a future...”

Another parent reflected:

“I didn’t know we could dream until we met Leap. Their dedication to us has gone beyond anything I have experienced. They empower, though don’t take over, just sit with us until we feel strong enough to get back out there. I can tell you, we never knew we could be this strong, but we know that we know what’s best for our son. Leap gave us the confidence to be the best we could be for our son”

Aims and Objectives

The aims and objectives of the evaluation were designed in consultation with Leap Director Rachel Cassen and the Leap Board of Directors. These were as follows:

- 1.** To understand the nature and work of Leap and review documents and timeline from 2014;
- 2.** To assess the scope of Leap’s work plan since 2014 and identify key outputs and achievements;
- 3.** To ascertain feedback and consultation from key stakeholders of Leap’s work bringing together all the work completed within Leap for overall review;
- 4.** To identify the substance of Leap’s work and capacity building activities;
- 5.** To identify the themes of Leap’s work especially from the consultation feedback;
- 6.** To understand, and identify, the value and impact of Leap’s range of work activities being carried out.

Methods

The methods employed for the evaluation included a mixture of qualitative and quantitative data collection. A triangulation approach was deemed the most appropriate methodology to capture the wide breadth and scope of Leap's work.

After completing a review of Leap's work via methods outlined it was clear that communication was key to their success. The design of the evaluation was guided by the initial review and the wide range of communication strategies employed by Leap within their work.

A consultation process was initiated as part of the evaluation. The consultation included a review of the training feedback sheets; surveys developed for people and families and professionals; telephone interviews and one to one interviews.

The following methods were employed to conduct the evaluation to widen the scope of feedback as much as possible:

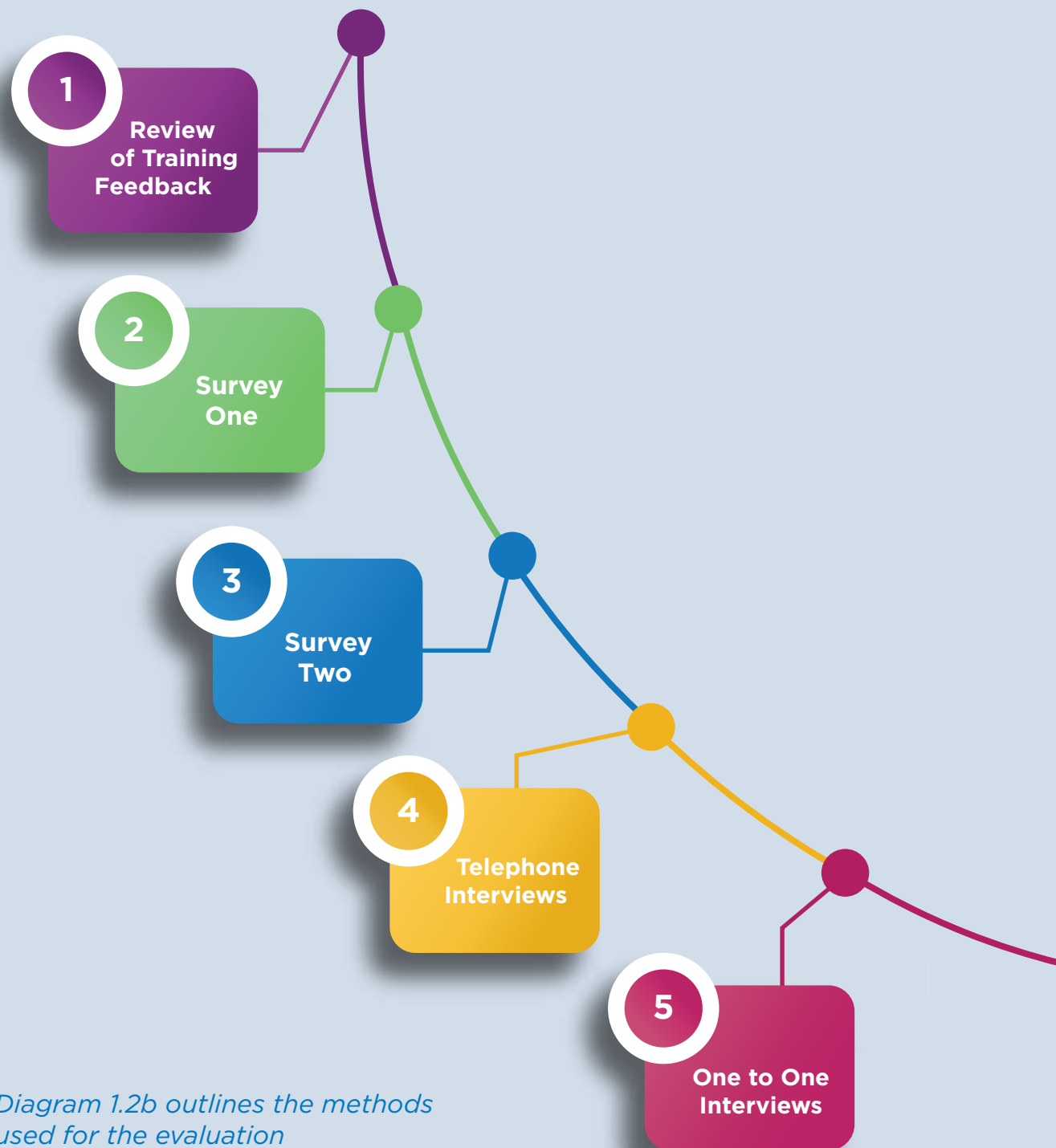


Diagram 1.2b outlines the methods used for the evaluation

Data Collection Tools

There were two surveys designed to engage people and families (Survey 1) and Professionals (Survey 2) who have at some point engaged with Leap. These surveys could provide a framework for ongoing consultation within Leap as recommended in [part 3](#).

Survey 1 ([appendix 1](#))

Survey 1 was designed for people and families and the questions were designed in consultation with Leap. This best practice approach to survey design was to ensure that the questions were relevant, the language appropriate and reflective of people's experiences.

Survey 2 ([appendix 2](#))

Survey 2 was designed for professionals and those in roles to support people and families. The survey was designed to capture their working experiences and understandings around disability.

Telephone interviews

Telephone interviews were loosely designed around the themes of the survey information. Participants for telephone interviews did not fill in

the survey as we were keen to ensure the data collection represented single respondents. However, the interviews were open-ended, and the researcher encouraged story-telling and information sharing around experiences.

One to one interviews

One to one interviews followed the same format as above with the added benefit of the researcher being present with the respondent and being able to be present and pick up on body language.

Feedback sheets

Feedback sheets were all anonymous and provided a wide range of open comments and thoughts from workshop participants.

Analysis

The evaluation was designed to complement the work of Leap and enhance the material already within Leap's toolkit. The choice of surveys, telephone interviews and one to one interviews incorporated both quantitative and qualitative outcomes to ensure a broad scope of understanding.

