Daily activities - a way to social inclusion for persons with intellectual disabilities?

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Abstract

Background: Social inclusion is an issue for persons with intellectual disability; the group often suffer from discrimination on the open labour market and are subject to social exclusion. Persons with intellectual disability have the right to daily activities that have the intention to lead to an employment on the open labour market. By exploring and identifying issues regarding social inclusion for persons with intellectual disabilities at daily activities, there is a possibility to lift forward the voice of an excluded group. The results of this study can serve as information about the current status of social inclusion at daily activities centres.

Objective: To investigate if and how daily activities for persons with intellectual disabilities can lead to social inclusion.

Methods: Five supervisors that work alongside persons with intellectual disabilities at the daily activities centre were interviewed. Inductive thematic analysis was used to interpret the data material gathered.

Results: Activities to enhance social inclusion did not take place at the daily activities centres. Persons with intellectual disabilities had severe difficulties to achieve an employment on equal terms as persons without disabilities on the open labour market.

Conclusion: In order to achieve a higher degree of social inclusion for persons with intellectual disabilities at the daily activities centre following is needed; individual planning, a high degree of service user influence and sufficient financial- and human resources.

Keywords: Intellectual disabilities, LSS, Daily Activities, Open Labour market, Social Inclusion.
Preface

I would like to thank my mentor Tomas Boman for constructive criticism during the composition of this essay. I would like to thank my wife Lilian Christiernin for helping and giving motivation during hardships when writing this essay and standing out with me. My brother Isak Christiernin should also be thanked, for him proofreading this essay. Furthermore I would also like to thank the interviewed supervisor’s at the daily activities centres that have participated and made this study possible.
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1. Introduction

The study of disabilities is an important concept in the discipline of social work due to the fact that a large part of many countries resources within the field is allocated to providing services for persons with disabilities. Overlooking history, different concepts and terminology has surrounded the term disability, as well as different theories on how to deal with persons that has those disabilities. These different views and political decisions in the society have often set the preconditions for many persons with disabilities.

UN (2006) states in the “Convention on the rights of the persons with disabilities” under the 5th article that everybody in a society should be considered equal and that the state would ensure this right for persons with disabilities. This is where daily activities becomes interesting to investigate and to discover in which way persons with disabilities can play an equal role in the society.

1.1 A Swedish historical overview

A short historical overview is needed to grasp the concept of daily activities. Persons with disabilities has since long been kept outside society in different institutions, historically with other groups that were suffering from mental illnesses or even certain psychical diseases. For the cause of human rights for persons with disabilities the different disability organisations became important in a Swedish context inspired by other disability organizations in Europe. These organizations focused around the separation of persons with disability to include individuals that were abnormal or mentally ill (Förhammar & Nelson, 2004). In Sweden a law came into place in the year of 1994, the Act concerning Support and Service for persons with certain functional impairments (LSS). The law (SFS, 1993:387) clearly separated functional impairments into three different person categories as presented;

- **Group 1**: Persons with intellectual disabilities and people with autism or conditions similar to autism.

- **Group 2**: Persons with significant and permanent intellectual functional disabilities following brain damage as an adult.
• **Group 3:** Persons, who as a result of other serious and permanent functional disabilities, which are clearly not the result of normal ageing, have considerable difficulties in everyday life and great need of support or service.

LSS is a law of rights stating the unique rights to a particular group. Hence, a person with disability can seek to use the rights but also to abstain from that same right. Within the law the persons with disabilities can seek different forms of help; such as personal assistance, accommodation in a group environment or service living and daily activities.

Daily activities as a concept are rooted from old mental institutions in Sweden where many persons with disabilities were located. This functioned as a way for the patients in mental hospitals to be able to participate in an activity that were considered to be normal and work-like. In Sweden, the government via municipalities provided daily activities for 100 persons in the year 1968 which has now grown to 32 810 persons in 2016. It is also possible to make notice of an increase by 20% in the latest 8 years (Socialstyrelsen, 2016, p.13). The underlying reason for this growth is debated, whether it is early detection of persons with disabilities or a stigmatization process in the Swedish society. It is possible to argue that the open labour market demands highly specialized workers, which in that way excludes persons with intellectual disabilities (Lövgren, Markström & Sauer, 2014). Daily activities are of importance as a concept because it determinates a shift in the view of persons with disabilities. The intention with daily activities was to readapt persons with disabilities back into the society instead of keeping them out of society. Persons with disabilities were in Sweden seen as something that did not fit into the “social norm” and should in that way be kept away out of the societal scope. Hence were daily activities one of the first steps in regaining participation and inclusion in the society for persons with disabilities (Förhammar & Nelson, 2004).

**1.2 Daily Activities**

Daily activities function as a right for persons with disabilities. In the LSS-act, two groups have the right to participate in daily activities, that is group 1 and group 2 as shown above. Group 3 is not entitled to daily activities. 

*Group 1* outlines a clear majority of the individuals that uses daily activities in comparison with *Group 2* that constitutes less than 500 persons. Due to the fact of time
limitations in this study the focus is on Group 1; the persons that are within group 1 will be addressed as persons with intellectual disabilities and the abbreviation PWID is used henceforth.

Daily activities are an activity that should be individualized and adapted to the impairment that the service user have. The aim of daily activities is to provide a purposeful occupation for the groups described above. This activity should take place in the daytime and consist of 6 hours of total work time; the activity cannot be of a kind that will produce profit. The participant is paid a “habilitation-payment” per day at the daily activity centre. It should be stated that this is a payment that is voluntary for the organizer of the daily activities (Socialstyrelsen, 2016). As stated above the daily activities should lead to an employment in the open labour market. The organizer of the daily activities can be both public and private although with the difference that the private organizations need permission from Socialstyrelsen. The public actors are the Swedish municipals, which have to organize and provide daily activities within the municipality. Due to the fact that the organization of the daily activities is described within two sentences within the LSS-act, the activities have a great diversity among municipalities and private actors (Eklund, Gunnarsson, Sandlund and Leufstadius, 2014). Hence, different actors provide different types of activities; often the activities are based on the personal interest of the participants or the resources available within the municipality or the private actor.

On a governmental level there is a knowledge gap between private- and public daily activities providers. The private actors who provide daily activities are inspected by the governmental inspection organ (IVO) on a regular basis, a database is kept on a governmental level from material gathered during the inspections (Socialstyrelsen, 2008). In the public sector, the municipalities do not have any governmental inspections. Instead individual municipality inspect their own organization. Every municipality have a responsibility to take an active part in following the regulations constituted by Socialstyrelsen. The great diversity of activities depends on which municipality persons with disabilities lives in; although there is regulations on that person’s with disabilities are free to choose which activity they want to participate in (Förhammar & Nelson, 2004). Examples of the activities are postal services, car shops, running municipal coffee shops at hospitals and other municipal institutions. Other
forms that are common are services for sports associations and caring for public parks and fields. It is becoming more common that some persons with disabilities have work at private companies and functions as other employees sometimes with a type of wage subsidising from governmental agencies. This is a form of daily activities that are subjected to much criticism due to that the persons with disabilities are performing a work for no salary. Sometimes persons with disabilities are solely for working for their habilitation-payment, which can be considered as unfair and on unequal terms compared to persons without disabilities. However some of the intentions of daily activities are fulfilled in that the activities should lead to work on the open labour market but according to the LSS-act it should be on equal terms as the persons without disabilities (Lövgren et al., 2014).

