Annual Evaluation Report 2022

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Daily Living in Mandy's Farm Residential Services: An Auto-Photography Evaluation

Mandy's Farm is a direct service provider for individuals with intellectual and developmental disabilities (IDD) in the Albuquerque area. The organization champions the independence of their clients and supports them through a variety of programs. These programs include employment services, equine therapy, day services, and residential services, among others.

Mandy's Farm goal for this evaluation was to develop a person-centered evaluation approach of two outcomes of the residential services: Independence in daily living, and relationship building. The Evaluation Lab team and Mandy's Farm (i.e., the evaluation team) designed a autophotography and photo-elicitation pilot to enable any interested resident, regardless of disability, the opportunity to participate in the evaluation. The work that followed has the potential to provide Mandy's Farm with a tool to communicate their impact and improve programming, and to build a degree of understanding in how to honor the perspectives of individuals with intellectual and developmental disabilities.

Mandy's Farm staff facilitated data collection, and along with the Evaluation Lab analyzed and interpreted the data. The resulting work shows residents making informed choices, have personal control of their life, and are supported by both natural and paid relationships, while being provided with the resources necessary to lead an independent life. The data also suggest that residents exercise the same basic human rights as other citizens and are valued for their contributions to their community.

Future partnerships between Mandy's Farm and Evaluation Lab have the opportunity to build on this pilot activity in such a way that streamlines the activity's process, measures other outcomes of interest, and communicates data to key stakeholders in a way that clearly and accurately illustrates the impact of Mandy's Farm's programming.

Introduction

Since 2000, Mandy's Farm has "assist[ed] individuals with developmental disabilities in achieving their goals for living, learning, and working in the community" (Mandy's Farm, n.d.). The organization highlights three values which inform most decision making: Community, Growth, and Inclusion. Mandy's Farm has three locations in Albuquerque and supports more than two hundred individuals, mostly adults, and their families. Mandy's Farm strives to meet the needs of individuals with disabilities by supplementing state Medicaid funding with donations, grants, and volunteer support.

This is Mandy's Farm's second year with the UNM Evaluation Lab. In continuing to build this relationship, the evaluation goal was to assess their residential program[1]. The program provides individuals with intellectual and developmental disabilities with supported living. To meet their goals, Mandy's Farm follows person-centered thinking goals. Person-centered thinking respects and supports those with IDD to:

- Have informed choices
- Exercise basic civil and human rights as other citizens
- Have personal control over the life they prefer in the community of choice
- Be valued for their contributions to their community
- Be supported through a network of resources, both natural and paid

These five goals inform Mandy's Farm program design. As there are several outcomes to the residential program, this evaluation focuses assessing two of these outcomes: (i) building *friends and relationships*, and (ii) *agency and independence in daily living*.

To assess Mandy's Farm's residents' experiences with building *friends and relationships* and their degree of independence and agency regarding *daily living*, the team identified an evaluation methodology that allows residents to contribute their own perspective. For a method to meet the standard of respecting individual agency and being inclusive, it had to be accessible to all residents, including those who are non-verbal. After researching many options, the team decided that an autophotography and photo-elicitation approach would be the most effective in meeting the diverse needs of Mandy's Farm residents.

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[1] Mandy's Farm's residential services are divided into two categories: supported living and customized in-home supports. Supported living assists clients who live on Mandy's Farm property where they are given "a variety of opportunities to build community connections… [,] develop new relationships, expand their interests, and broaden their abilities" (Mandy's Farm, n.d.). Customized in-home supports, on the other hand, assists individuals living with developmental disabilities thrive in a "typical family setting, with either their own family or a surrogate family they select" (Mandy's Farm, n.d.).

Autophotography asks participants to take photographs of their environment and then using the photographs as actual data. It captures the world through the participant's eyes with subsequent knowledge production (Glaw et al., 2017). In contrast, Photo Elicitation uses photographs or other visual mediums in an interview to generate verbal discussion to create data and knowledge. Different layers of meaning can be discovered as this method evokes deep emotions, memories, and ideas. Photo elicitation interviews contribute to trustworthiness and rigor of the findings through member checking (Glaw et al., 2017).

The autophotography and photo elicitation activity asked residents to take photos of specific prompts which are linked to the person-centered thinking goals. These photos were then analyzed through a multi-step process described below (Glaw et al., 2017). Data collected from this evaluation are for internal use since images might make clients identifiable.