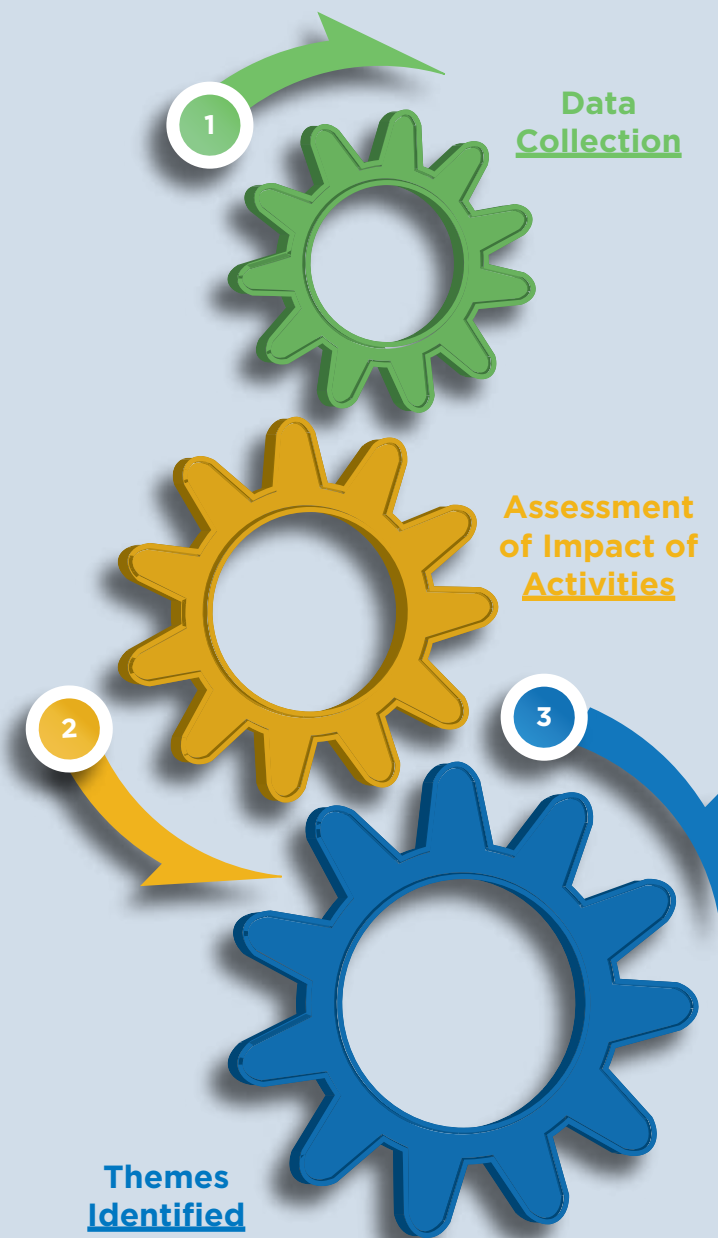


Diagram 1.2c shows the process of analysis during this evaluation

1.3: Process and Engagement with Key Stakeholders



Leap currently engage with a range of key stakeholders. These include people and families; a range of professionals working in the area of social care and disability; social policy influencers and decision makers; voluntary and civil society groups and the national and international community especially across sectors to promote self-determined lives for all people. The focus of Leap's work with all these groups is to promote 'a good life for all' and the importance of relationships, belonging and valued social roles.

Leap hold a database of connections and there is a wide spectrum of relationships within the network. Emails were sent out to key stakeholders and a staggered approach to consultation was applied. The researchers were mindful not to double up on respondents, such as survey filling in, then a telephone interview. Each piece of data collection is from an individual therefore all views collated are representative of one viewpoint.



Part Two

Evaluation Outcomes



Introduction

The evaluation techniques employed in this evaluation have delivered key outcomes for Leap reflecting the period of 2014 - 2017. These outcomes provide evidence-based practice for Leap and inform possible future directions for the Board of Leap to consider (see section [2.8](#)).

2.1 Data Collection and Sample Size

Table 2a below lists the total data collection and sample size. The table shows the amount of survey data collection and telephone interviews completed. You can see from the table that the response rate is over a third return for the surveys and almost half for telephone interviews. There were also a significant number of feedback sheets from workshop participants.

	Feedback From Training Events	Survey for People and Families	Survey for Professionals	Telephone Interviews
Total Number Completed	140	97	107	9
Total Sample Size	353			

Table.2a outlines the data collection

2.2 Leap's Work 2014 - 2017

This review has shown that Leap have made considerable progress since 2014 and have developed an influential and progressive approach to their work as outlined in [1.3](#).

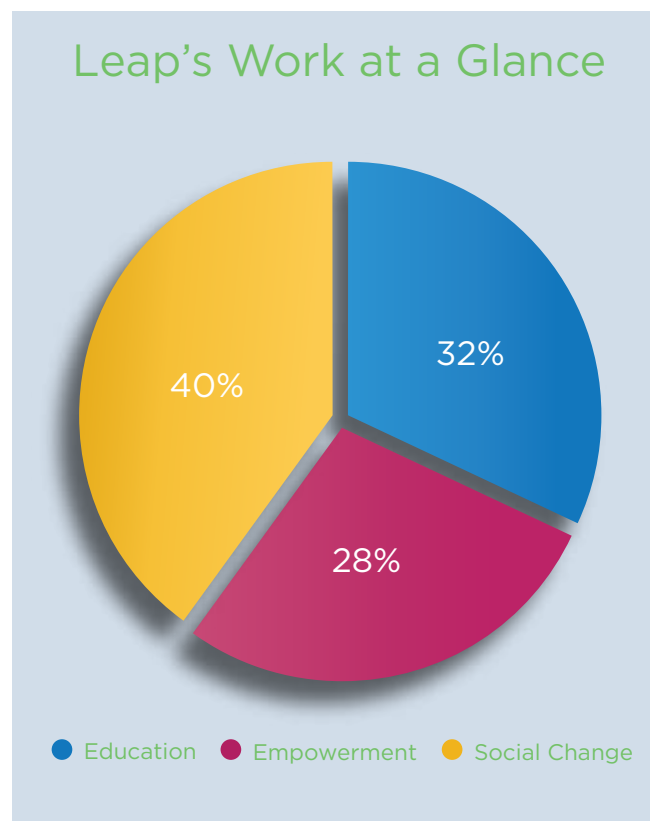


Diagram 2.1a displays the three key themes identified in the evaluation as Leap's main programs of work from 2014 - 2017

The three key themes identified from the evaluation are education, empowerment and social change. These themes were highlighted by all respondents and are identified as three key programs of work being undertaken by Leap. These areas of work have developed during the period of 2014 - 2017 and you can especially see the development and progress of these programs through reviewing the current Leap material and literature, and by cross referencing with the data collected. Furthermore, the surveys highlighted specific trends, such as Leap delivering key knowledge and education around disability; and wanting to see changes in Government policy. These viewpoints were reflected by professionals, and not only people and families. This underpins the approach of Leap, which includes bringing a range of people together and completing educational awareness around disability. It is striking to note that the education theme encapsulated a range of findings which summarised the positive impact of these.

