

## Background Literature

### Learning Disability

- Significantly lower IQ (typically >70) than the general population
- Impairments with adaptive functioning
- Childhood onset
- Educational attainment for those with a learning disability tend to be poorer

### Challenges Faced with Homelessness

- Decreased life expectancy, due to poor mental and physical health issues frequently experienced
- Avoidable causes are offered health screening to reduce this

### Interaction with Homelessness

- Those with a learning disability are more likely to be homeless: 12-39% worldwide
- Higher support needed when homeless, as many people's learning disability is not recognized
- Appropriate support not offered to those with a learning disability
- More interactions with the criminal justice system with those who have a learning disability than those without, this chance is further increased with experiencing homelessness

### Past feasibility studies

- As research has found people are open to screening tools in services Learning Disability Screening Questionnaire (LDSQ) may help

## Present Research

- This study investigates the effectiveness of the LDSQ within homeless services and, outlines how it could be included in local pathways

## Objective 2: Developing a Pathway

- Work with stakeholders to identify barriers/facilitators in development of a screening, assessment, and support pathway
- To make recommendations concerning a pathway
- Integrating third sector, primary care, specialist learning disability services
- Wisdoms interviews: People who completed LDSQ
- Stakeholder interviews: Changing Lives staff, GPs, NHS Commissioners

### Approach

- Participants recruited through contacts of the research team/steering group; Changing Lives staff and their contacts
- Phone interviews, analysed using Inductive Thematic Analysis

## Wisdom Interviews

With people using Changing Lives services (N = 19)

- 'Don't know when it is a difficulty or disability'

Understanding learning disability. Confusion with terms used to describe academic/other difficulties.

- 'I don't think about it as a disability, it is a hindrance'

The importance of early diagnosis. Why the timely diagnosis is important and ensuring people understand the process

- 'I can read owt but I don't always understand what it means'

Day to day challenges. People had concern about the day to day difficulties they had been experiencing.

- 'What do you want me to do about it?'

Experiences of services. People felt services were not always interested in supporting them.

## Stakeholder Interviews (Preliminary Themes)

Theme 1 : Current Route to diagnosis 'It's kind of intuition I guess' (P1)

- 1.1: 'You get a feeling something's not quite right' (P3): Informal Screening Processes
- 1.2: 'Very few people reach that threshold' (P7): Challenges of negotiating current assessment pathways

Theme 2: Labels 'it does change the narrative for health and social care' (P7)

- 2.1: The benefits of labelling: labels can be our trump card can't they' (P1)
- 2.2: Resistance to labels 'They're trying to avoid it' (P4)

Theme 3: Creating a pathway 'anybody who is working with somebody where they think they're struggling' (P4)

- 3.1: 'You need a strong lead' (P6)– implementing and sustaining organisational change
- 3.2: Staff Confidence and Competence

Braun & Clark (2006; 2019); McKenzie et al. (2015, 2019, 2020)

Maness & Khan (2014); Durbin et al. (2018); McKenzie & Murray (2019); McKenzie et al. (2019); Wijetunga (2020); Dolan et al. (2021)

