



Economics to
improve lives

Levelling the playing field:

Measuring wellbeing for people with learning disabilities

Summary of recommendations

Easy-read version

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Images taken from 'easy on the i' image bank, Learning Disability Service, Leeds and York Partnership, NHS Foundation Trust

About this project



Economics to
improve lives

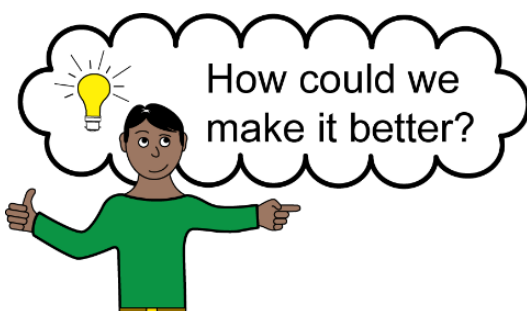
At PBE we do research.

What is research?



Research is when people try to find out new information to help them understand how something works and how it could work better.

Why are we doing this research?



We want to know how we can measure the things that make your life better.

This will help staff who support people with a learning disability to understand what they can do to help them feel happier and more satisfied with their life.

What is wellbeing?

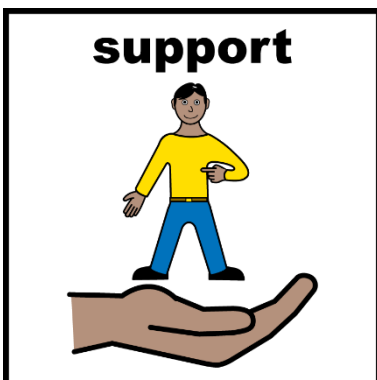


Wellbeing means how you feel in your life.

It is about being happy, healthy, and comfortable.

Wellbeing can be about your body, your feelings, and your mind.

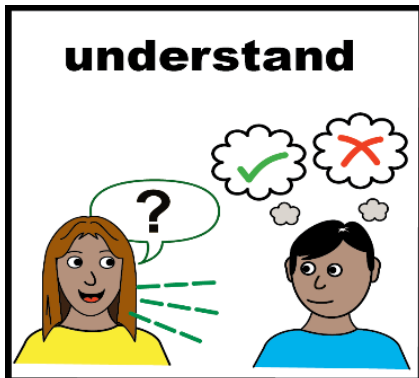
Why do we ask about wellbeing?



We want to know how you are feeling.

Your answers help people to understand what is going well and what support you may need.

What we did



We asked people to tell us about what they do now to measure wellbeing, how well it works and what they think they could do differently.

We listened to different people with learning disabilities and the people who support them to understand what works.



We have written a report about what we found out.

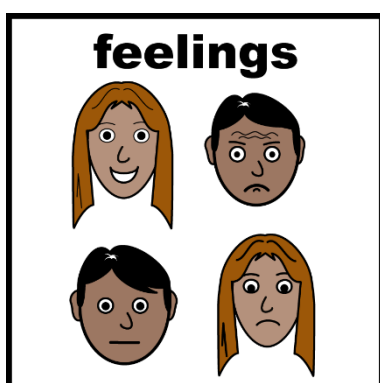
On the next pages we explain our recommendations for how to better measure wellbeing for people with learning disabilities.

Recommendation 1

Create a set of survey questions about wellbeing areas that matter to people with learning disabilities.

Wellbeing areas are different parts of life that are important.

So, one question on its own may not be enough.



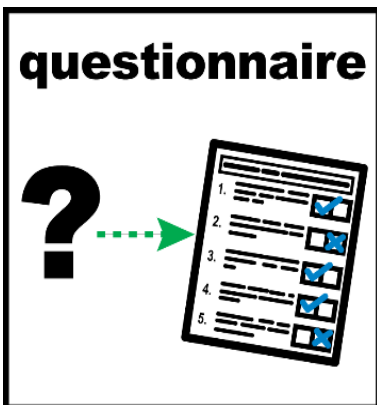
Different things matter to different people. For example:

- Feeling happy and calm
- Feeling safe
- Having friends and people around you
- Being able to communicate
- Having things to do each day
- Feeling independent
- Feeling respected
- Feeling comfortable in your environment



Some wellbeing questionnaires are too general or hard to think about.

They do not always reflect what matters most to people with learning disabilities.



What will we do?

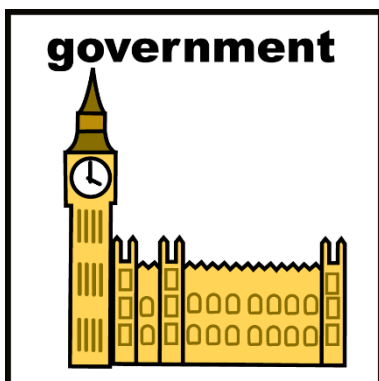
We will look for questionnaires that already exist.