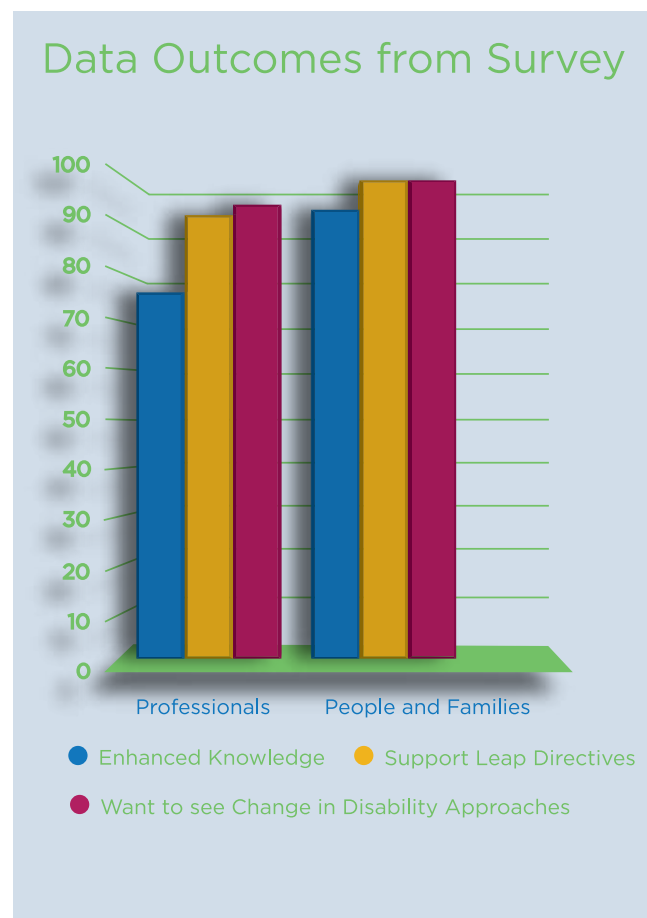


Chart 2.1b displays the specific findings for people and families; and professionals during the evaluation

The findings from the survey analysis identified that there is a strong support for new information and that people want to see changes in the way disability is approached. There was also a strong support of over 90% for Leap to take the lead in these changes.

The data collection figures reflect the positive response Leap have had on changing mindsets around disability. These figures highlight how Leap's philosophy and approach impact during education. In the future, a wider evaluation around these findings may guide Leap around a more in-depth understanding of education and empowerment. These initial findings of over 90% of respondents reporting that Leap's training impacted on their understanding of disability are extremely promising.



2.3 Education

Education was identified as one of the key themes of Leap's work. This was ascertained from the feedback forms and from surveys one and two, where the data concluded that 90% of respondents wanted to learn more from Leap. Both professionals and people and families re-evaluated their role after attending a Leap training. Over 90% of respondents said that Leap facilitated them to 'challenge the mindset in disability'.

Training is delivered to a range of stakeholders including people and families, advocates, social care workers, managers and people interested in the area of disability and children, and other interested parties. There were a range of positive insights from the evaluation with chart 2b outlining four key outcomes all over 90%.

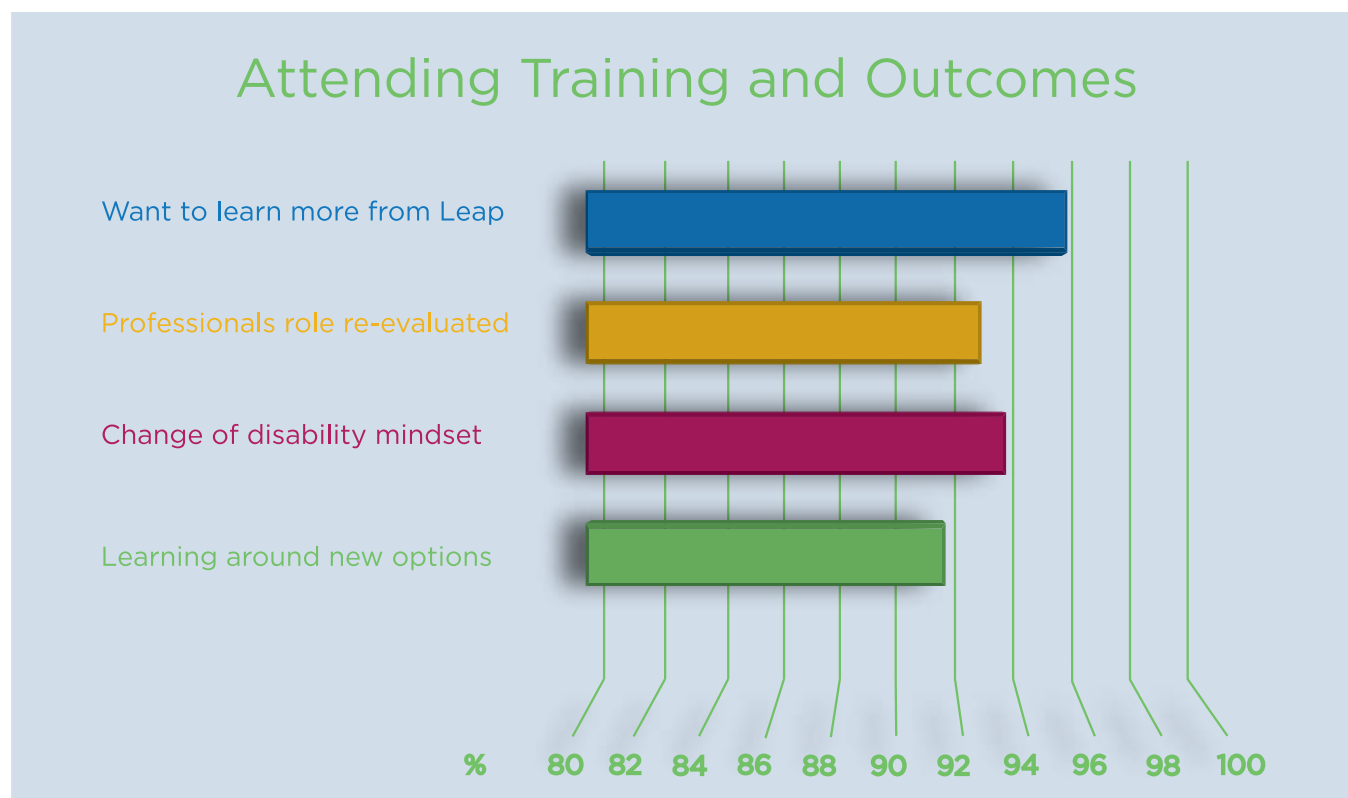


Chart 2b highlights the key outcomes from attending training

2.4 One to One Support

A key finding identified by people and families was the wide range of skills employed by Leap to offer one to one support to people and families. From survey 1 a significant 98% of respondents listed one to one support (being available from Leap via phone, email, in person) as being a crucial aspect of their journey.

The importance of one to one support from Leap was further validated when conducting the telephone interviews and in-depth discussions. See below:

“Leap really was a life saver to our family and I cannot express to you enough how they completely changed our approach to dealing with disability. We really felt we had no control around anything when we met them, and now, well we are our own authority...it is hard at times, but I can always pull it back to us, the parents taking the lead advocating for our own family and not being led off down other paths which essentially mean poor services”

Another family member commented:

“...Leap was always at the end of the phone whenever we needed them, and still are. Their experience is central to us as we know they understand what we are going through. They have attended meetings with us to support us, and now we can do that on our own because they have prepared us”.