Today the daily activities for PWID in Sweden has the aim to in the longer run lead to an employment on the open labour market. In the same sense Socialstyrelsen (2008, p.11) concludes that this is not the case although the explanations for this is lacking. This creates a knowledge gap in understanding why this is the case, this is a gap that can be filled by investigating the daily activities centres. Clement and Bigby (2009) states that staff members that are surrounding persons with disabilities does not always grasp the concept of full social inclusion and that this can lead to that staff members are working in a way that is strongly influenced by their own opinions. This creates an incentive to interview these supervisor’s in the daily activities centres to explore their perception of social inclusion for the participants.

1.3 The international perspective
Daily activities can be considered to be a Swedish model created by the Swedish law system as a way of providing activities for PWID. This is not solely a Swedish phenomenon it also occurs in other countries and the aim is often that the activity should be of a character that it leads to an employment on the open labour market. Neely-Barnes and Elswick (2016) describes a similar setting in the USA regarding persons with disabilities. It is possible to notice a shift in policy moving from large institutions separated from society to social inclusion by living in regular apartments. Furthermore, it is concluded that work and access to that is one of the key components in social inclusion. To fulfil an international perspective the theoretical framework and
previous research section in this study will have an emphasis on international scientific articles in the present study.

1.4 Preliminary understanding
As taking ethical research questions into consideration, it is of importance to stress the researcher’s preliminary understanding as a part of transparency in this thesis. Transparency from the researcher creates according to Kvale and Brinkmann (2009) a higher credibility to the research conducted. The researcher in this study has for six years worked in the field of disability in a group home setting, although the researcher in this study had an idea of what took place in the daily activities centre, the researcher in his study has not worked with this. If this was the case then questions could arise on subjectivity from the researcher and eventual personal biases. The experience from working with persons with disabilities will certainly affect this study, the prior understanding also lead to the orientation of this study.

2. Aim and research questions

Aim;

The study is seeking understanding if and how daily activities for persons with disabilities create social inclusion from a supervisor’s perspective.

Research questions

Main Question

• In which way does daily activities create inclusion in the society for PWID?

Sub questions

• How does the supervisor’s view on the legislation of daily activities affect the participant’s social inclusion?

• What are the possibilities for persons with disabilities to be included on the open labour market when entitled to daily activities from a supervisor’s perspective?
2.1 Selection of data
This study has used a variety of different articles and sources that will be presented in this chapter. The scientific articles were found by using certain keywords at the databases University of Gävle provides via their library service, the databases used were; EBSCOhost, Medline, (Pubmed), PsycINFO, (EBSCO), SAGE Publications. The keywords used in this study were; Intellectual disabilities, LSS, Daily Activities, Open Labour market, Social Inclusion. To ensure quality and validity the majority of the scientific articles used in this study are peer-reviewed. The citations from the books used in this study are prior course-material that has been used in the Social Work Programme at the university. The materials that have been used to exemplify numbers and paragraphs in different Swedish laws have been accessed by the reports produced by the Swedish National Board of Health and Welfare (Socialstyrelsen).

2.2 Explanations of concepts and abbreviations
The terminology surrounding the concept of disability can be described as confusing and be intertwined with other concepts that give an incomplete or different perspective on the term. A term that is often misused is the term “handicap”; the term was used as a prior term for some types of disabilities although the term is no longer in use. Shakespeare (2006) states that the terminology has become an important part when discussing disability and also when discussing theoretical standpoints. Due to the international angle of a Swedish concept the Swedish terms that are used will also have explanations to simplify for international readers. The terminology used in this study is based on the Swedish official dictionary for health and welfare (Socialstyrelsen, 2015). The terminology used in this study together with abbreviations is clarified under this section.

Inspektionen för vård och omsorg: (IVO) The inspection organ of health and welfare in Sweden.

LSS-act: The Swedish act Lag om stöd och service till vissa funktionshindrade has the abbreviation “LSS” in this study. In English the act is translated into: “The act concerning support and service for persons with certain functional impairments”. The specific act regulates daily activities for PWID in Sweden, the act is explained within the context of this study.
Persons with disabilities: (PWD) a concept use in this study to describe persons that have a form a disability, this functions as an umbrella-term for different types of disabilities. It is important to separate impairments from disabilities within the term due to that all individuals experience their disability in different ways (Barnes & Mercer, 2005).

Persons with intellectual disabilities (PWID): Within in the umbrella term of personal disabilities this concept is used when addressing a specific group of individuals that have intellectual disabilities. There is a variation of the severity of the intellectual disability. This study will focus on persons with intellectual disabilities and will use the abbreviation PWID to describe the term.

Socialstyrelsen: The Swedish national board of health and welfare. This board functions as a supervisory and regulatory authority that ensures rights for the persons with disabilities.

3. Previous research

When looking at the concept of disability the theoretical frame plays a large role of how the terminology present itself. Persons with disabilities, is a rather new term that concludes that this group is disabled by the society (Oliver, 2013). Hence has this lead from a historical shift from social exclusion to discussions about social inclusion. The definition of social inclusion can be concluded to play a great role on looking in which way persons with disabilities can gain participation in society. As the numbers in Sweden is growing for daily activities, which is a measure for persons with disabilities that take place outside the open labour market and far away from persons being considered the “norm”. The pervious research used in this study will present a picture of which perquisites persons with disabilities have at daily activities and in group-home settings. Neely-Barnes and Elswick (2016) states that the term social inclusion does not have a functional meaning in the area of disability, that social inclusion varies of whom you ask and when. This creates incentives to investigate the attitudes towards social inclusion for the supervisors working within the daily activities centres.
3.1 Mixed method disability research

Bigby, Clement, Mansell and Beadle-Brown (2009) have conducted research on attitudes regarding paid staff working with PWID. The study was conducted as a qualitative study at first that observed the employed staff at group homes where they were working. Bibgy et al. (2009) concludes that paid staff often thinks that their way is the right one and does not try to respect the will of PWID. Furthermore it is concluded that the degree of impairment or disability plays an important part in which extent the staff tries to chose what they think is the best for PWID. The study conducted by Bigby et al. (2009) comes to the conclusion that the staff who is there to help the persons with disabilities can often hinder by setting boundaries that are according to the "norm", the social model of disability is looking in an opposite direction that the norms of the society hinder PWID than the personal characteristics. These findings led to another study by Bigby et al. (2009) but formulated as a quantitative study, the outlined hypothesis tested in this study was that staff is reluctant to believe that social inclusion is possible in reality. The hypothesis tested provided strong indications that this was the case.

Lövgren et al. (2014) conducted a mixed-method study in the field of social inclusion for PWID. The method used was a literature review combined together with focus-group interviews where managers at social services are being interviewed. The aim of the study has been to achieve a higher knowledge on what can be done to help persons with disabilities to enter the labour market. Improvements are suggested in this study; to in what extent cooperation between authorities is seen as crucial for the possibility to inclusion for PWID as well that the personal motivation of the managers was of importance to the outcomes for PWID (Lövgren et al., 2014). The study also outlined the importance of individual adaptation for PWID, that the activities in the daily activities should not be static instead they should be adapted to the individual need. The allocation of resources was also discussed by to Lövgren et al. (2014) that resources that are not sufficient to meet the individual need for PWID would pose as a hinder to social inclusion.