These questionnaires may already ask about the wellbeing areas that matter to people with learning disabilities.

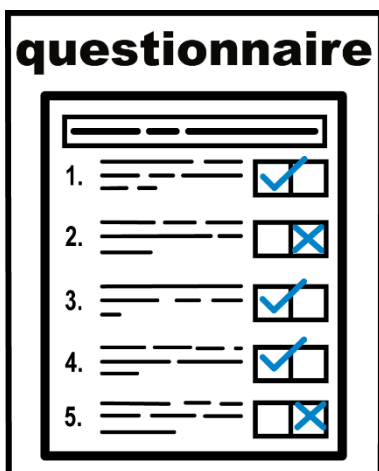
We will see which parts work well. We may use them or change them to make them clearer and easier.

Recommendation 2

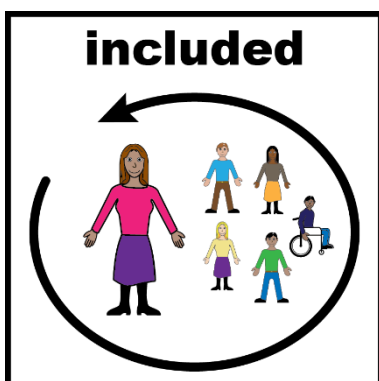
Use a government wellbeing question to value improvements in wellbeing.



When the government makes decisions about what to do, they often compare the benefits of a change with its costs.










We want to use a wellbeing question that the government already uses to put a £ value on improvements for people with learning disabilities.



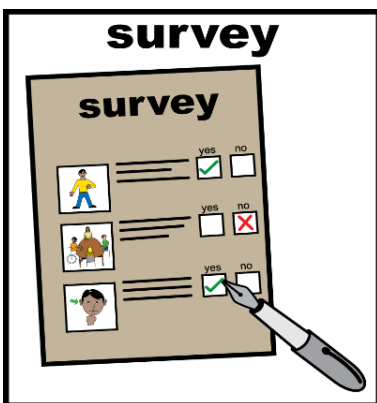
This will help to make sure that impacts on people with learning disabilities are thought about in government decisions.

This is the question we plan to use.

Thinking about all the different things in your life, good and bad, how would you say you feel about your life in general?

My life is really great	<input type="checkbox"/>	 
My life is mostly good	<input type="checkbox"/>	
My life is OK, some good things some bad things	<input type="checkbox"/>	
My life is mostly bad	<input type="checkbox"/>	
My life is terrible	<input type="checkbox"/>	 

Please tick (✓) 1 box



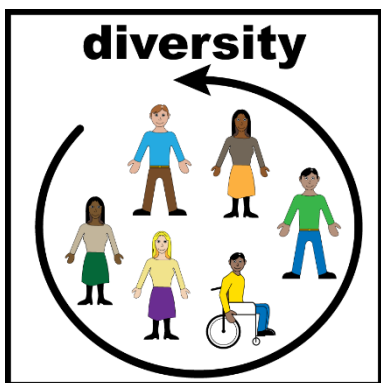
What will we do?

We will collect new information so that we can use this question to place a value on improvements in wellbeing that is accepted by the government.

For example, if someone moves from “very bad” to “very good”, then that might be given a value of £10,000 to the government.

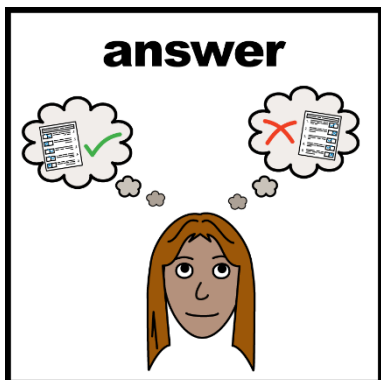
Recommendation 3

Use different ways to ask the questions so they work for everyone.



People with learning disabilities are all different.

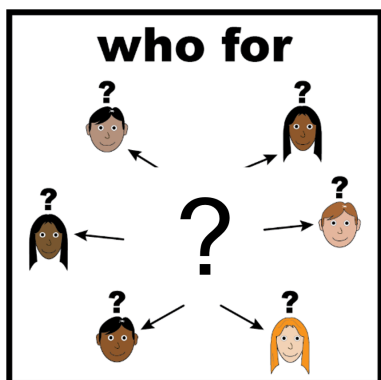
So, we need different ways to ask about wellbeing.