This was further validated in the feedback sheets. Some comments are noted below:

“I’ve learnt to really listen to what family have to say, as they know their child better than anyone else”

(Professional)

“Building empowerment and capacity in families rather than taking on the role of problem solver”

(Professional)

“It is a change of mindset – it is challenging but it woke me up, I loved hearing about a unique way to think, which I couldn’t see, because I was so stressed”

(Parent)

Relationship building was noted by over 90% of respondents:

“The importance of relationships for everybody. Importance of being included as part of a team”

(Professional)

Furthermore, the emphasis in Leap’s work is on building your valued roles, your relationships and your personal network and this created a shift in mindset for some professionals in terms of their role:

“I always think I have to be the problem solver, and that creates pressure. To see the family and their personal network working would be much more positive”

(Professional).

The delivery of the training was highlighted by over 65% of respondents. Some comments from professionals below exemplify these:

“Leap have great trainers and I have attended sessions they have ran before. I find that they have a way of informing you, without informing you at the same time!”

“Leap works with respected trainers and that’s important as you need to respect the people who are training you and believe them”

“I have recommended the training to other staff members and I promote this mainly because the trainers are fantastic, inspiring people – I had them run a session and they are easy to understand and passionate about what they believe in”



There was also a request for training materials and more follow-up to support people after receiving training:

“It would be helpful to have access to some training materials so that when you have attended training there is some follow-up information. Especially as some of the ideas are quite challenging”

(Professional)

“I wanted to have something to hold and take away with me. It would be useful if Leap started providing that and it would help when telling others about the training”.

(Professional)

There was also a strand of feedback which supported the idea that educational materials could be accessed online and provide pre-training and post training information. This is an important point to note as it shows the value of the education provided by Leap.



“I think it is amazing that Leap pushes their work into social policy, such as the individualised funding, of which they are a big advocate, and I believe that’s how change will be made”

(Professional)

“Leap should be, and are, pushing the agenda with individualised funding as they know what they are talking about – they have experience”

(Parent)

“The government needs to support organisations like Leap to implement change, it is these kinds of groups who are leaders of change, actually Leap are the best and most thorough at showing how to create change”

(Family member)

2.5 Social Change

Since 2014 Leap have become a key actor in disability and social change issues. This is highlighted through their leadership work on individualised funding. This was also reflected within the findings of the evaluation and over 92% of respondents said that Leap’s leadership within social policy was key to creating change. This was further described in narratives such as those to the left.

Families expressed that Leap gave them the knowledge and foresight to dare to create a vision and to imagine a future for their disabled loved one. Further, Leap provided families with hope for the future and the chance to believe that anything is possible.

This ambition for a meaningful life has been directed into the policy development of individualised funding. Leap is a founding member of the Research Group on Self-Directed Living which published the ‘Good Lives: Perspectives of People with Disabilities and Families’ Report in 2015, the Research Group is currently working on Part II of this research. Leap have further carried out International work as part of the Research Group on Self-Directed Living and they presented at the

‘Claiming Full Citizenship Conference on Self Determination, Personalisation and Individualised Funding’ in Vancouver, BC in 2015. The Director of Leap is a member of the Task Force on Personalised Budgets, appointed by the Minister of State with Responsibilities for Disability issues.



2.6 Illustrative Examples of the Positive Impact from Leap

“When we first met Leap, we got their number from someone we were working with already, we rang Leap, in a desperate state to be honest. As a family we were burnt out and we all had different perspectives. Leap did a session with us as a family, and yes it was really challenging but it brought us back together.... I don't know where we would be now had that number never been given to us”

(Parent)

“Attending the training with Leap changed my mind about everything I had been taught about disability. I feel it's training that all health workers should have to attend – this should be compulsory. Leap presented in a way that was alternative to how I had been taught to be a decision maker as part of my job role. I never anticipated how difficult the job would be and I can admit that I have at times felt frustrated about the way things work out for families. Especially families as we tend to tell them we know best

(Professional)

“(Leap's work is rooted in experience) I believe that Leap should carry out training for all staff working at least in disability. It is challenging but we are really at a time in Ireland where serious changes need to occur on the ground in disability”.

(Professional)

2.7 Strategic Outputs for Leap

These have been the key strategic outputs for Leap since 2014 as highlighted below.

These have included:

- Live-in Family Leadership weekends;
- One to one work with families;
- Workshops, seminars, conferences;
- Information, advice and guidance;
- Independent planning and facilitation;
- Intentional leadership development;
- Research and publications;
- Partnership projects;
- Sustained relationship building;
- Strength based conversations;
- Identifying assets – calling attention to unseen or invisible resources;
- Valued and treasured roles;
- International work including Learning Exchanges and Global Projects;
- Partnership projects and International collaborations;
- Development of the Global Family Leadership Network¹

Leap have developed a range of international projects and partnerships since 2014. These have covered North America and Australasia and have involved working alongside other similar organisations where they have gained experience of international good practice. They have then brought the learning back to Ireland.





Education

- Group Work; strengthening perspectives;
- One to one navigation with families;
- Delivering key outcomes to social policy and supporting social change work.

Empowerment

- Providing information knowledge and skills to a range of stakeholders;
- Sharing stories of success;
- Informing and supporting different perspectives.

Social Change

- Creating new pathways for people and families to drive forward their life choices;
- Navigation toolkit for capacity building and sustainability;
- Social Policy leadership individualised funding.

Diagram 2.7a displays key strategic outputs from 2014 - 2017

2.8 What is Leap's Toolkit in 2017/2018?

Leap's toolkit in 2014 – 2017 centres on the three themes of education, empowerment and social change. The evaluation has shown there is a clear process in the trajectory of Leap as identified in the themes of education, empowerment and social change. These are further explained in the table below:

Identified themes of the Leap toolkit	Education	Empowerment	Greater personal agency leading to Social Change
Consist of	Changing Perceptions about disability.	Instilling hope often for the first time.	Building conditions for a 'good life' for people and families.
	Creating the link between experience and learning and bringing to range of forums.	Building a personal network.	Sharing positive outcomes with range of stakeholders.
	Understanding of new perspectives such as SRV.	Empowering people and families with the knowledge and skills to create change.	Leadership on change agency around relevant legislation such as individualised funding.
	Leap's navigation of change rooted in educational perspectives.	Facilitating planning sessions with people and families around a 'good life'.	Ability to bring lived experiences into social policy discussions and make impact.
Standout points	Liberation from old to new ways of seeing and self-knowledge.	Hope for the future equipped with skills and information.	Impact at level of individual/ community integration.
Connects to	Experience is valued and used to inform action.	Sense of Self and personal agency renewed.	A greater understanding and appreciation of the significance of relationships, belonging and valued social roles.



Part Three

Conclusions & recommendations from evaluation outcomes & strategic goals for 2018 -2021



3.1 Conclusions

The evaluation concludes that the greatest impact made by Leap since 2014 has been in the areas of education, empowerment and social change. It is clear from the evaluation that there is a strong link between sharing alternative ways of thinking about, and understanding, disability. This was emphasised by comments such as 'I learnt the principles of SRV and this helped me to open my eyes to my daughter's life'.

The evaluation outcomes have identified three key themes of Empowerment; Education and Social Change – these are further teased out in [3.2](#) as strategic goals. Other key findings from the evaluation show the compiling of evidence-based practice within Leap. It is also evident that Leap has a toolkit that is working for them. These conclusions are set out further opposite with some recommendations:

1. **Evidence based practice** – to draw on your work to validate and strengthen your work plans and strategies.

