

# Journeys into access



Jane Seale & Melanie Nind

# What Jane and Mel will talk about

- Using our own experiences:
  - What access means to us
  - What lessons we have learnt about access
  - How our experiences have shaped our thinking
- Opening up the discussion to everyone:
  - How can we link our personal journeys to the “concept maps” from last time

# Jane's story

- 1987-1993
- Studying how computers can help people with learning disabilities
- Working in hospitals and day centres: with staff and patients-clients



# The places where Jane worked



# Computers and access

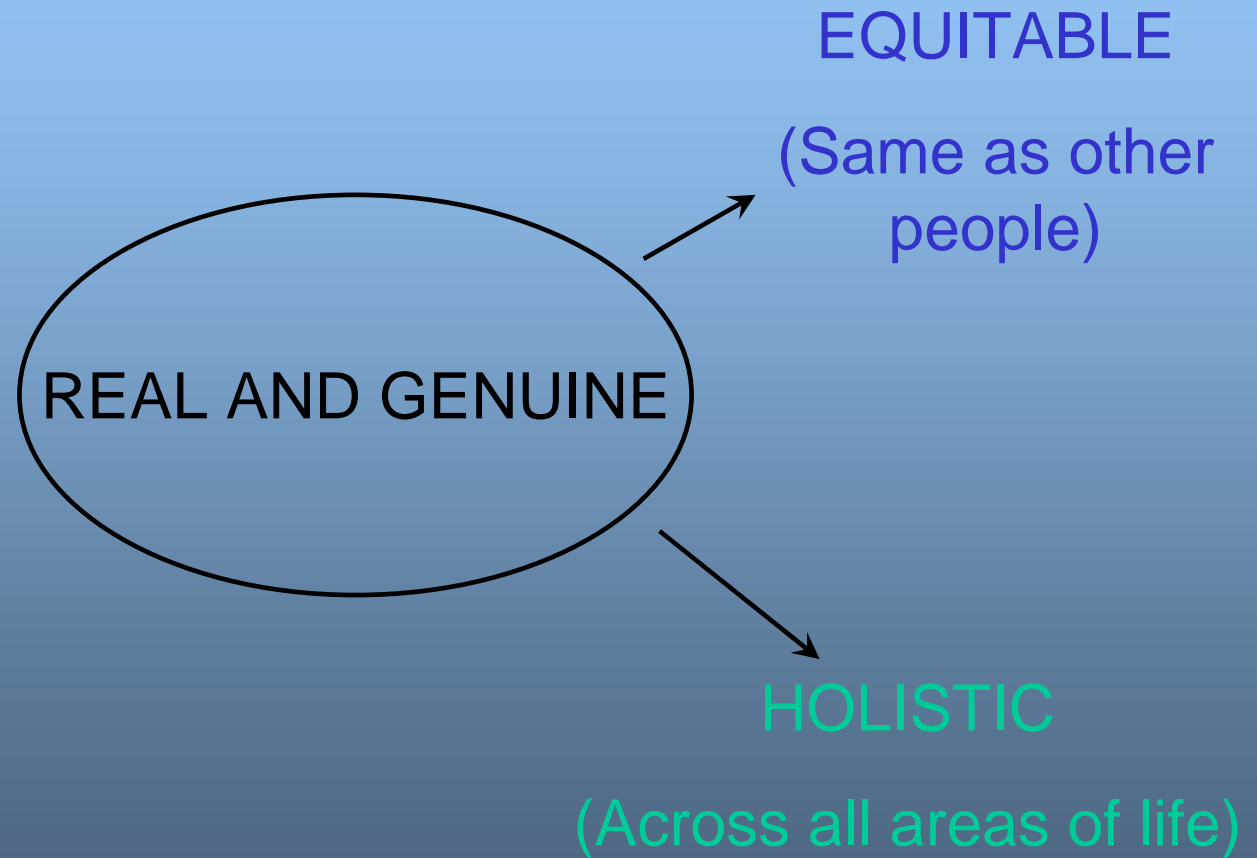


# Computers and access

- Access to an activity that other non-disabled people had access to
- Access to opportunities to learn and practise skills
  - Education
  - Leisure
  - Community and independent living



# What kind of access was Jane trying to promote?



# What kind of access was Jane failing to promote?

MEANINGFUL

(Authentic and of  
personal  
importance)



REAL AND GENUINE

SUSTAINED AND  
PROGRESSIVE

(Permanent and on-  
going)

# Why was Jane failing?

- Paying Jane to come in once a week for two hours was not going to “change” things in the long term
  - Computer use not part of everyday activities, seen as a “special” thing that only Jane can do when she is here
- System was set up so that staff “told” Jane what the clients or patients programs plans were and Jane devised a way for the computer to help meet these plans
  - The way of working was: “we know best”