Some people can answer questions on their own.

Some people need support.

Some people cannot use words to answer.

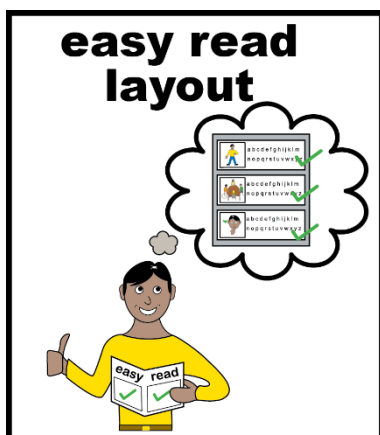


One way of asking questions will not work for everyone. We want everyone to have a way to share how they feel in words or text or other forms.

What will we do?

We will create some guidance to go alongside the surveys.

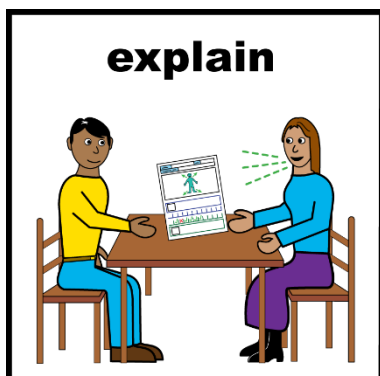
This means there are different levels of support.



Independent

The person answers on their own.

They might need pictures, symbols or simple words to help them and could be in easy read layout.



Supported

A family member or support worker helps by reading and explaining the questions. They can also help by writing the answers if they need to.

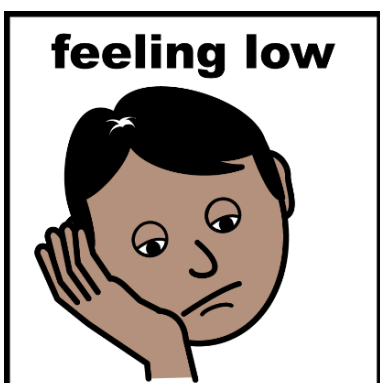


Observed

For people with very high support needs, wellbeing can be understood through seeing and getting information from people who know them well.

Recommendation 4

Give guidance on how to measure changes in wellbeing over time.



People's answers to wellbeing questions may not always change as we would expect them to.

Sometimes people with learning disabilities say they feel happy even when life is difficult.

Sometimes their score does not change even when something in their life changes.

Why are we talking about this?

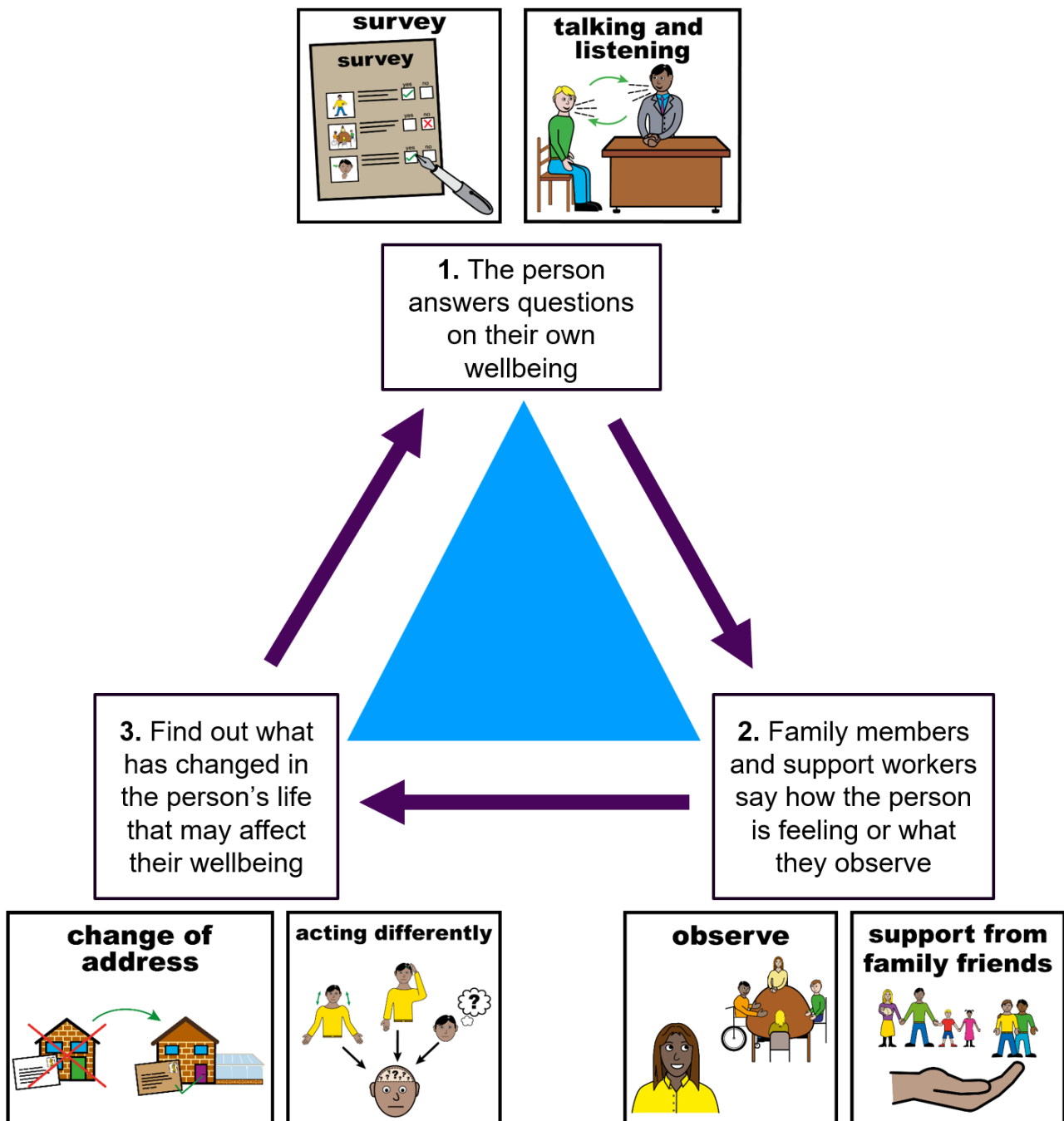
A high score always may not mean everything is okay.