By completing this evaluation Leap have determined some key themes within their work. These themes are education; empowerment; and social change. Each one of these themes has developed / and continue to do so, evidence-based practice. These could be further developed as part of the wider strategic plan for 2018-2021.

Activity: To develop work plans that incorporate evidence-based practice into all strategic goals

2. **Toolkit** – National and International growth.

The toolkit for Leap has developed and grown since their inception and especially since 2014. The toolkit includes a range of activities such as family leadership weekends, range of training, range of educational initiatives, range of policy work, range of broad partnerships,

Activity: To determine the Leap toolkit as part of the overall strategy and further develop within the key strategic goals

3. **Access** - to develop pathways for access to a range of resources to support families in one to one support and planning sessions, essential health and social care sector training.

Access to Leap's work can be strengthened via internet resources, engagement with a range of educational platforms, liaise around professional development training.

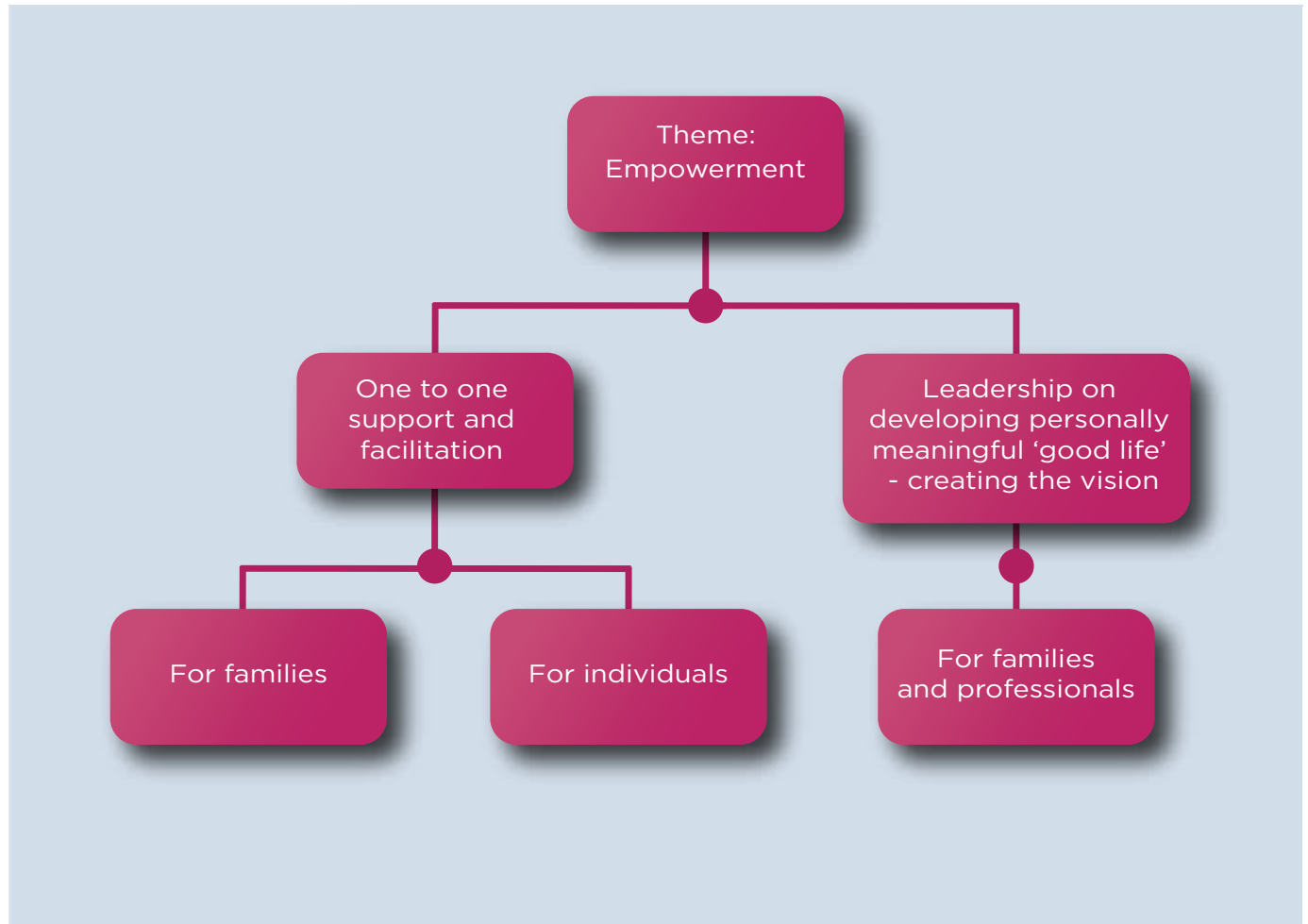
Activity: To ensure there are multiple platforms to share resources. Further work within multi-disciplinary sectors such as further and higher education, continued professional development, and online training courses.

3.2 Recommendations

Below are the recommendations that represent future objectives for each theme. These could be developed into workplans with targets attached to timelines and funding streams. These could form a three – five-year strategic plan.