3.2 Qualitative studies regarding PWID

Eklund et al. (2014) have looked for staff perception of meaningful activities in daily activities centres in Sweden, the researchers have conducted a qualitative study where
supervisors in the day centres have been interviewed. The study states that the supervisor’s work is crucial when it comes to empowerment for PWID having their activity at the daily activity centre. In the study the researchers also present that the staff can provide barriers towards PWID and makes choices rather than to involve and create commitment for the participants at the daily activity centre. There is also a need for promoting the self-esteem by creating achievable goals for the participants at the daily activities centre in order to create success in completing the activities (Eklund et.al, 2016).

### 3.3 Literature review studies

To illustrate the importance of social inclusion for PWID there are literature reviews conducted on the topic. Verdonschot, De Witte, Reichrath, Buntinx and Curfs (2009) provide a large literature review that explains the situation on the labour market for PWID, the literature review presents indications derived from five different studies that show a concluding picture of the stigmatization for PWID on the open labour market. In comparison to persons without disability the rate of unemployment is much higher for PWID, the literature study points towards that the degree of the intellectual disabilities plays a great role into what extent PWID has employments on the open labour market. The study conducted by Verdonschot et al. (2009) is in accordance with the findings of Clement and Bigby (2009) that defines a negative difference in preconditions and possibilities for employment on the open labour market for persons with severe intellectual disabilities in comparison with mild forms of intellectual disabilities.

Bigby (2012) conducted a literature review of several studies regarding social inclusion in connection with PWID, the literature review states that although the social inclusion is used in policy programs around the world the essential meaning of social inclusion remains unclear. As a conclusion Bigby (2012) describes that PWID can only be socially included when they take part of the society in the same sense as persons without disabilities. This can be problematized in the daily activities setting where a group works alongside members of the in-group. It is further possible to debate whether social inclusion can be fulfilled without a consensus of significant meaning of the term (Eklund et al., 2016). In the literature review made by Bigby (2012) accessibility is a key term to full social inclusion, it is debated in the literature review if it is possible for
PWID to claim their rights if they are not aware of them or if the information is not adapted to their disabilities.

3.4 Summarization of earlier research
After this review of earlier research in the field of social inclusion for person with disabilities and daily activities it is possible to assert that three paradigms become apparent.

- The difference between legislation and practice regarding social inclusion
- The conceptual construction of social inclusion by the staff working together alongside with the attitudes the staff has surrounding PWID.
- The severity of the intellectual disability plays a great role for outcomes of an employment on the open labour market for PWID.

Bigby et al. (2009) describes in two separate studies that there is a vast difference between legislation and practice in coherence to social inclusion. A plausible explanation to this is given by Lövgren et al. (2014) who states that knowledge and cooperation between agencies involved surrounding persons with disabilities often creates an improved life situation and access to employments on the open labour market. The summarization of the research has been a base for the interview guide that comes as Appendix 1 into this study.

4. Theoretical framework

4.1 The term persons with intellectual disability
It is important to define the term PWID; the medical model is still used to define which individuals that have an intellectual disability by using psychiatric diagnostic scales. Without a psychiatric diagnosis the Swedish system does not allow help according to the LSS-act (Socialstyrelsen, 2016). In this study the participants at the daily activities centre have all been diagnosed with an intellectual impairment although the severity of the disabilities varies from individuals. This can be portrayed as that the human being is unique and so is the disabilities. The reflection that the uniqueness of the disability is reflecting on the data collected has been taken into consideration; this is the core of the
social model of disability for persons to be seen as persons and nothing else regardless from eventual disabilities.

4.2 Social Inclusion

Social inclusion is a key term in this study; the term has a variety of meanings in relation to the context it is applied to. Furthermore, the term social inclusion is used due to the historical context for persons with disabilities. Historically persons with disabilities have been excluded from participation in society and this exclusion has roots in the medical model. As the social model of disability came into place and thrived the focus has been on inclusion in society and regaining basic human rights for persons with disabilities (Barnes & Mercer, 2003). The context that the term social inclusion is used in this study is the employment and working life of a person. Nota, Santilli, Ginevra, and Soresi (2014) describes that social inclusion implies to be a part of society and have a work together with a person that is not disabled. In this context social inclusion has a meaning of having full participation in society despite any disabilities. This argument is also attached to the social model of disability where full inclusion in the society is a key to finalize the oppression and discrimination of persons with disabilities. As described in the introduction the Swedish concept of daily activities is constructed with the intention of having an employment on the open labour market. The concept of social inclusion is debated within the disability research and there is a lacking consensus of which factors that should be measured. Neely-Barnes and Elswick (2016) presents four important areas for social inclusion;

- Domestic life, actions regarding the private life and accessing the healthcare system.
- Interpersonal life, social activities with persons that does not have a disability
- Major life areas, such as education and work
- Social life, where private activities take places

As work life being concluded as major part of social inclusion it is possible to investigate this term in relation to the context of daily activities. When referring to social inclusion in this study, henceforth this will be referred to as the major life areas as described to be a validated measurement of social inclusion (Neely-Barnes & Elswick, 2016).
Verdonschot et al. (2009) provides an equal model of social inclusion for PWID in a literature review study. Employment is considered to be a crucial factor for social inclusion and should be a major part of a person’s life. On the other hand it is debated in the literature review study that PWID cannot be equal and included in the society if they cannot participate on the same terms as persons without disabilities. Verdonschot et al. (2009) concludes that PWID is often granted work but not in same conditions as persons with disabilities, the payment is not equal and the employment is protected. It is seldom the case that daily activities will lead to a work in the open market labour, this concluded by Gustavson, Umb-Carlsson, & Sonnander (2005) in a longitudinal study consisting by data gathered over 30 years regarding PWID and daily activities.

Gustavsson (2010) presents an alternative model to social inclusion for PWID; a model is presented by using four different themes that can serve as a theoretical base of inclusion. Gustavsson (p.142, 2010) describes following stages of inclusion:

- Psychical inclusion; which implies that persons with disabilities have accessibility to the same places as persons without disabilities in a psychical context.
- Social inclusion; that persons with disabilities can access and take an active role in social life and public social activities.
- Societal inclusion, the rights for persons with disabilities in the society are equal and accessible to all humans and not specific groups.
- Functional inclusion; to be a fully functional part of society as a human and solving tasks together with others and share common resources in the society.

Gustavsson (2010) concludes that societal inclusion and physical inclusion are those are subjected to most changes in the Swedish context. The rights for PWID have changed significantly and also the psychical placements when moving from institutional care into apartments out in the society. There is still the case that PWID have a harder time finding work on the open labour market on equal term to persons without disabilities (Gustavsson, 2010).
Daily activities should not represent complete scenery of the term social inclusion although it can be considered as a major part in the life of all human beings. It can by the latter statement be concluded that the phenomenon that will be investigated in this study has limitations when using the term social inclusion. Bigby (2012) argues that social inclusion is a term that could be defined in many different ways, furthermore it is stated that using social inclusion as a term in a questionnaire is complicated, on the other hand qualitative studies can provide descriptions of social inclusion in practice.

Shakespeare (2006) also lifts forward the individual aspect of disability that disability should not be seen as an entire unit, this is merely a societal structural construction to label a certain group. The use of disability is in itself as a term a way of labelling and excluding a group from another, this creates room for negative attitudes and oppression for persons with disabilities (Shakespeare, 2006).