# How did Jane try to put things right?

- Changed the relationship she had with the people with learning disabilities that she worked with:
  - Negotiated needs by talking to people with learning disabilities (as well as staff)
  - Tried to work it so that everyone could be an “expert” and not just Jane

# An example: Trevor & Neil



# The way things were for Trevor and Neil



# The way things changed for Jane, Trevor and Neil

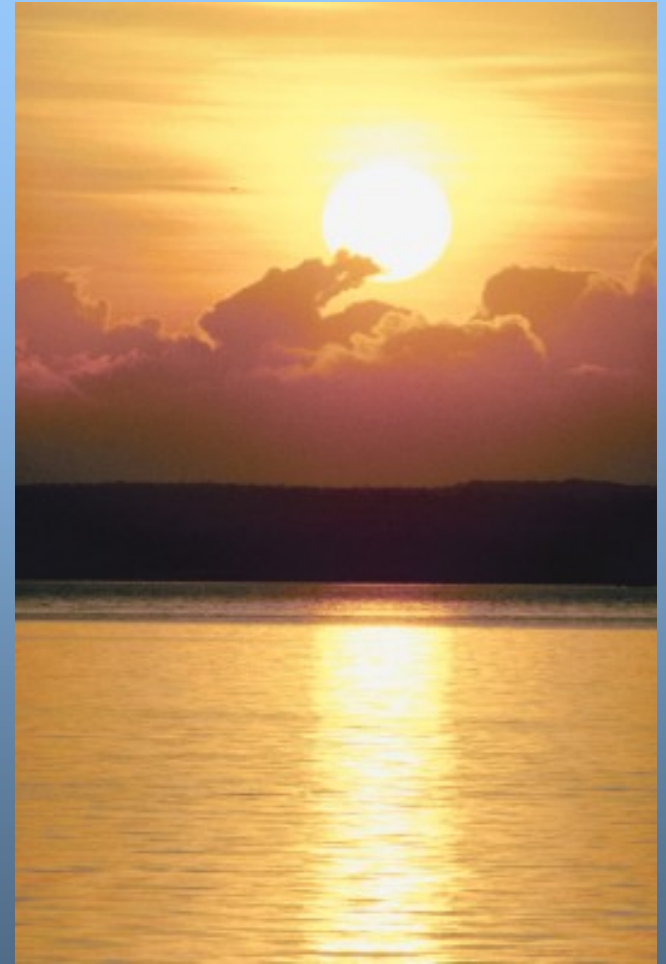


# Mel's story

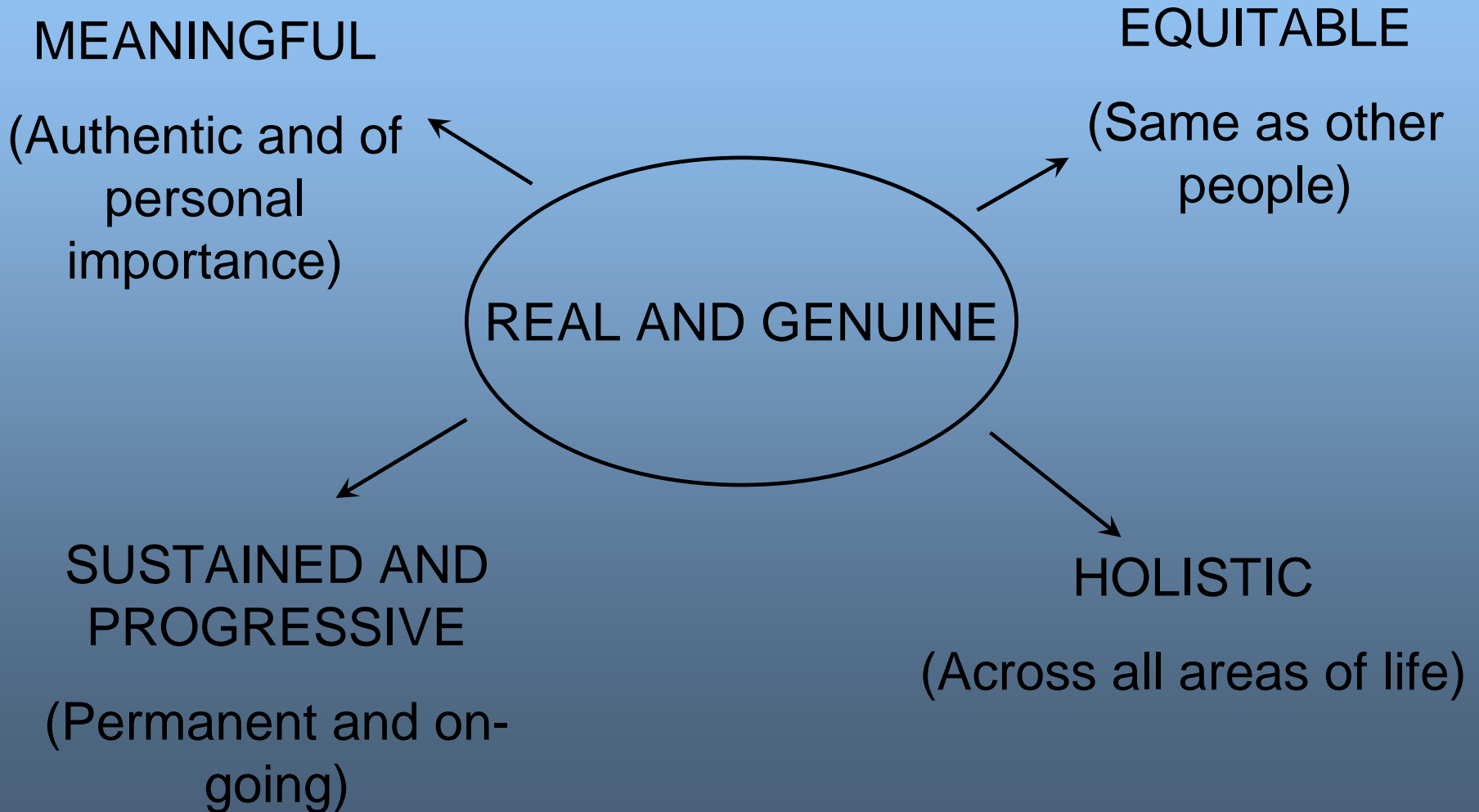


Over to you

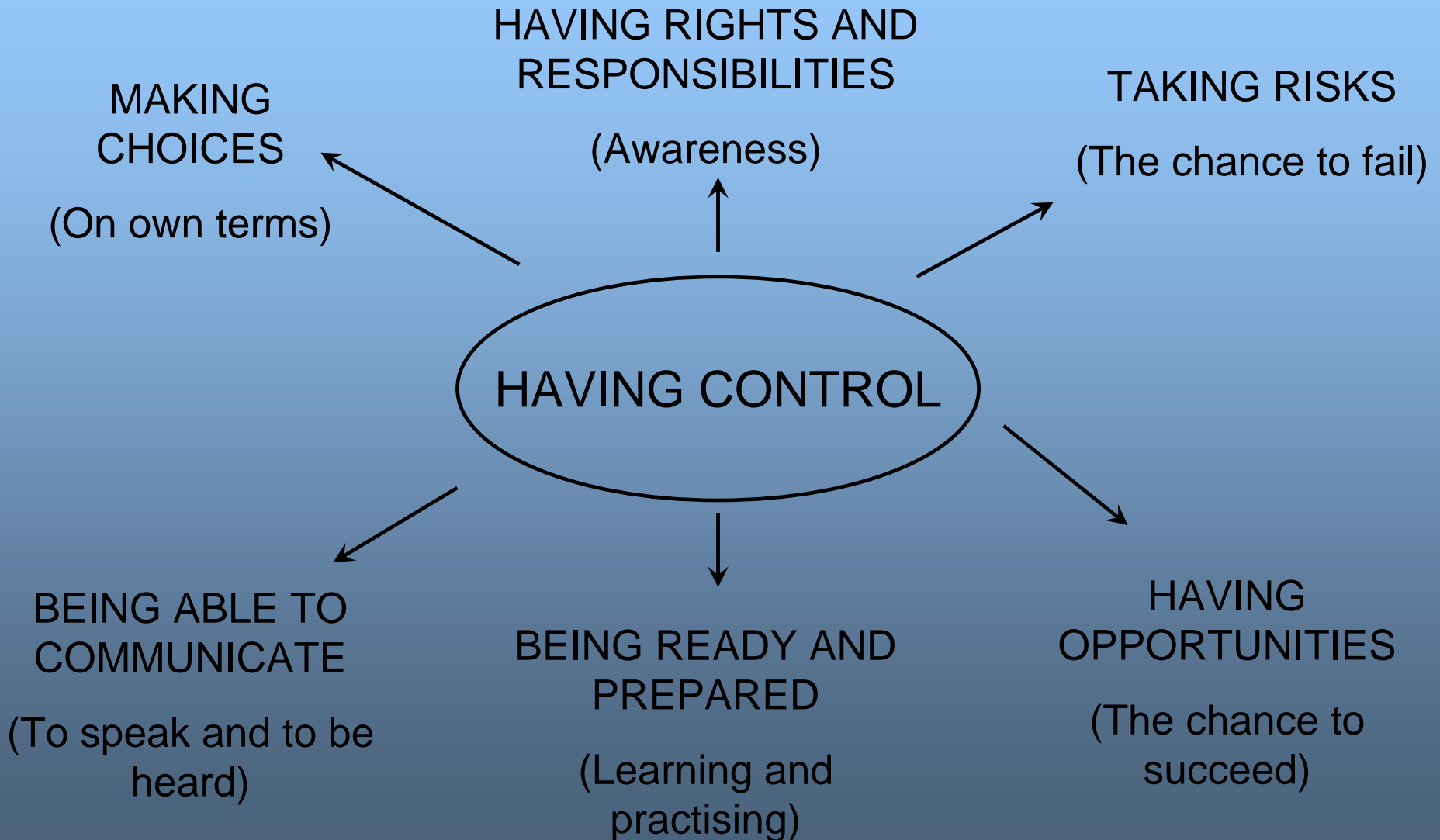
How do your personal journeys  
of access link to our concept  
maps?