## Objective 1 : LDSQ Performance

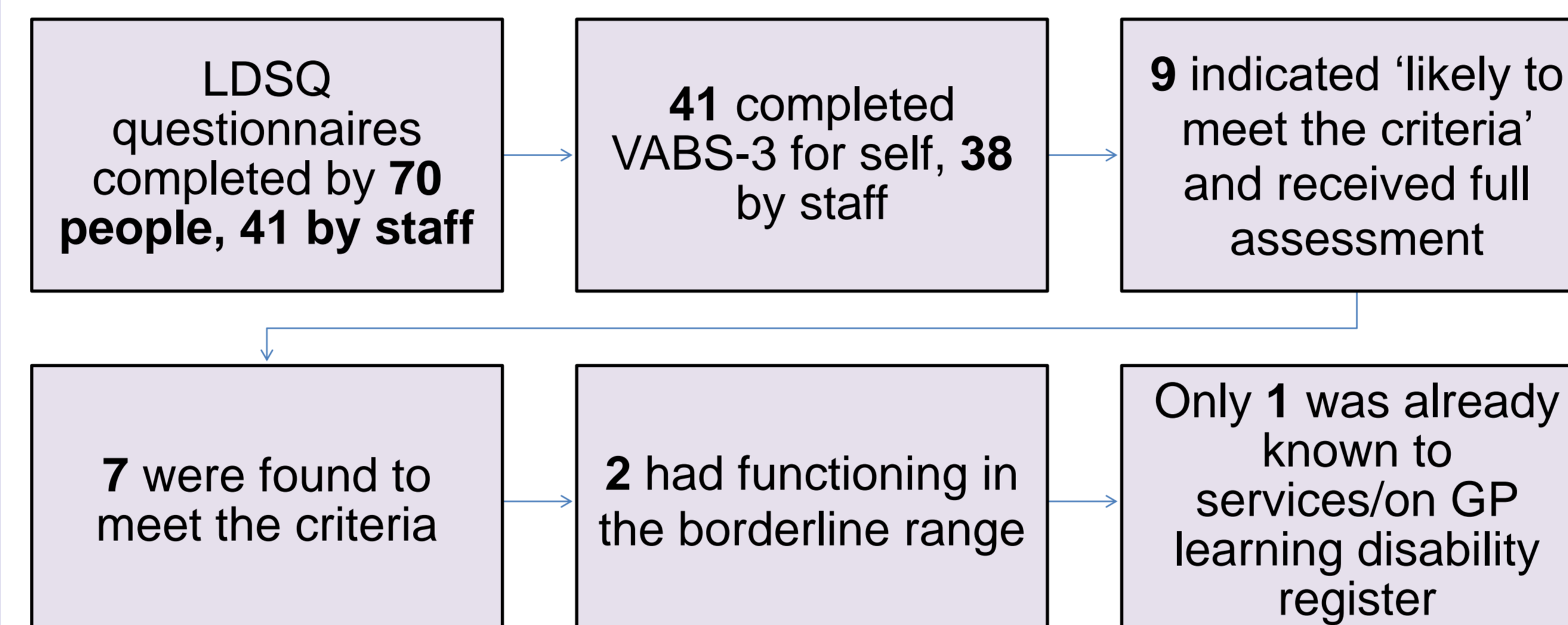
- Identify people with learning disability in homeless services, using LDSQ
- Compare results to a 'gold standard' assessment of learning disability (name of questionnaire)

### Five indicators (Pre vs 6 months post LDSQ introduction):

1. Number of newly identified people with learning disability
2. Number of people added to GP surgery learning disability register
3. Number of learning disability specific health checks performed
4. Number of unknown health conditions identified/treated via health checks
5. LDSQ's impact on individuals, measured with LDSQ Impact Questionnaire

### Approach

- Participants recruited through Changing Lives in Newcastle upon Tyne. Most registered at Cruddas Park Surgery
- N = 74 (Male = 57; Female = 15; Other = 2); Mean age = 41 (range 21 – 77; SD = 11.5)