This evaluation prioritized individual agency through inclusive methodological approaches which centered the residents' perspectives in measuring success for key outcomes. Mandy's Farm indicated early in the partnership with UNM's Evaluation Lab that the activity was to be designed in a way that highlighted residents' perspectives. This approach complements current evaluation practices which rely on caregiver interviews and observational data to assess the effectiveness of various interventions (Watling & Dietz 2007).

Work Performed

Mandy's Farm's residential program provides long-term services to its clients, some of whom have remained residents for over a decade. However, documenting and demonstrating success from the point of view of clients has been challenging. One of the difficulties this creates is communicating to external stakeholders the value the residential program provides to residents, their families, and the public. Mandy's Farm aims to not only provide a safe home for residents, but to create an environment where individuals with intellectual and developmental disabilities (IDD) flourish.

In addition to designing an inclusive evaluation approach, the team prioritized making the activity a positive experience for residents and staff, as both groups would be dedicating meaningful time and effort to the evaluation activities. This evaluation's design is a low stress activity that captures data on *daily living* and *relationship building*.

Data collection approach:

We asked Mandy's Farm residents to take pictures of their daily lives, in accordance with prewritten prompts, with the help of on-site staff. The prompts addressed the five person-centered thinking goals. The Evaluation Team also designed an analysis plan based on the literature and the specific needs of the project to ensure systematic data analysis and

interpretation (Appendix C).

The data collection method created a visual narrative that enabled the Evaluation Lab and Mandy's Farm to identify emerging themes that align with the outcomes of interest.This method was used at the Univerity of Minnesota to analyze the well-being of adults with IDD (Anderson, 2019). The results from this evaluation closely align with the objectives of Anderson (2019), who lists *being*, *doing*, and *belonging* as the key themes. *Doing* is concerned with the activites a person does; *being* relates to self-identity and autonomy; *belonging* is attributed to community. The study concluded that photo-elicitation is an appropriate means of collecting data on individuals with disabilities.

For this evaluation, we built upon the existing literature through Mandy's Farm Rubric, which identifies level of goal achievement (see Figure 3). Specifically, in terms of *relationship building*, thriving occurs when an individual with IDD creates bonds with people both with and without disabilites. Thriving *daily living* shows full autonomy of identity and daily activity. *Daily living* is considered successful if the resident exercises control over their personal life which includes, but is not limited to, where they work, live, and spend their leisure time. Success for the outcomes of interest are defined in depth in Figure 3.

Mandy's Farm on-site staff facilitated the activity which is comprised of 10 prompts and does not limit the number of photos that participants can take for each prompt. The activity protocol (Appendix B) asks residents to photograph factors of their daily life. When developing the activity protocol, the Evaluation Lab team prioritized person-centered thinking[2] and used inclusive, accessible language. For decades, disability rights activits have been rallying behind the mantra: "Nothing about us without us" (Charlton, 1998). By using person-centered thinking, each resident's experience is put at the forefront which honors individual agency and autonomy. This approach helps Mandy's Farm align its evaluation plan with its mission. Appropriate language for the protocol was informed by Jen-Yi et al.'s (2015) reseach and made is so that the activity's language can be understood verbatim by the client or could be objectively interpreted so there is nothing lost in translation. The activity prompts were workshopped with Mandy's Farm staff in order to refine the prompts to appropriate, accessible language.

Mandy's Farm has 3 homes with 12 residents in all. Of those, 8 residents of 2 of the homes agreed to participated in the activity. To promote inclusiveness there was no limit placed on the number of participants and all Mandy's Farm residents were invited to participate. Participants and their guardians completed a consent form (Appendix A). The activity followed the Mandy's Farm standing photo release policies. The Evaluation Lab team produced a consent form to be distributed to participants which permitted the team to use photographs obtained only for data analysis purposes and requires that the data be deidentified.

Data Analysis

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[2] A process of examining the individual's values, strengths, needs, and skills to set the foundation for developing an individual support plan (ISP). Person-centered thinking respects and supports those with IDD to (1) have informed choices (2) Exercise the same basic and human rights as other citizens (3) have personal control over the life they prefer in the community of their choosing (4) be valued for contributions to their community (5) be supported through a network of resources that are both natural and paid.

To analyze these data, we followed an evaluation plan modified from Glaw et al. (2017). We decided to use a 6-step plan (Appendix C):

1. Conducting the autophotography activity

2. Organize all photos by individual and then by prompt in two different slide decks.

3. Detailed analysis (code data by themes depicted in photos). (Appendix C)

4. Structured analysis (create graphs and/or tables to present the different categories).

5. Interpretive analysis (interpret the findings in prose).

6. Formal report

Results

Detailed analysis results

Before assessing what the photos reveal about Mandy's Farm's success in acheiveing their person-centered thinking goals, the team analyzed the photos for emerging theme by promt.