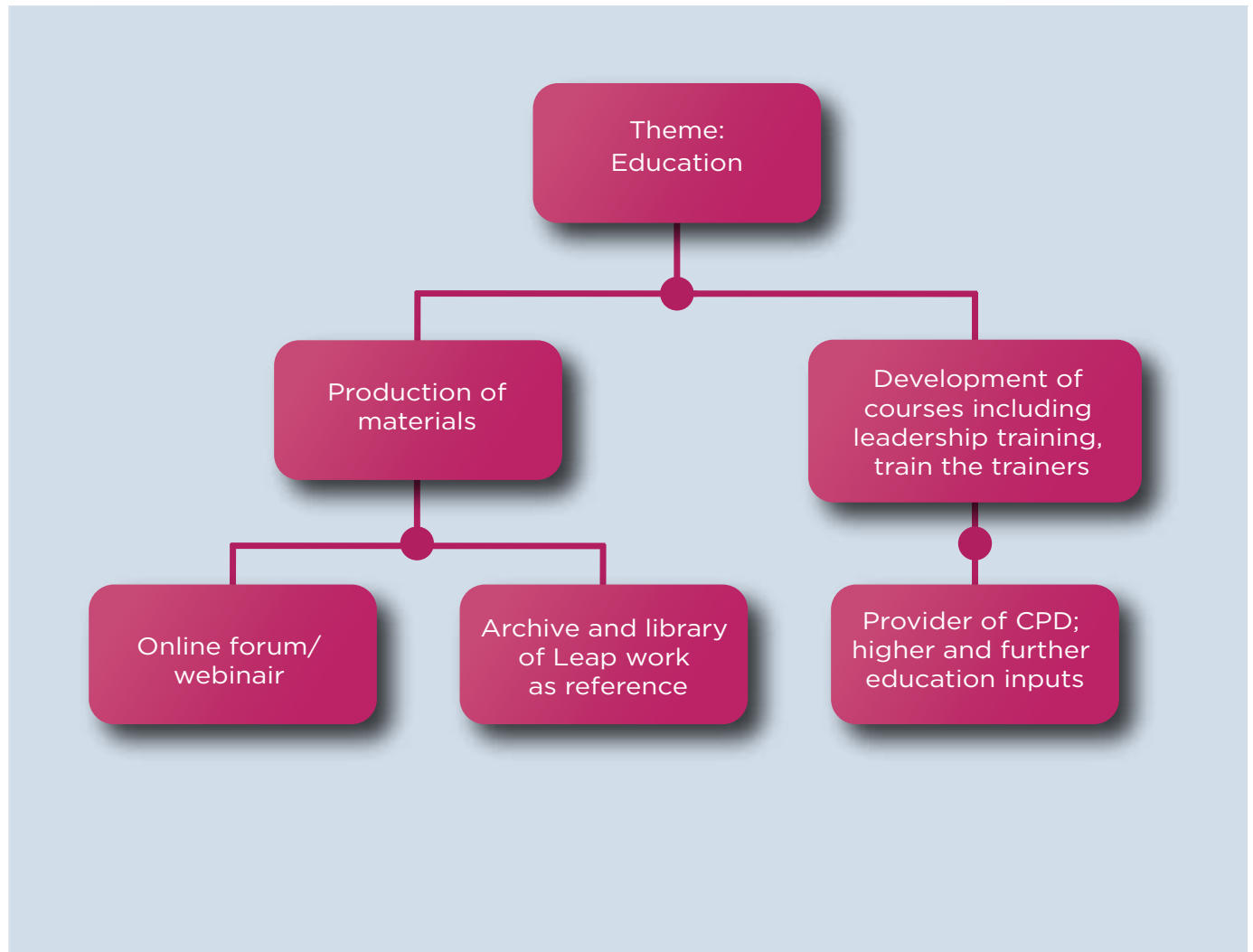
Strategic Goal 1: Empowerment

To develop empowerment as a strategic goal and identify key targets for the next three years including all leadership activities, and identifying key concepts unique to Leap around creating a ‘good life’.



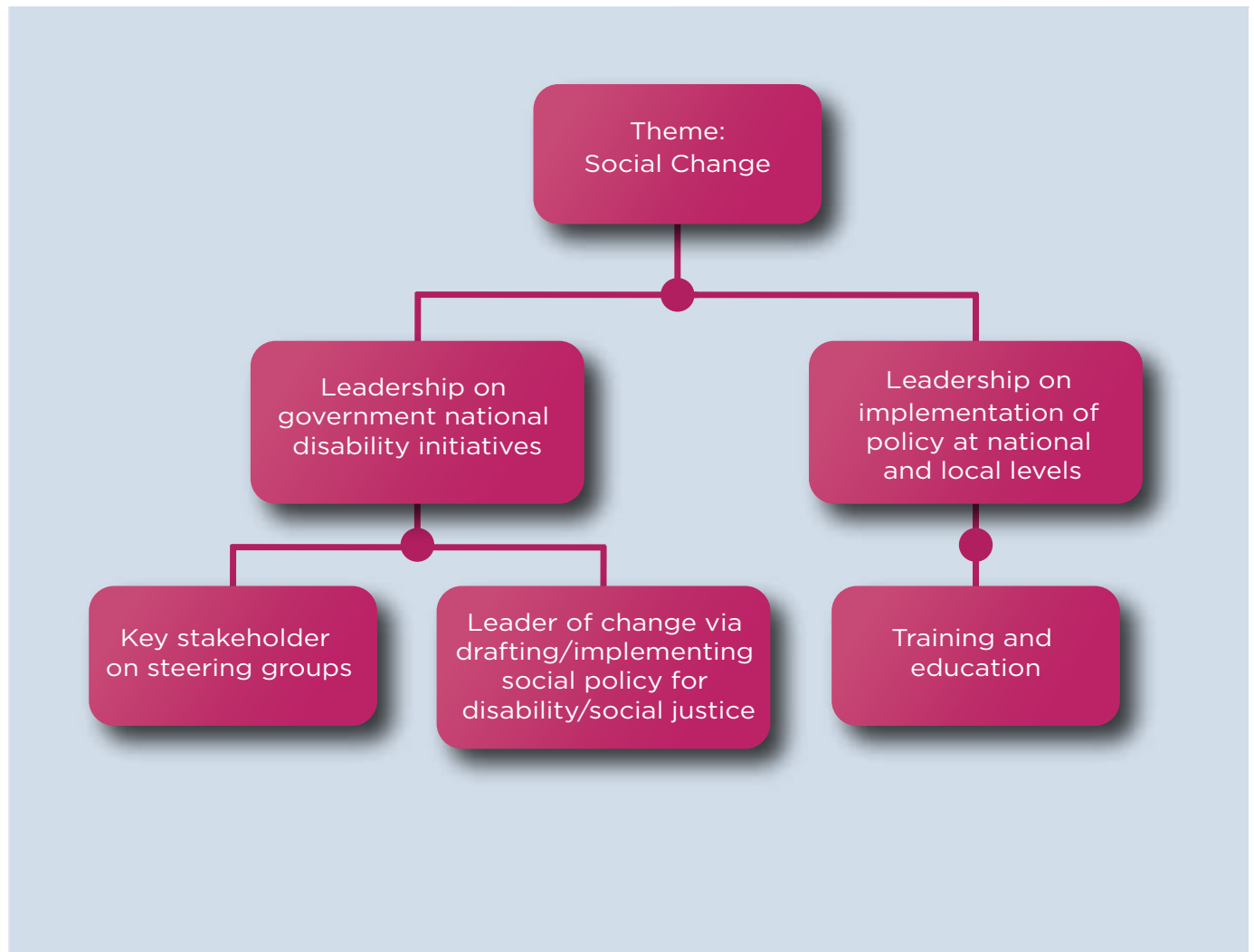
Strategic Goal 2: Education

To develop education as a strategic goal including outputs of literature; soft & hard information available for a range of audiences; link with further and higher education institutions to develop learning for courses teaching in disability, social justice, law etc.