	PPV	NPV	Sensitivity	Specificity
Staff LDSQ	91	93	83	96
Self LDSQ	75	80	50	92

## LDSQ Results

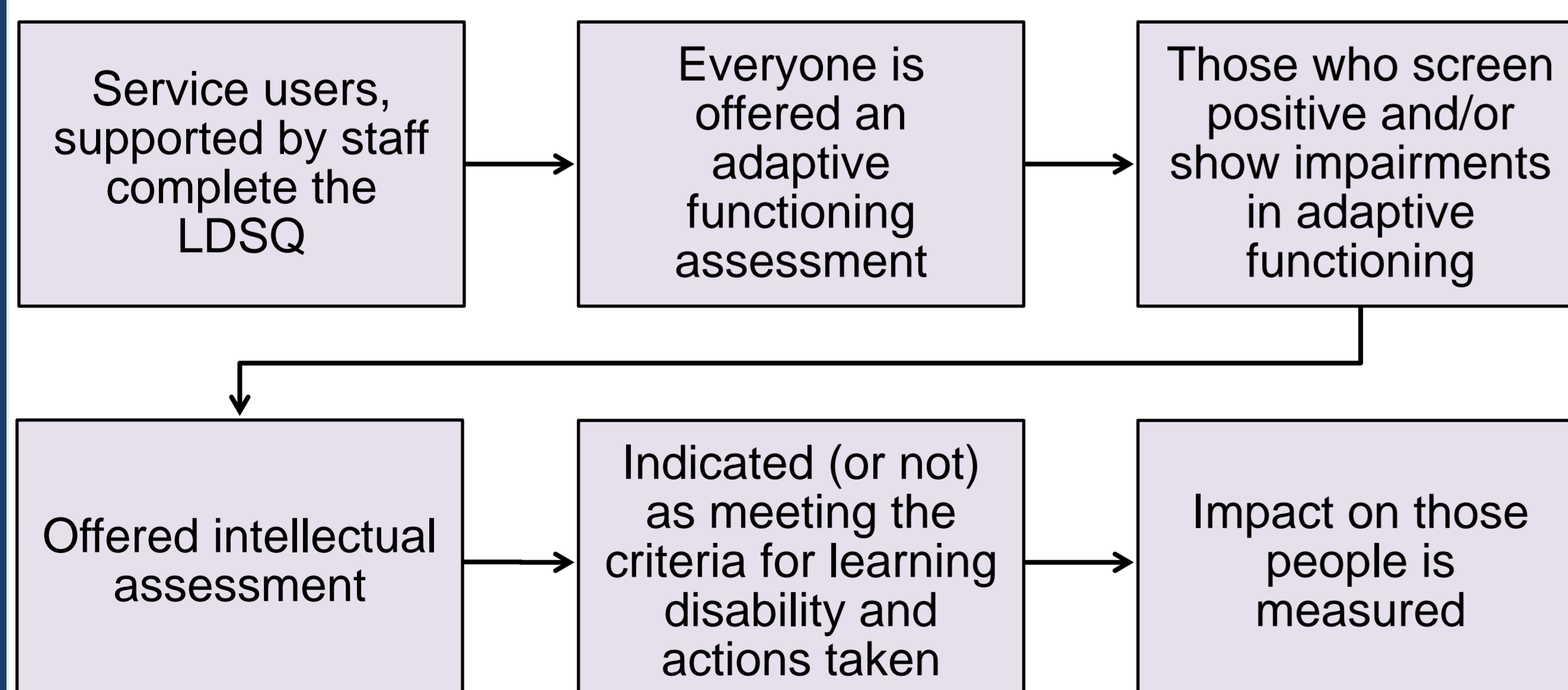
The quantitative findings demonstrate that the LDSQ has high levels of sensitivity and specificity for Staff. Specificity was high for the self but was medium for sensitivity. Inter-rater reliability between self and staff was significant ( $r(41) = .58, p < .01$ )

Relationship between LDSQ and VABS-3 was significant for self ( $r = .574, p < .001$ ) and staff ( $r = .856, p < .001$ ). Relationship between LDSQ and WAIS FSIQ was not for either self or staff

### Impact on Individuals: Case Example

As a result she has:

- Been added to GP learning disability register
- Had a health check
- Had changes in her health action plan and treatment



### Implications

Findings have direct implications for being utilised in homeless services or within the criminal justice system to quickly and accurately identify those with a potential learning disability to provide appropriate support.

### Conclusion

The LDSQ appears to be an effective learning disability screening tool that can be used within homeless services. To be effective, it needs to be fully integrated within organisations and wider pathways to have a real benefit.