5. Methodology

Due to the complexity of the terminology surrounding this study, there is an apparent need for transparency and clarity in what the terminology means to this particular study. The aim of this study has demanded a qualitative research method. To be able to achieve understanding of an attitude or experience that is subjective and personal the most suitable way is to get an individual to explain this in an interview (Patton, 2004). This study has searched to go in depth into factors that have had an impact on social inclusion for persons with disabilities in the daily centres. The qualitative approach is suitable when overlooking two separate paradigms; in this case the perceived reality of the fieldworker and the theoretical structure on how daily activities should be constructed. By interviewing the supervisors at the daily activities centres it is possible to extract knowledge from a third party.

5.1 Design and data analysis

This study is a qualitative study where the data is retrieved from semi-structured interviews. The empirical data was collected from the supervisors at the daily activities centres. As a design, the semi-structured interviews were chosen to be able to keep the interviews on the topic but in the same time make it possible to explore and investigate
the supervisor’s own attitudes. Kvale and Brinkmann (2013) conclude that a study that is based on qualitative interviews should be surrounded by transparency and clarifying why the selection of research design was important for the study.

Enquires was sent out to the main directors of five different daily activities centres, the main director then indicated supervisors that could be interviewed. A consent form together with information about the study was sent out to the supervisor’s interviewed. The mentor of this study first approved the consent form before sending it out. A semi structured interview guide was formulated as help in the interviews. This guide was based on findings from the previous research section in this study, this to ensure that the questions was not made after the researcher own attitudes or preconceived ideas about the topic. Without a structured interview guide there is a great underlying risk of misunderstanding of the data produced by the interviews. It is also possible for a second researcher to perform a similar study and conclude similar results (Grinnell, 2001). The construction of a semi-structured interview guide allowed room for flexibility in the questions to the supervisor’s but made sure that every supervisor got the same questions. The quotes used from the participants in this study have been triangulated with the mentor of this study due to translating reasons. The interviews have been conducted in the researcher’s own mother tongue (Swedish) and the quotes used have then been translated into English, the mentor of this study have crossed-checked the quotes to diminish any misinterpretation due to language. By bringing in a third-party to examine the quotes it is possible to increase validity (Hayes, 2000).

The data has been analysed using thematic inductive analysis. By categorizing data into themes and subcategories it is possible to present a confidential and plausible description of data gathered (Kvale & Brinkmann, 2013). The researcher has in this study found the themes after analysing the conducted interviews. To ensure validity the interviews have been transcribed from the original digital recording, the data was from the transcriptions analysed and put into a thematic order. The thematic order of analysing data will provide for stringent results when dealing with qualitative data (Hayes, 2000). After that the data material were put in thematic order subcategories were found under each main theme.
5.2 Sample
The sampling in this study has been purposive. The snowball method was used to gather the participants. Rubin and Babbie (2011) describe the snowball method as a way to be able to reach specific persons with specific information regarding the subject investigated. The participants of this study were 5 supervisors that are working at 5 different daily activities centres in a large municipality in mid-Sweden. Three of the participants were supervisors at daily activities centre that were organized by the municipality and two participants came from a private organization within the same municipality. The supervisor’s functions as paid staff crew for the participants in the daily activities centres, by interviewing the supervisor’s it is possible to gain an understanding for what they consider to be important for social inclusion. The gender ratio was the following; three of the participants were men and two were women. The supervisor’s are hired to help the participant to fulfil their individual goals at the daily activities centre. In the analysis section the participants are described in detail.

5.3 Data collection
To collect data, semi-structured interviews with the participants were used. The interviews were recorded digitally and then formed into a transcript. To ensure a high reliability in the study, the interviews have been recorded on two recording devices to avoid losing any information during the interview. The data were kept on an USB-memory with encryption. The data was deleted after the end of this study. The interviews have been password protected to ensure that the data collected will end up in the wrong hands, mostly due to ethical concerns. The interviews ranged from 38-50 minutes. A cinema gift token was used an incentive in this study, each supervisor’s interviewed received one cinema gift token that was valued 120 Swedish kronor.

5.4 Validity and Reliability
Triangulation is a method to ensure and raise validity in qualitative studies. Three types of triangulation have been used in this study in accordance with Patton (2004). Data validation from different types of methods was used to ensure saturation of the subject. The scientific articles that provide background information in this study have been of three different types of methods; literature reviews, quantitative and qualitative studies. Validity has in this study been ensured by the researcher in cross checking data from previous studies that have been subjected to other reliable research methods, this
in order to use reliable sources. As a way of triangulating and ensure high reliability when selecting the articles, the majority of the scientific articles are peer-reviewed. The impact factor of the journal has been considered as an important factor when selecting scientific articles relevant for this study. Another aspect considered in this study is to bring in a mix of older and new articles, this type of triangulation will ensure that the background material will provide a fair picture and avoid personal biases from the researcher conducting this study (Rubin & Babbie, 2011).

The quotations in this study have also been subjected to triangulation due to language and cultural differences. The language used in the interview has been in Swedish and the quotations that are presented in this study are in English. In order to avoid interpretative translation the mentor of this study has read both the Swedish and English quotations.

To avoid interpretations and eventual personal biases the interview guide have been constructed and based on previous research. Kvale and Brinkmann (2013) describe the method to base the question on prior research as a way of triangulating the interview questions and to ensure that they are based on empirical material. The terminology used in the questions has derived from Socialstyrelsen (2015), who provides an official and standardized Swedish terminology dictionary regarding healthcare. Under each theme in the analysis previous research have been consulted in order to verify the results, the theoretical framework has then been related to the results in an own section in this study.

**5.5 Ethical considerations**

All individuals have the right to privacy and that certainly applies to PWID. In this case information that regards some individuals is collected from a third party as when interviewing the supervisor’s about PWID in the daily activities. If ethical considerations is not reviewed and well discussed there is a possibility that the research can have a negative impact on the individual’s life (Grinnell, 2001).

In this study the supervisor’s at the daily activities centre has been interviewed and not the participants. That was the supervisor’s views and standpoints that have posed as the data. The supervisor’s are professional paid staffs that are obliged strict confidentiality
regarding their service users. This study has taken this into consideration by keeping the anonymity of the supervisor’s and eventual information about the participant secret. Details that might have disclosed the anonymity of an individual in this study have been deleted from this study. An informative consent form has been constructed where the confidentiality was guaranteed as well as the direct contact has been with the manager of the daily activities centre and not directly with the supervisor. The informed consent is intended to make sure that the participation in the study is voluntary and not forced upon the participants (Frankfort-Nachmias & Nachmias, 2008). In appendix 2 it is possible to find the original letter of consent used in this study.

6. Analysis and Results

6.1 The themes and the interviewees
The data material that consisted of interviews was analysed by using inductive thematic analysis, the recordings of the interviews were transcribed into a text format and then coded. In the coding process themes were searched for in the transcripts. Within the coding process themes were searched for after relevance to the research questions. Some of the themes found in the transcript were not suitable as to bring up in this analysis due to that they were not related to the research questions, although these themes had relevance for the subject and PWID, the relevant information found was brought up under the discussion section in this study.