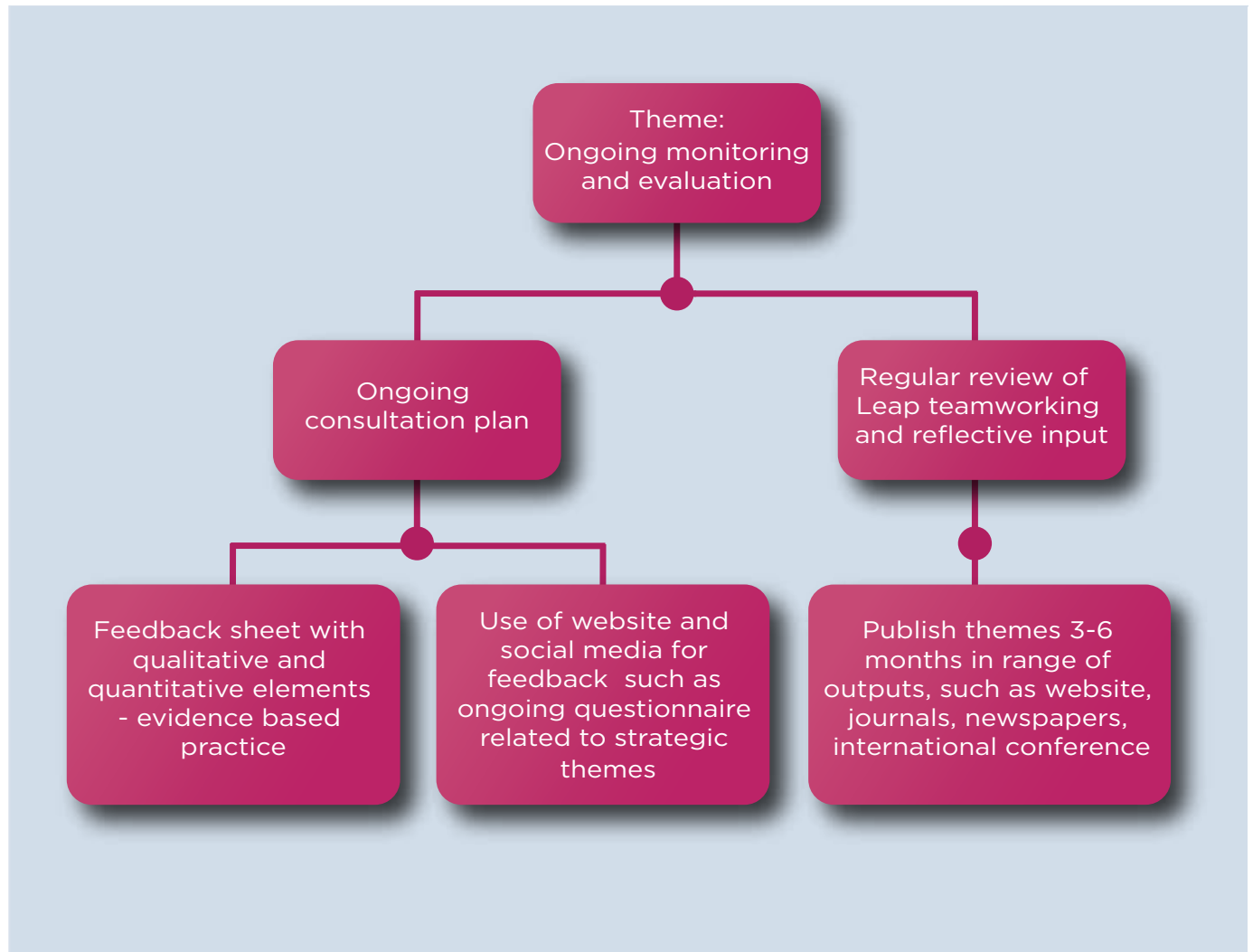
Strategic Goal 3: Social Change

To develop social change as a strategic goal and identify key targets for the next three years – link to evidence-based practice and in-house research, monitoring and evaluation.



Strategic Goal 4: Ongoing Monitoring and Evaluation

To develop monitoring and evaluation framework as an ongoing exercise for Leap's workplans and attach to funding streams, evidence-based practice, Leap team development and governance and accountability.



Workplans

A workplan can be developed for each strategic goal. The workplans could list activities for 2018 – 2021 with suggested time frames for completion. This is also supported by monitoring and evaluation framework and regular review.

Diagram shows the process of Leap

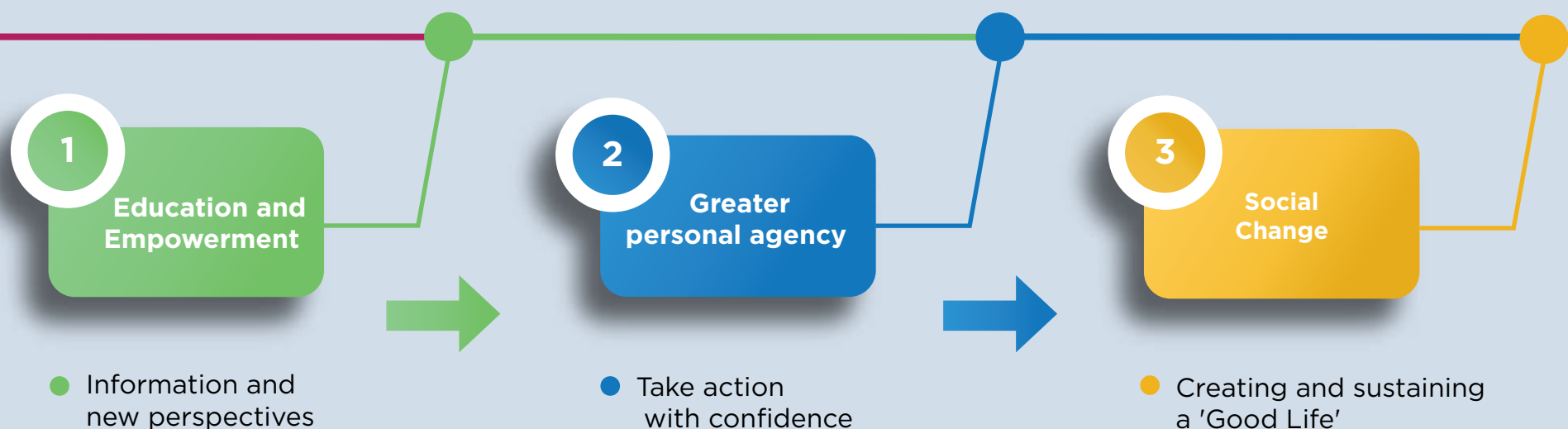
Final Conclusions

The work of Leap over the past three years has provided essential support across a range of domains – especially within the family environment. This evaluation has highlighted the crucial role the organisation plays in assisting people and families when faced with barriers deeply engrained in Irish social systems. The positive findings and feedback highlight that the work of Leap continues to develop and grow to reach out to as many people and families as possible. The education strategy for Leap has the potential to further impact the way professionals are taught about the inclusion and integration of people with a disability. As one respondent noted in the

feedback Leap's perspective 'should be mandatory training for families and professionals'.

The work of Leap is also very much around being engaged with the person, the family and the wider community. A sense of belonging is central to Leap's approach. This is reflected in the evaluation outcomes and the process of change is pivotal for continuing this work into the future. The Leap way of working is encapsulated with core principles which are embedded in each step of the Leap process.

A simple diagram below shows how the process of Leap is interchangeable:



Furthermore, Leap have shown themselves to have great strength when delivering their work and have created a much-needed platform which creates new dialogue around empowerment and change.

Leap’s work is based on the following five key concepts:	
Courage – increased reciprocity and trust, drawing people together around the development of a vision for a good life.	
Relationship based – enhancing people’s relationships with family and others and supporting people to grow their personal networks.	
Valued and treasured roles – getting clear on what roles the person and family wish to preserve, acquire and strengthen.	
Intergenerational work – working with all members of the extended family or network.	
‘Hidden’ resources brought into use – making the invisible visible. Asking what we can do ourselves, what can we do with others and where do we need outside help.	

Table above details Leap’s philosophy

To finish, a quote from a family who experienced support and facilitation with Leap encapsulates the value and importance of their work:

“My sister was assisted everywhere she went, (she was vulnerable), but rather than spend time teaching her and supporting her how to be independent the focus was on containing her. Safety is important but it’s getting the balance, and we didn’t understand how to do that. We knew that being ‘monitored’ all the time was wrong and stopping her from living life, but when a social worker tells you that you have to do all this safeguarding, then you accept it for a period of time. Thank God for Leap - Her life is different now, we lead, we let her lead, and most of all she is peaceful and happy. It took some time, and I think it’s lifelong work, but we have hope for our sister, and for ourselves”.



