1. **Interview schedule and questions and essential methods descriptions**

**PHASE ONE**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Year 1 |  |  |  | Year 2 |  |  |
| Months | 1-3 | 4-6 | 7-9 | 10-12 | 13 -15 | 16-18 | 19-21 | 22-24 |
| **Phase 1: Key Stakeholder Interviews [N=10}** |  |  |  |  |  |  |  |  |

**Stakeholder interviews**

What is your role?

How do you understand the term “Big Society?”

How do you think people with learning disabilities are included in Big Society?

In particular, what do you think about their experiences of:

Self advocacy

Employment

Circles of support

What do you think is important for people with learning disabilities now and in the future?

What key opportunities and challenges do you and people with learning disabilities face in Big Society?

**Methods description**

Eleven interviews were carried out with stakeholders including people with learning disabilities; lawyers in the field; third sector and charity workers; family members and other allies.

The interviews were mostly carried out face-to-face although one person preferred to answer written questions and another to be interviewed by Skype as this met their access requirements.

**PHASE THREE**

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | Year 1 |  |  |  | Year 2 |
| Months | 1-3 | 4-6 | 7-9 | 10-12 | 13 -15 | 16-18 |
| **Phase 3 Ethnographic Case Studies with Co-Researchers** |  |  |  |  |  |  |
| Phase 3 i) Circle of Support based in Lancashire [Observations: 5 participants x 3 times = 15], |  |  |  |  |  |  |
| Phase 3 ii) interview 5 people with ID over a period of 18 months who are seeking employment based in London and Manchester [Interviews: 5 x 3 = 30] |  |  |  |  |  |  |
| Phase 3 iii) work with a London based self-advocacy group over a period of 18 months [Observations: 2 group x 6 observations = 12] |  |  |  |  |  |  |

**Employment**

Tell me a little bit about yourself

Are you working/looking for a job now?

What do you do?

What help have you had to find a job?

Who helped you?

Who supports you in work?

What are your hopes for the future?

What would make things better for you?

How are/are things changing for you over time?

What’s happened since we last met?

Last time you said …. ?

**Circles of support**

Tell me a little bit about yourself

How did you start a circle?

Who is in your circle

What difference has the circle made to you?

What difference has the circle made to you over time?

How are/are things changing for you over time?

What’s happened since we last met?

Last time you said …. ?

**Self advocacy**

Tell me a little bit about yourself

What does self-advocacy mean to you?

How has self-advocacy helped you and other people you know?

What would it mean to you if you couldn’t access self advocacy?

What changes have you noticed to self advocacy over time?

How are/are things changing for you over time?

What’s happened since we last met?

Last time you said …. ?

**Methods description**

**Employment:** qualitative interviews were carried out with five participants, three times over eighteen months. These interviews were carried out in a variety of locations including the participant’s work place, their home, and community centre. This reflected the preferences of the participants. Some participants were interviewed alone, others preferred to have a supporter/ally present. Again this reflected individual participant’s preferences. Due to the different communication and support needs of participants, some interviews were supported by the use of visual prompts and/or photographs. Each participant received easy read copies of their interviews to comment on after the interviews.

**Circles of support:** over a period of eighteen months the researcher attended five circle of support meetings as well as some training for circle of support facilitators run by a third sector organization. The researcher attended between three and seven meetings for each circle. This depended on the frequency of the meetings. The participant observation meant that the researcher became part of the circle offering support to the focus person with learning disabilities.

**Self-advocacy:** this strand of research included twenty plus ethnographic encounters with the self-advocacy group participating in the project. This included attendance at management meetings, local and regional forum meetings as well as a number of workshops and training sessions led by self-advocates.

**PHASE FIVE**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Phase 6: Researcher in residence** |  |  |  |  |  |  |  | 21 |

**Researcher-in-residence**

The researcher in residence phase involved the researcher spending time working with each community partner allied to each strand of the research

**Employment:** this involved working with the Foundation for People with Learning Disabilities in order to develop and deliver a series of workshops on supported employment in Malaysia.

**Circles of support:** this involved the researcher taking the role of the faciliataor in two circles of support.

**Self-advocacy:** this involved delivering training/workshops alongside Speak Up self-advocacy as well as developing a successful bid for a Social Sciences and Humanities Network Canada grant that led to self-advocates and members of the research team travelling to Canada.