When the themes were reviewed three main themes emerged together with several subthemes that were in relation to the research questions. These themes were also analysed in comparison with previous research and the theoretical framework. The three themes that emerged were the following:

- Resources
- Barriers against inclusion
- Possibilities for developing social inclusion at daily activities centres
Resources were defined as a theme when the interviewees were mentioning how the resources were affecting social inclusion for the participants at the daily activities centres, examples of this was societal resources and organizational structures. Barriers against inclusion as a theme consisted when the interviewees talked about why social inclusion was not taking place and how discrimination and exclusion was problematic features, the staff own opinions and attitudes were also described. Possibilities for developing social inclusion at the daily activities centres were a theme that emerged in the transcript when the interviewees discussed how the daily activities could be improved. In these main themes, several sub-themes were found during the coding process. Some of the subthemes was organized under other subthemes, to make the data material easier to grasp. As an example of this discrimination was put in under social exclusion and financial and human resources were put under organizational structures during the thematic categorizations process.

Five persons were interviewed in this study. The interviewees were coded into a letter and a number to not disclose their personal information. In this analysis the persons are coded as the following:

Interviewee 1 (P1) was an educated assistant psychiatric nurse that worked for a municipal daily activity centre.
Interviewee 2 (P2) non-educated employed supervisor at a municipal daily activity centre.
Interviewee 3 (P3) was an employed as educated assistant nurse at a municipal daily activity centre.
Interviewee 4 (P4) was employed as a supervisor at a private daily activity centre and had a high school degree in non-healthcare related area.
Interviewee 5 (P5) was employed at a private daily activity centre as supervisor and was an educated nurse assistant.

6.2 Theme; Resources
This theme concludes how resources play a role in social inclusion for PWID and the barriers that are upheld by organizational structures and societal structures at the daily activities centre. In the theme resources two subthemes were found: organizational structure and societal resources.
6.2.1 Organizational structure

When analysing the data there was many comments regarding the organizational structure from all the interviewees. Mostly these comments were mentioned in a negative sense. The interviewees employed by the municipality (P1), (P2) and (P3) described three major reorganizations within the organization structure they belong to in the latest six years. Lövgren et.al (2014) describes that resources are an important part when working towards social inclusion for PWID. (P3) brings forward the fact that there have been three different managers in six years at the specific daily activity centre which he/she works at. The researcher asks (P3) if there is sufficient guidance from the manager at the daily activities centre:

“No, we take care of ourselves. We have no cooperation at all with the other groups, which is a shame because we could easily help a participant in another group to do more activities” (P3)

(P4) and (P5) described how the private daily activities centres suffers from reorganizations as well, under the latest six years the company has been sold two times to different companies. The different companies that have owned the daily activity centre have different management systems and the current focus is on economical cutbacks:

“There is some participants that lives in group-homes that have a decision for a certain amount of help and they are not getting that help. The only reason for that is to save and make money, it is that simple.” (P4).

“The company is fairly big and you would like some resources when they want to increase our daily activity centre, then you have to give some extra resources. For now there has been a stop with that so we have only tried to keep everything on hold.” (P5)

(P3), (P4) and (P5) described that financial resources often hinder social inclusion for PWID that have daily activities, the supervisor’s described that there even though some participants at their daily activities centre could have a job training position there is not sufficient human resources for that. (P5) describes it in the following way;
“If you would have had more staff and more resources for each participant you could work even more with their needs “

The quote by (P5) had resemblance to a quote made by (P3). The researcher asked (P3) what would be necessary to reach social inclusion and an open market employment for the PWID:

“It is not possible for the participants we are working with, it would imply that you could divert one supervisor per participant” (P3).

The human resources that can be allocated for each participant’s individual need at daily activities are of importance for successful social inclusion (Lövgren et al., 2014).

6.2.2 Societal resources
Accessibility is a key term for social inclusion according to Bigby (2012); the ability for PWID to be able to claim their rights. Legislation is a foundation for awareness of such rights. (P1), (P2), (P3) and (P4) have non-or very little knowledge of the legislation that surrounds daily activities. All of the interviewees were unaware of the legislation ultimate goal; that daily activities should lead to an employment on the open labour market. Furthermore, all the interviewees described the legislation is not something that are discussed at their workplace. When asked by the researcher on how law is implemented at the daily activity centre (P5) described it in this way;

“Yeah, we have everything we need, stuff that are like tucked away in binders”

(P4) described the use of legislation in the practice:

"I don’t follow that legislation”

It was brought up by (P1), (P2), (P3) and (P5) that the base for their work was the case officer’s individual plan that were used as a foundation for legislation in their daily activities. Furthermore, it was described amongst the interviewees that the case officer was the right person to inform the participants about their rights and not the supervisor’s. Another pattern that was shown in the statements from all the interviews
was the importance of the individual plan that the case officer sends to daily activities
centre that will be a base for an implementation plan at the daily activity centre. (P1)
problematizes the individual plans with this statement:

“The information have often been inadequate, so it is not sure that the case
officer’s decision has been correct” (P1)

Lövgren et al. (2014) described the importance of a functional collaboration between
organizations regarding PWID; that would imply better conditions for social inclusion
to take place. All of the interviewees described that follow ups on the individual plan is
of importance although the case officers seldom comes to visit the participants at the
daily activities centres. Interviewee (P4) described that many of the participants have a
hard time to get in contact with their case officer’s:

“It is very hard to reach the case officer if you would need to change something”

6.2.3 Summarization and conclusion of theme; resources
There is a clear financial motive towards reorganisations within the organizations where
the interviewees were working. This seems to be regardless whether the organizer of the
daily activity was private or public. It is possible to visualise a pattern in the answers
from the interviewees that economical motives are inflicting with the rights for PWID.
This will have a negative impact on social inclusion for PWID. The quotes from the
interviewees show that resources both human and financial are needed circumstance to
realise social inclusion for the participants. If resources are not allocated towards the
organizations there is a decrease in the possibilities to social inclusion for the
participants.

The organizations also lacks in providing information on legislation both to the
participants and the supervisor’s. It is a problematic circumstance when the supervisor’s
are not aware of the legislating surrounding their role as when they are suppose to work
in fulfilling the aims of this legislation. There is a consensus amongst the interviewees
that the participants at the daily activities centre cannot access their rights due to the fact
that it is difficult to understand the law and also to get hold of the representatives of the
law. The knowledge base amongst the interviewees in legislation is low and
Socialstyrelsen (2008) demands knowledge for the staff surrounding rights for PWD and the legislation that is relevant for daily activities.

6.3 Theme; Barriers against inclusion

The theme barriers against inclusion consisted of barriers that prevented social inclusion from taking place for PWID at the daily activities centres. The barriers against social inclusion are defined as when an individual is not able to take part in society (Gustavsson, 2010). Barriers to inclusion can be divided into two different subthemes: social exclusion and staff attitudes.

6.3.1 Social exclusion

Loneliness amongst their participants is brought up by (P1), (P2) and (P4) and (P5), they describe that it is often the case that the daily activities works in a good way for the participants but the private life for the participant is described as lonely. The loneliness is described as social exclusion from the interviewees’ perspective. (P4) gave a description of this social exclusion:

“…they get treated different by some other individuals, some get scared and so on. From that the participants also get the idea that they are not really normal.”

(P1) described that the mere fact of having the right to daily activities creates a fear of being socially excluded:

“…it is just that they do not want to enlist to daily activities, you’d like to be like everyone else”

In the same sense (P2) defined how some of the participants feel at the daily activities when they are in the society and what the effects are of social exclusion for PWID:

“As an example; when you go downtown that you don’t feel alone, to feel that you belong to something. Many of the persons that sits at home are alone because then they are alone instead of being alone amongst others.”