Theme: Friends and relationships

Two prompts explored residents' close relationships:

Prompt 1: "take a picture of your favorite people,"

Prompt 2: "who have you enjoyed spending time with recently?"

Mandy's Farm residents identified parents, family members, romantic significant others, and most commonly, support staff. While there is a possibility that some residents may have selected a person who was most convenient to take a photo of, there were several examples of close relationships. First, multiple residents took photos of the staff picture board in order to take a photo of a staff member who was not currently working. Second, during the debriefing, the Mandy's Farm team described a deep friendship between one of the residents and their support staff which carried beyond work hours, in part because of strong bond over a favorite sports team. The photos of people who residents have enjoyed spending time with recently showed a range of relationships from housemates, to support staff, to romantic significant others. The debreifing added context to these relationships and also revealed the role that the organization and its staff play in facilitating these relationships.

During the pandemic, it became even more challenging to facilitate and support relationships. Prompt 3: "take a picture of the way you connect with people" shows the range of methods residents keep relationships going. From smartphones, tablets, and computers, it is clear that technology is vital to sustaining the connections that residents have outside of Mandy's Farm. One photo showed a picture of a tablet with many different pictures of loved ones. The debriefing helped clarify that this technology is a means for nonverbal clients to communicate with both staff members and those external to Mandy's Farm. The data showed residents receive the tools to express themselves and are supported through the staff in using the various technologies. This is one example of how Mandy's Farm provides the support to make sure that all residents have the opportunity to foster a wide range of relationships inclusive of all communiciation abilities and modalities.

Theme: Making a house a home

Mandy's Farm residents showed many ways in which they make their houses their home. From chores to preferred leisure activities with others to spaces for alone time, Mandy's Farm residents have distinct preferences. The prompts to elicit this information were:

Prompt 4: Favorite ways to help at home

Prompt 5: Something you like to do alone

Prompt 6: Something you like to do with others

Prompt 7: A place you go for privacy/to feel safe

The photos for preferred chores show the most variety compared to other prompts. Each resident had strong preferences for chores and the photos helped show how chores empower residents to feel ownership of their home and their spaces.

The prompt exploring where residents go to feel safe was the most consistent: every resident took a photo of their bedrooms. That is not to say these rooms were identical, however. The residents' bedrooms revealed so much of their personalities in one photograph. From tidy to a little messy, from a room filled with Frozen™ collectables versus a room with sports memorabilia, to different sizes of beds and different colors of quilts, Mandy's Farm residents get to decorate to their personal preferences which again reflects the person-centered thinking goals of having personal control over the life they prefer.

Residents also captured a wide range of preferences for how to spend their time with others. From planning activities out in the community, such as lunches at a restaurant, and or staying in and spending time with their roomates watching movies, residents showed that even during this stage of the pandemic, they have many choices in how they spend their time.

Theme: Personal growth

Mandy's Farm works with residents on setting and achieving personal goals. Two prompts were developed to gather data about residents' personal growth: Prompt 8: "what choice have you made that you are proud of" and Prompt 9: "what new skill have you learned recently?". These prompts each generated about half of the number of photos of the other prompts. This is significant because it begs the qestion of why there were fewer responses. As a team we discussed the relatively lower number of photos, and while part of the lower response may be due to the fact that these prompts were at the end of the activity, the team also concluded that the residents may not have been as familiar with these type of questions compared to some of the other questions. However, the photos that were taken contributed were quite impactful. One resident took a photograph of a photo of himself at his high school graduation. One resident took a picture of a walker and noted learning how to use the walker and feeling pride in walking more. One resident was proud of using a calendar more consistently. These photos reveal that Mandy's Farm residents feel proud of their accomplishments and are working to do meaignful things with their lives.

Least Favorite Question: "The Favorite Part of Today"

One prompt that was not as successful for a slightly different reason as the personal goal

related questions was the final prompt, "What was your favorite part of today?". While this question generated some photos which helped better understand residents' experiences, it was not a successful prompt mainly because it was not taken at the end of the day, so it was hard to identify a favorite part. Also, it was challenging because residents were being asked to take a picture of something that was not necessarily easy to photograph. We would recommend removing this question in the future and adding a question that is easier for residents to answer.