Appendices



Appendix 1:

Questions from survey 1 for people and families (adapted as created online)

Leap evaluation for people and families living with disabilities

1. Are you a family member of a person with a disability?
Please further describe your role
2. Do you support someone with a disability?
 - Yes
 - No
 - Sometimes
3. What would you describe as the three biggest strengths you have developed as a family living with disability?
4. Have you ever experienced difficulties in your family because of disability
Please describe further
5. What event organised by Leap did you attend? Please add in as many as you have attended.
 - Workshop
 - Conference
 - Family leadership adventure weekend
 - Planning session
 - Seminar
6. What did you learn at this event(s)?
7. Did you meet other people and families whose experience impacted on you? If so can you please describe?
Other (please specify)
8. Would you attend another Leap event in the future?
 - Yes
 - No
 - Not surePlease describe further
9. Did your perspective on disability change after attending Leap event?
 - Yes
 - No
 - Not sure
10. Have Leap supported you with telephone support or provided you with information? If yes, please describe below.
11. Are you able to list three points that Leap supported you with?
12. Can you suggest ways of supporting people and families living with disabilities?
13. Did the work of Leap provide support to you?
 - Yes
 - No
 - Partly

14. Can you explain your answer further please?
15. What has been the most valuable insight to you as a family raising a child with a disability?
16. What are your aspirations for the future for your family?
17. 17. What is your gender?*
- Female
 - Male
 - Other (please specify)
18. What is your age?
- 18 to 24
 - 25 to 34
 - 35 to 44
 - 45 to 54
 - 55 to 64
 - 65 and over
19. How many years have you supported someone with a disability?
20. In what type of community do you live?
- City or urban community
 - Suburban community
 - Rural community
 - Other (please specify)

Appendix 2:

Questions from survey 2 for Professionals working in job roles in disability (adapted as created online)

Information about you (all confidential)

1. What is your profession?
2. Can you describe your job role?
3. How much of your job relates to working with people and families with disabilities?
- All my job
 - 75% of my job
 - 50% of my job
 - 25% of my job
 - Other (please specify)
4. How many years have you worked with families and people with disabilities?
- 2 years
 - 7 years
 - over 10 years
 - over 15 years
 - over 20 years
4. What motivates you for working in this area?
5. Which Leap event did you attend?
6. Why did you attend the Leap event?
- At request of work
 - My own professional interest
 - I have heard about Leap and was interested
 - To support a person or family
 - Other (please specify)
7. Please explain further

8. Did you take a key message away with you?

- Yes
- No
- Not sure
- Yes, my role is...
- No, my role is...

9. Do you work directly with people with disabilities?

10. What impact does your job role have on decision making for people with disabilities?

11. Have you received specific training for working with people and families with disabilities?

12. What is the most rewarding aspect of your job?

Please explain

13. Would you like more training with Leap in the future?

- Yes
- No
- Not sure

Can you explain further

14. Would you recommend Leap training to colleagues?

- Yes
- No
- Not sure

Please explain answer

15. Do you receive regular supervision in your job?

- Regularly
- Never
- Often
- Occasionally

16. Is there anything else you would like to share about your work?

Please explain further

17. Do you feel that people and families with disabilities are supported appropriately in Ireland?

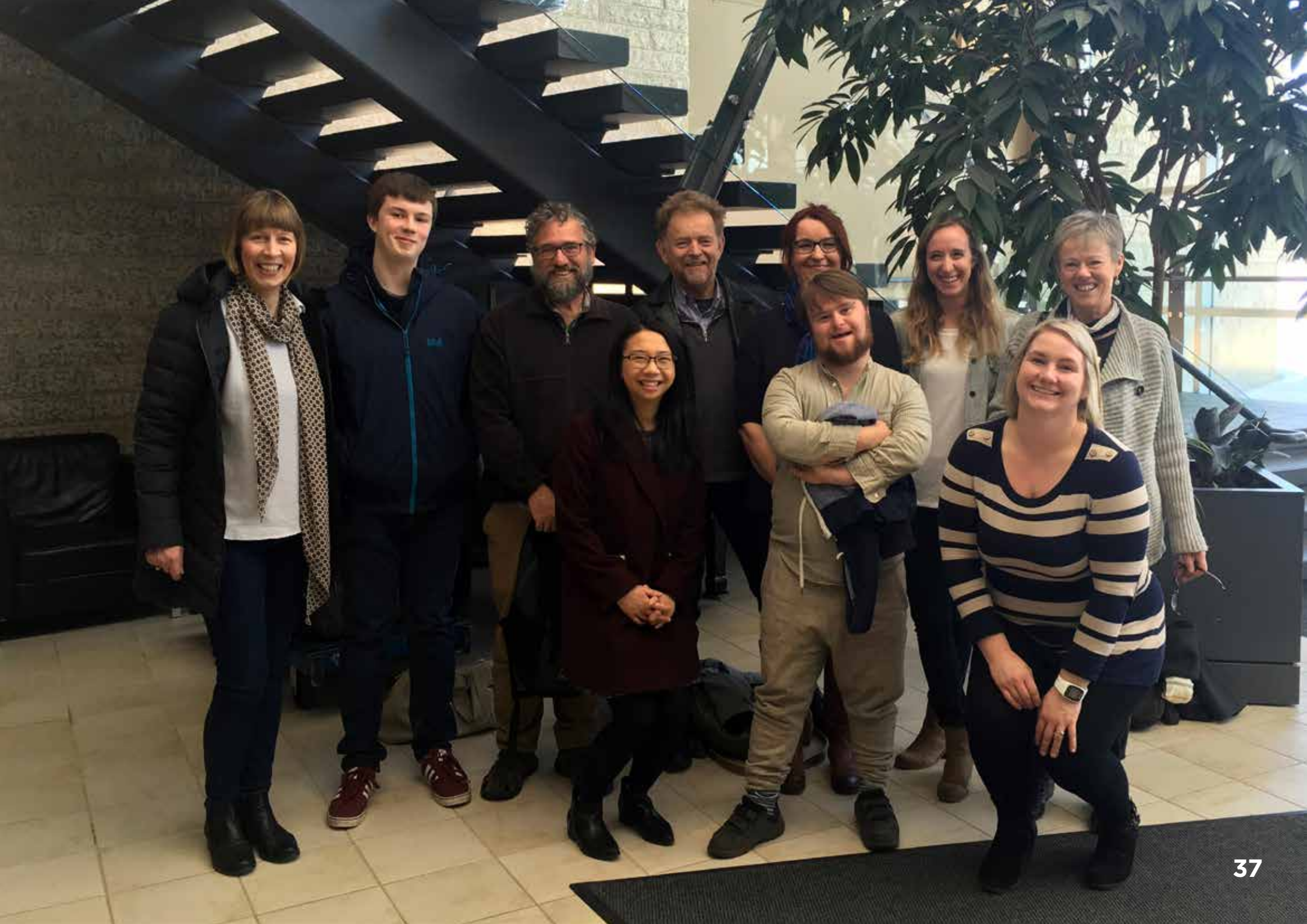
- Yes
- No
- Not sure

18. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

19. What is your gender?

- Female
- Male



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