The interviewees also gave examples of discriminatory actions made by the public aimed towards PWID will be brought up to provide the complex picture of upholding
structures of social exclusion. Clement & Bigby (2009) described that the public attitude in a discriminatory aimed towards PWID creates an impact on how they perceive themselves.

(P5) described that one of his/her participants went out on a job-training placement and were forced to only clean the toilets and nothing else. This type of discrimination when the participants had job-training placements was also described by (P1) and (P2);

“I have experienced that a participant where I have been involved, when it was time to negotiate the company phoned me and said; the job centre agency will retract the salary benefit. Then I realised that the company will not have him/her there anymore, that’s just the way it is.” (P1).

“We meet a participant that had been on a job training employment at a private company, he/she liked his work and was promised an employment by the company which never were realised.” (P5)

Discrimination and stigmatization aimed towards PWID on the open labour market is frequent and composes a threat towards social inclusion (Verdonschot, De Witte, Reichrath, Buntinx & Curfs, 2009).

6.3.2 Staff attitude
The second subtheme found regards the supervisor’s own opinions about social inclusion. Bigby (2009) described that the staff attitudes can help realise or put limitations to social inclusion for PWID. Furthermore, it is described that staff often emphasises to be seen in the society rather than participating in societal activities.

When asked by the researcher on how social inclusion is implemented within the daily activities (P3) described it in this way:

“We head out on different activities, we try to go downtown sometimes and take a coffee, to go on a walk is often enough for our group.”
(P5), (P1) and (P4) described a similar answer as (P3) on how social inclusion is implemented at daily activity centre for the participant:

"…I guess we have groups that also are out in the society in general” (P5)

"We can only offer activities and provide information then the participants decide themselves” (P1)

"We don’t really have any plan for social inclusion” (P4)

One of the interviewees (P4) described a participant at the daily activity centre that was on a job-training employment but the participant decided not to continue. When (P4) was asked by the researcher why he/she decided not to continue, (P4) responded;

“Yes, he was very lazy or I don’t know, maybe he/she liked things as it was.”

In a similar quote as (P5) described a participant who did not like his/hers daily activity centre and would like to change:

“You say that you want to work at another work but you don’t want to work here. For me to be able to call a company and say something that you want to work there you have to work here. Because you only sit in the sofa when you are here.”

As an example of discrimination due to staff attitudes (P2) brings up when he/she visited another daily activity centre at lunchtime:

“…when they were going to eat lunch the supervisor’s sat at one table where the participants were not allowed to sit.”

6.3.3 Summarization and conclusion of theme; barriers against inclusion
There is a clear view from the supervisor’s interviewed in this study that the participants are exposed to a fair share of discrimination and social exclusion when they are out on activities in the society. The supervisor’s want to protect the participants from this, by keeping them within the group and by doing activities together with the group. The quotes in this theme also reflect a view where social inclusion is defined and limited by
the supervisor’s interviewed. The daily activities that should endorse social inclusion for the participants seem to have focus on being seen in the society rather than participating together with persons without disabilities. Bigby (2009) states the staff attitudes have a great impact on how social inclusion is realised. On the other hand in some workplaces on the open labour market the PWID feels alone and discriminated and this will not endorse social inclusion. The supervisor’s described clearly that the opinions from the public towards PWID make a difference on how they perceive themselves in a negative sense.

6.4 Theme: Possibilities for developing social inclusion at daily activities centres
This theme is based on the data material when the interviewees described improvements for social inclusion at the daily activities centre for PWID. During the categorization of this theme, three subthemes emerged: personal goals, individual planning and intellectual impairment.

6.4.1 Personal goals
The first sub-theme under theme three was identified in the data material as when the interviewees spoke about personal goals for the participants at the daily activity centre. All of the interviewees defined personal goals for the participants as important when constructing the daily activities. (P1), (P2), (P4) and (P5) described that the personal goals is what comes first and constructs the daily activities on a daily basis. (P1) describes the complexity when other persons such as case officer’s tries to implement goals that they consider as the best for the participants.

"There are participants that have daily activities that doesn’t have any other personal goal than to continue with that”

All of the interviewees concluded that personal goals are very important for the participants and that the goals need to be realistic and achievable. The key was according to all the interviewees to work with success rather than failure:

“We have to make them believe that they can achieve their goals, not for the participants just to have a written goal on a paper that says you will have an employment.” (P5)
In the study by Eklund et al. (2014) the personal goal setting was concluded to be of importance at the daily activity centre, by completing personal goals the participants can set new goals and develop as human beings and take on larger goals.

### 6.4.2 Individual adaption

When analysing the transcripts the individual adaption was a subtheme that all of the interviewees brought up under the interviews. Shakespeare (2006) concludes that the individual is aspect of the disability and the capability of the individual is of importance to take into consideration in order to not label all PWID as an entire group that have the same functionality. All of the interviewees concluded that they work with individual adaption and underpin the importance of doing so for the benefit of the participants at the daily activity centre. (P1), (P2) and (P3) followed the same structural scheme when setting up personal goals and doing the follow ups. (P1) described how they work with personal goals:

> “Our daily activities are very adapted to the participants, for them not to get stuck in something but rather to develop and to take on new goals.”

(P3), (P4) and (P5) concluded that the structure of their daily activities centres are not flexible enough, they described that there is only so much we could do at the daily activity centre. The daily activity offered is limiting the participant rather than developing. The daily activities centres can become static and provide certain activities on forehand that the participant will have to adapt to. (P4) described participants that are obliged to do things because that is what the daily activities centre can offer as an activity:

> “…to just sit in the daily activity centre and packages goods into crates, it doesn’t develop anyone. There are participants the can make progress that just are stuck doing the packaging.”

To meet the individual needs (P5) described that the structure in the daily activity centre he/she works at, the participants were sitting alongside on the weekly staff meetings to draw up framework for what the daily activities centre will do. They had also invited the participants to after work, which was organised by the daily activities centre. (P5)
described that these measures were a way to diminish barriers between staff and participants at the daily activities centre.

6.4.3 Intellectual impairment

The degree of the intellectual impairment was discussed by all of interviewees but in described in different aspects, although all interviewees concluded that the degree of intellectual impairment played a role they had different thoughts on how. (P3) and (P4) was reluctant towards the possibility to open market employments for their participants due to the severity of their intellectual impairment, they concluded that the resources was not available for this task. Mostly due to that the participants had complex psychiatric diagnoses in combination with intellectual impairment. (P4) and (P5) who worked for a private company stated that the combination of psychiatric diagnoses and intellectual impairments made it much harder to get an employment on the open labour market:

“…as it looks now it is difficult to include the participants because there are so many different diagnoses amongst the participant at the daily activities centre” (P5)

The interviewees who worked for the municipality; (P1), (P2) and (P3) described that their organization had a lot of different daily activities centre to offer due to their size. On the other hand they described other issues related to the intellectual impairments, the need for the participants to accept that they had an intellectual impairment and were in need of support and help. (P1) and (P2) described in detail that the stigmatization of intellectual impairments from persons in the society makes the participants reluctant to state that they might need support in reaching an employment;

"They want to be like everyone else, this is the challenge. The participants are offered possibilities for support and if they don’t want to take part of that, well then they become socially excluded in some sense.” (P2)