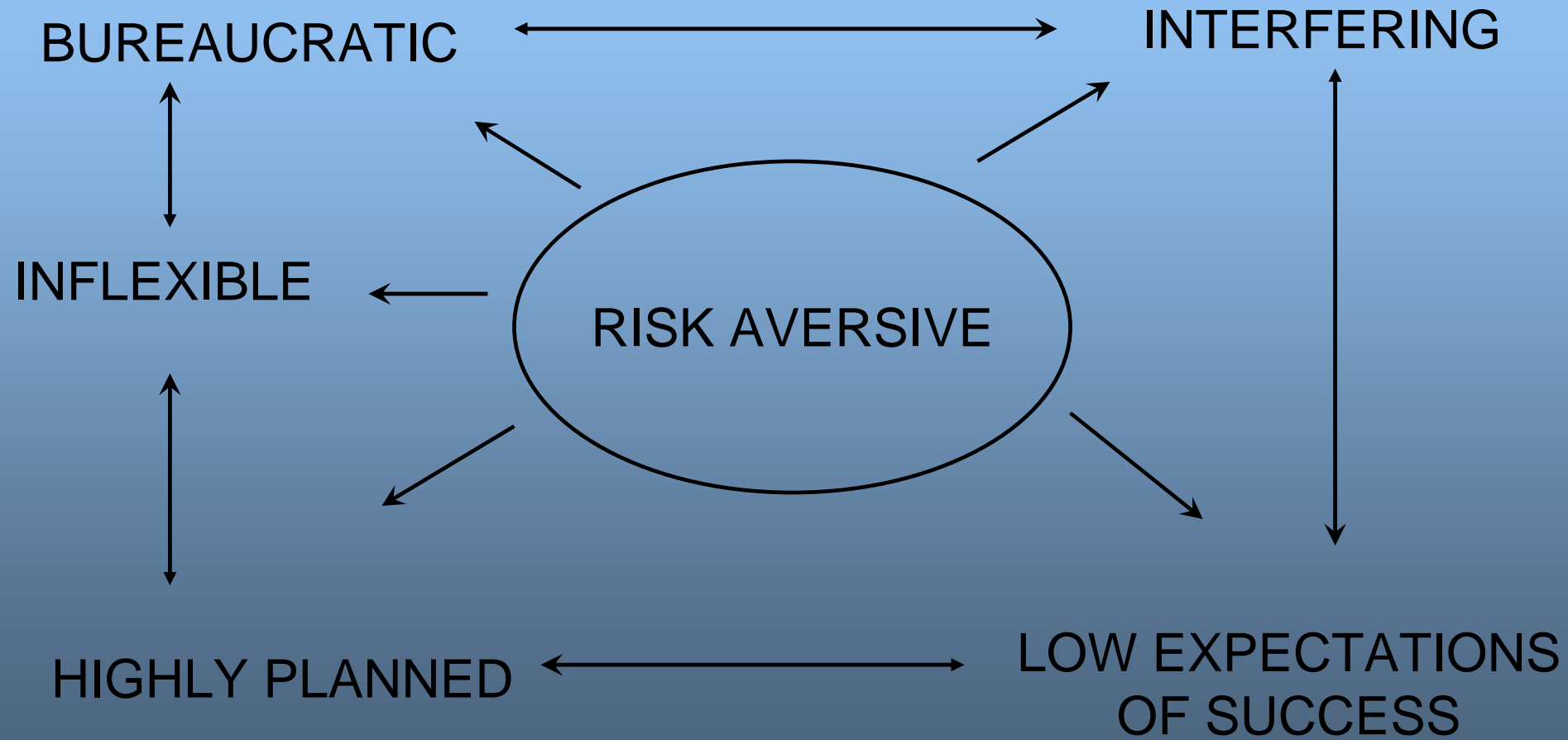
# What kind of access do people with learning difficulties want?



# What is involved in getting access?



# Risk avoidance approach to granting or facilitating access



# Risk embracing approach to granting or facilitating access