A score that stays the same may not mean nothing has changed.

We need to understand the full picture and get it right.

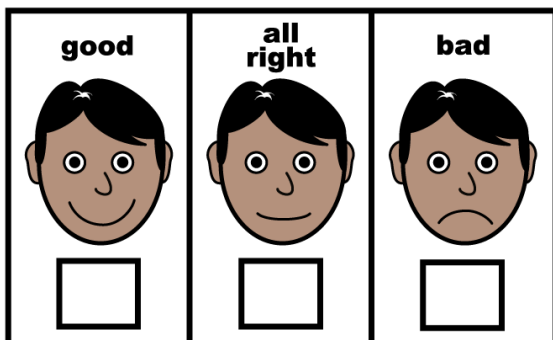
What will we do?

We will bring together information at different points in time and compare them. We call this triangulation.



Recommendation 5

Collect more information about wellbeing over time from people with learning disabilities.

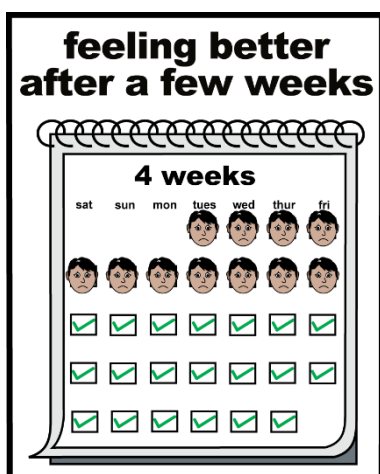


Wellbeing can change.

Some days feel good.

Some days feel bad.

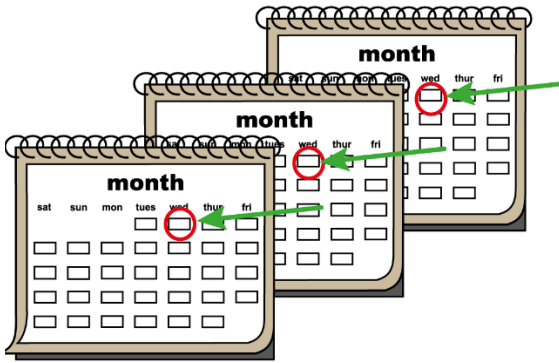
Most surveys only ask people about how they feel on one day. But this does not tell the whole story.



Why are we doing this?

We want to understand how wellbeing changes over time.

We might want to compare this against people receiving support to see how much difference that support is making.



What will we do?

We will ask the wellbeing questions more than one time.

For example, at the start, later on, and again, after some time.

This helps us see patterns over time.

Conclusion

Our recommendations aim to improve research on wellbeing for people with learning disabilities. They should come first when deciding what wellbeing means to them and how to measure it.



We want everyone to feel that they are seen and heard and belong in society.