In the study conducted by Verdonschot et al. (2009) the degree of the intellectual impairment is stated to be a very important part of on what possibility there is to an employment on the open labour market for PWID. (P3), (P4) and (P5) concurred with
the idea of employment on the open labour market for PWID on equal terms, but in the same sense they state that it is highly unlikely that this would have happened at the daily activities centre they work at. (P5) described one person that had gained a wage-subsidised employment from the daily activities centre he/she worked at. (P1) and (P2) described that eight persons have left daily activities for a wage-subsidised employment last year, they also state that the severity of the intellectual impairment creates barriers to which type of employment or work that can be suitable or accessible for the participant. When asked by the researcher about the possibilities towards work on equal terms:

“A wage-subsidised employment is not on equal terms if it doesn’t not pass on to an indefinite employment, that has never happened during my 10 years career at this job.” (P1)

6.4.4 Summarization and conclusion of theme; possibilities for developing social inclusion at daily activities centres

The stigmatization regarding intellectual impairment is something that was brought up by the interviews as hindering participants to access help and the support that they need. From the quotes in this theme it is possible to view a disparity between different intellectual impairments, mostly regarding the severity of the impairment. In order for the participants to get the right type of help that they need there is need for the participant to be in the right group where help can be individualized. Personal goals are affected by the self-image and self-esteem that the participants have; the orientation in striving for success in fulfilling personal goals seems to be a common belief amongst the interviewees. The individual adaption after capability is important, but as presented in theme one; the participants have problems to access their rights and then the likelihood of changing daily activity centre is not that vast. There is a risk that the daily activities becomes static and that the participants will have to choose what the daily activities can offer, which is not corresponding with individual adaptation. Another important aspect amongst the opinions presented from the interviewees were that case officers, supervisor’s and managers tried to implement what they thought was best for the participants without listening to the participants opinion. This pattern has been seen in the study conducted by Bigby et al. (2009). When staff tried to implement their
agenda and working after a “normalisation” plan, this differentiates integration from inclusion.

6.5 Connection to theoretical framework

The activities at the daily centres are often stationary; this implies that the participants at the daily activities centres even though they have an individual plan they still are left in a group format. Activities are often planned and executed within the group, contacts with external persons in the society is an exception. Nota et al. (2014) defined social inclusion as being part of everyday life in the society. It can be debated if this could be done when there is no plan for social inclusion and almost no contact with persons without disabilities except for the supervisor’s working at the daily activities centre. It is possible to argue that in this sense the daily activities centres exclude PWID from the society rather than to include them. Many of the activities done at the daily activities centre are not of the character that they eventually will lead to a work on the open market employment. Lövgren et al. (2014) argues that an activity in the daily activity centre should be of the character that the participant could eventual achieve an employment on the open labour market. Even though some of the participants had a wage-subsidised employment, not one participant had reached an employment on equal terms as persons without disabilities. The description that no participant had reached an employment on equal terms is shared with Gustavson et al. (2005) who describes that the group of PWID that they followed for 30 years there was no one that had achieved an employment on equal terms as persons without disabilities.

The equal terms are another issue that became apparent from the transcripts; when the participants reached a wage-subsidised employment or a job-training placement, which can be seen as a step towards equal employment, they were not able to take the next step due to their intellectual impairments and stigmatization from the society. Verdonschot et al. (2009) presented a theory for social inclusion where it was stated that PWID reach the open labour market but almost never with on equal terms. PWID are discriminated salary wise but as demonstrated in the interviews even being discriminated in what work tasks they will have to do. The wage-subsidised employment and job training placement does not have the same rights as indefinite employments, which again exposes PWID to discrimination when entering the open labour market.
Gustavsson (2010) brings up social inclusion for PWID and that this implies that being socially included is to take part of social relationships. The statements from the interviews presented problematic staff attitude and that some supervisor’s thought that it was important to separate the staff and the participants. On the other hand the interviewees provided answers that they tried to socially include the participants by doing things that they considered to be “normal”. Many times the participants felt left out and starred at which lead to that they did not want to participate in activities that took place out in society. A problematic issue in taking part of social relationships is to not just be seen in the society but also to have interaction with persons without disabilities. The focus on the social inclusion according to the interviewees was often to take a coffee or go to a restaurant but the only contact to persons without disabilities was the supervisor’s. The social inclusion aspect on the daily activity centre is of importance due to the fact that the interviewees stated that the participants were lonely and had few relationships at their free time. Gustavsson (2010) also stress the psychical inclusion that the participants had little of. When they needed to go anywhere the car that was in the daily activity centre brought the participants there, in this sense there was no need for the participant to take public transport.

Societal inclusion is defined by Gustavsson (2010) to be when PWID will have accessibility to rights and equally participate in the society, based on the interviewee’s answers it is possible to conclude that PWID suffers from social exclusion due to financial motives and discrimination that blurs their rights. The influence from the PWID and what they would like to do is often decided by somebody else, the equality does not oblige to everyone; this is intertwined with the intellectual impairment. The more severe the intellectual impairment is, the more other persons tend to make decisions surrounding your life and also decide what you would like to do. As for the rights they seem to be connected with the economical state of the organizer of the daily activity, if the resources are available then it is possible to do certain activities. If the resources are not available then the participants will have to do what is offered to them, whether the activity was adapted to them or not.

When it comes to functional inclusion according to Gustavsson (2010) it can be stressed as that the participants at the daily activity centre often was doing things on their own
and that there in general was a clear boundary between staff and participants. The supervisor’s also tried to protect the participants from the discrimination in the society; examples of this were that they did activities in the society on occasions when few persons were around. What could be seen in the data material is the supervisor’s at the daily activities centres often created limitations unintentionally by creating structures that are adapted to persons without disabilities. There is also possible to identify an underlying need for the supervisor’s to define and separate the staff and the participants into them and us. Examples show that staff at some times sits and eat together far away from the participants at the daily activity centres in a table that is prohibited for the participants. Other comments presented in the data material indicated that the participants were in their own team and the majority of supervisor’s referred to the participants as “them”. To gain more influence the initiatives made by a supervisor is a great example of practical functional inclusion by doing things together. The participants were at the same meetings as the supervisor’s and that the supervisor’s was out an after work together with the participants, this could describe as the meaning of being socially included. It can be concluded that a start for working with social inclusion at the daily activities centre would be to include and let the participants influence the activities to a much higher extent.

7. Discussion

7.1 Result discussion
Social inclusion can be concluded as an ideological belief in this context, it is possible to conclude that the paradigm presented in the previous research section provides an explanation. The theoretical order is not followed in practice when it comes to the daily activity centres investigated. As for the supervisor’s there was a low understanding and knowledge of legislation. The legislation is supposed to provide guidelines on how to provide meaningful daily activities for the participants. The data material also presented a view from supervisor that the legislation was not very important for their work although the participants had also problems in understanding their rights. There was correspondence with the previous research in this area. Many of the conclusions and problems presented in the previous research have been found in the interview transcripts.
There is another important aspect that the data material presents, the fact that some participants are content with their life situation and with their daily activities. Another possibility is that this is intertwined with the supervisor’s attitudes, the idea of that a PWID should have an employment on the open labour market on equal terms is agreed upon, but in reality all the supervisor’s interviewed concords to this as almost impossible. The reasoning by the interviewees brings forward is supported by Lövgren et al. (2010) who points out that the open labour market is constructed for persons without disabilities. This creates focus on integration to the “norm” rather than social inclusion. The intellectual disability also plays a part; some task can be complex at a workplace. Once again individual planning is important if the participant is content with his or her life situation it can be questioned if someone else should try to enforce a different opinion.

