

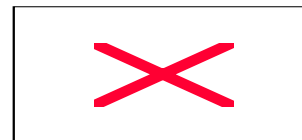
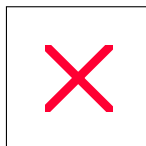


Developing the Participation of Disabled Children and Young People

The VIPER project: challenges and successes

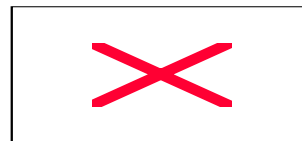
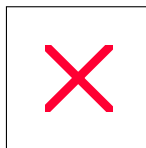
Presentation to SRA conference December 2011

Catherine Shaw (cshaw@ncb.org.uk), Chloe Gill (cgill@ncb.org.uk), Thomas Rowson (young researcher)



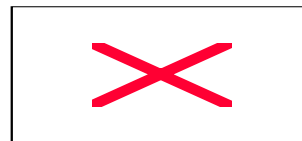
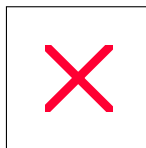
About this presentation

- Overview of the project
- About the VIPER group
- Our journey so far - researcher perspective
- Our journey so far - young researcher perspective
- What next?



Project overview

- Funded through Big Lottery Fund Research Programme
- Partnership led by National Children's Bureau Research Centre
- 3-year project started July 2010
- Exploring the participation of disabled children and young people in decision-making about services, and how to improve this



The social model of disability

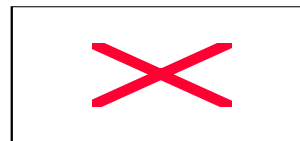
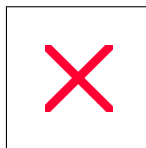
The Social Model of Disability sees the problem as the barriers and difficulties society creates to stop disabled people from doing the things we want to do.

Society does this because it thinks disabled people and our impairments and health conditions are the problem.

The social model of disability empowers disabled people to challenge society to remove those barriers.

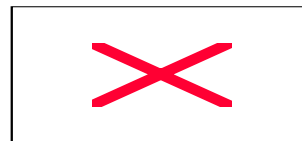
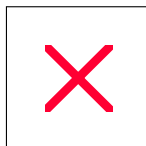
Research elements

- Literature review
 - complete, to be published early 2012
- Online survey of organisations, exploring current participation practice
 - data collection Spring 2011
 - findings to be published 2012
- Case studies (good practice)
 - selected from survey respondents
 - currently in field



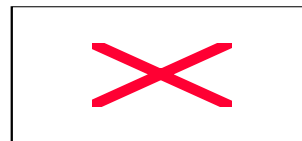
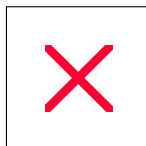
About the VIPER group

- VIPER stands for Voice, Inclusion, Participation, Empowerment and Research
- Group of 16 young disabled people, aged between 13 and 22, from all over the UK
- Trained in research and contributing to the research



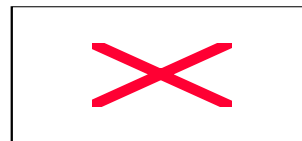
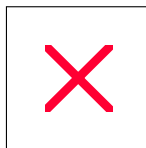
Our journey so far: researcher perspective

- Getting to know the young researchers
- Translating and teaching research
- Meaningful involvement in the early stages
- Case study selection
- Research tools
- Pragmatics of fieldwork:
 - Ethics
 - Location
 - Timing
 - Preferences



Our journey so far: young researcher perspective

- Why I got involved
- Experiences of going to the meetings
- Experiences of doing the first interview



What next?

- Research report due Autumn 2012
- Followed by:
 - Development of tools and resources to improve practice
 - Dissemination and policy work
- Evaluation
 - Involvement
 - Impact on practice and policy
- For more information visit <http://councilfordisabledchildren.org.uk/what-we-do/work-themes/participation/viper>