When overlooking the supervisor’s standpoints the chances for their participants to be included on the open labour market are fairly small, on equal terms. On the other hand there have been some participants who now achieved a wage-subsidised employment on the open labour market. But as Oliver (2013) discusses the desire from the participant is the most important not what persons without disabilities think is the best for PWID. This is intertwined with the personal goals as with all humans. What can be concluded is also that the supervisor’s view on the participants was not the most crucial even though there were some examples of discrimination. Societal expectations and discrimination of PWID was according to the supervisor’s the largest issue and the one thing that were most difficult to overcome in order to be included in the society. The societal focus can be concluded as aimed towards production rate instead of seeing the capabilities and the contribution of variety that PWID can bring on the open labour market.
7.2 Conclusion

The findings in this study summarizes into some conclusions, this is to clarify the major findings in this study:

- There is a lack of discussion and creating plans for how to achieve social inclusions for the participants at the daily activities centre.
- The knowledge base of the supervisor’s regarding legislation is not very vast.
- Daily activities are much dependent of human and financial resources for social inclusion to take place.
- The attitudes regarding social inclusion of the supervisor’s are important and play a great role for the structure of daily activities.
- Social exclusion for PWID at open market labour employments is frequent; the supervisor’s believes this to be connected with the non-equal terms for the group.
- Daily activities investigated PWID in this study do not lead to employments in the open labour market on equal terms as persons without disabilities.
- In order to improve social inclusion for PWID at the daily activities needed is; individual adaption in the activities, setting achievable goals in order to enhance self-esteem, sufficient resources to achieve the goals and a high degree of influence from the participants.

These major findings present a clear picture of the problems that PWID face in their work life that is considered to be a major life area. The result describes the importance of respecting every single individual personal goals and aims with their life. Self-determination is of great importance for all humans, PWID suffers from the fact that third parties inflict with their life. The infliction takes place in politics, employment and in the free time. By letting PWID gain more influence over the work situation at the
daily activities centre, their opinions will come through and this will certainly be beneficial for the development of self-determination and social inclusion.

7.3. Methodical discussion
When tackling the subject of social inclusion in this study some important methodical aspects are of importance to discuss, what was noticed during the interviews was that there was reluctance by the participants to answer fully when questioned. In some answers, specifically questions about legislation the interviewees tried to give some form of opinion about it even though they stated they knew very little. The interviewees that worked for a private company did not openly criticised the economic motives for the lack of resources, but when the tape recorder stopped they gave some private opinions. These thoughts were opinions that the interviewees were reluctant to say when the tape recorder was on even being aware of their anonymity in this study. There is a possibility that supervisor’s at daily activities centres will answer differently if they would answer a questionnaire. Measurement bias is something that needs to be discussed in a qualitative study, especially when it regards sensitive questions such as human rights. There is a possibility that the interviewee’s answer were made in a political correct way to please the researcher or to reflect public opinions. Attitudes could be disclosed for private situations. The researcher of this study who has a background in social work made the conversations easier with the supervisor but on the other hand there is also a risk that personal biases might have influenced some of the questions. The previous research was partly based on other settings rather than daily activities but still regarding PWID. This implied that the findings would have to be transferred into a setting that they have not been tested in, the solution to this was to look at previous studies made by different research methods as a form of triangulation. The theoretical framework was another issue in this study; the lack of previous studies on the same subjects and the same setting was difficult to overcome. The previous research was in need of being compared to other research conducted in the area to grasp a conclusive stance on social inclusion for PWID.

7.4 Research limitations
Rubin and Babbie (2011) states that qualitative research is not constructed to generate causal connections that can be generalizable to other settings. This study has not had the motive to explain the situation for social inclusion at daily activities centre in general or
as a whole. The study has aimed to provide explanatory answers of social inclusion at daily activities centre for PWID. Five supervisors have been interviewed and they represent a small sample of the supervisor’s working at daily activities centres in Sweden. This limits the study to find patterns amongst a small sample. In order to create generalizable results other types of research methods is needed. The lack of Swedish academic literature presented a problem to this study as well to the field of disability research. It is hard to draw general conclusion of the effects of daily activities for PWID in Sweden due to the small amount of conducted research. On the other hand the limited previous Swedish research should not hinder a researcher from conducting a study, important findings could be found which can contribute and stimulate further research.

7.5 Further Research
The previous research within this field in a Swedish context can be described as few. To be able to achieve the ultimate goal that is highlighted in this study, that daily activities for PWID should lead to open labour market employments there is need for improvements. These improvements can only be gathered by conducting scientific research. A smaller qualitative study can provide material and hypothesis for conducting a larger quantitative study. Due to that the aim and guidelines are not very clear at the daily activities centres is difficult to examine and evaluate them. Attitudes amongst supervisor's and the public regarding social inclusion for PWID are possible to study with questionnaires, this in order to enable generalizations and causal connections. It also serves the purpose to evolve the service provided at the daily activities centres, it is possible that these findings could enhance the validity of this study in particular. When conducting this study it is important to remember that the supervisor’s opinions is their own opinions and does not reflect the opinions from PWID. Suggestions for further research could be to interview PWID about their view of social inclusion.
8. References


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9. Attachments

9.1 Appendix 1, Interview guide

Introduktion

1. Berätta lite om dig själv och vilken utbildningsbakgrund? (t.ex. vilken roll/funktion du har på av att arbetet samt vilken erfarenhet du har av att arbeta med personer som har en funktionsnedsättning?)

Frågor om lagstiftning i relation till den dagliga verksamheten?

1. Beskriv hur lagstiftningen kring daglig verksamhet ser ut?

2. Hur använder ni er av lagstiftningen i er verksamhet?

3. Vad är din personliga upplevelse om den lagstiftningen som finns kring den dagliga verksamheten?

4. Hur upplever du att lagstiftningen påverkar möjligheterna att aktivt delta i samhällslivet för personer med intellektuell funktionsnedsättning?

Frågor kring social inkludering

6. Beskriv målsättningen/syftet med er verksamhet?

7. Hur skulle du definiera begreppet social inkludering?

8. På vilket sätt spelar den intellektuella funktionsnedsättningen roll i den Dagliga verksamheten?

9. Hur arbetar ni med social inkludering i er verksamhet?
Frågor om möjligheter till social inkludering?

10. Vilka möjligheter ser du för era deltagare att kunna nå ett arbete på den öppna arbetsmarknaden och på lika villkor som icke-funktionsnedsatta personer?

11. Hur kan daglig verksamhet leda fram till social inkludering för personer med intellektuell funktionsnedsättning?

12. På vilket sätt tror du handledarnas åsikter spelar roll för utformningen av den dagliga verksamheten?
Appendix 2, Informed Consent

Information och medgivande om forskningsstudie vid Högskolan i Gävle (HiG).


Syftet med denna studie är att titta på hur och om daglig verksamhet skapar social inkludering för personer med intellektuella funktionshinder utifrån en handledares perspektiv. Eventuella frågor som uppkommer efter intervjun besvaras givetvis och det går bra att använda mina kontaktuppgifter nedan.

Jag ger härmed mitt samtycke till att frivilligt att delta i denna studie

_____________________________ Deltagare i studien

Med vänliga hälsningar /
Jakob Christiernin

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