Structured analysis results

After reviewing photos for emerging themes, we then categorized how the photos from the specific prompts mapped on to the person-centered thinking goals, which is depicted in the table below.

Table 1: Using Prompts as a Tool to Assess Person-Centered Thinking Goals

Person-Centered Thinking Goals	(1) Personal control over preferred life	(2) Have informed choices	(3) Valued for contributions to community	(4) Supported through natural and paid network of resources	(5) Exercise same basic civil and human rights as other citizens
Prompt 1: Favorite Person	✓			✓	
Prompt 2: Someone you spent enjoyable time with recently	✓			✓	✓
Prompt 3: A way you connect with people	✓	✓	✓	✓	✓
Prompt 4: Favorite ways to help at home		✓	✓		
Prompt 5: Something you like to do alone	✓	✓			✓
Prompt 6: Something you like to do with others	✓			✓	
Prompt 7: A place you go for privacy/to feel safe	✓	✓	✓		✓
Prompt 8: A recent choice that made you feel proud	✓	✓	✓		✓
Prompt 9: New skill	✓	✓	✓		
Prompt 10: Favorite part of today	✓	✓		✓	

* Checks represents data availability to assess each specific goal

This matrix (Figure 1) illustrates the person-centered thinking goals that each prompt addresses. The checkmarks indicate that the photographs generated by a specific prompt contibuted evidence toward the corresponding person-centered thinking goals. For example, several of the photos generated by Prompt 1 were pictures of residents with support staff. These photos all provide evidence for both Goals 1 and 4, indicating that Mandy's Farm

empowers their residents to have control over the life they prefer as well as supports them with natural and paid networks of resources. There were several diffferent types of relationships which were showcased for this prompt as well as different modes of communication. This indicated that residents have the agency to choose who they spend their time with and how they elect to communicate with that person. Though there was variance, the majority of the "favorite persons" were staff members, both that were on shift and some who were not on shift during the time that the activity took place. In those cases, residents located the staff member;s photo on the wall to acknowledge their favorite person. These strong relationships with staff members are indicative of a broad network of resources.

It should be noted that the abscence of checkmarks for prompts in the matrix (Figure 1) does not indicate that Mandy's Farm lacks the capacity to achieve that specified goal, rather, it suggests that these specific prompts did not yield evidence for these goals. Additional prompts could be developed which would be more effective at gathering evidence.

Finally, we used the descriptive thematic analysis and the structured analysis (represented by the matrix) to complete the rubric for the specific priority areas for this evaluation for Mandy's Farm: *friends and relationships* and *daily living*. The photos produced compelling evidence that Mandy's Farm is <u>thriving</u> when it comes to creating an environment for residents to build friends and relationships. The photos also produce evidence that Mandy's Farm is successfully meeting the criteria for <u>thriving</u> in daily living as well. This activity did not assess work environments, so this evaluation cannot speak to that part of the thriving definition.

Figure 3: Rubric for Assessing Outcomes

	Failing	Developing	Achieving	Thriving
Friends & Relationships	Adults with disabilities rely on paid caregivers and/or immediate family for socialization.	Adults with disabilities develop friendships with disabled peers.	Adults with disabilities develop relationships with non-disabled community members.	**Adults with disabilities live with, work alongside, and have long-term relationships with community members with and without disabilities.**
Daily Living	Adults with disabilities are told what to do in all areas of their lives.	Adults with disabilities are offered limited options for daily activities, with whom they spend their time, and where they live.	Adults with disabilities learn choice-making skills regarding relationships, daily activities, and housing.	**Adults with disabilities exert full control over where they live, where they work, and who they spend time with.**

SOURCE: *Mandy's Farm* 2020-22 Evaluation Lab Report

This figure shows the measures we will be assessing to determine whether Mandy's Farm residential services lead to thriving outcomes.

Discussion

What emerged is that there is ***strong evidence*** supporting the claim that residents can make informed choices, have personal control of their life, and are supported by both natural and paid relationships while being provided with the resources necessary to lead an independent life.

Some evidence was found for the remaining person-centered thinking goals of exercising the same basic human rights as other citizens and being valued for their contributions to their community. This does not suggest that Mandy's Farm residents are denied the opportunity to contribute and exercise their human rights. Instead, what might be considered is that the prompts and their wording should be framed to be more easily understood.

Recommendations

Overall, this evaluation showed that Mandy's Farm residents are living lives that exemplify the mission of Mandy's Farm. Technology continues to be an important tool to foster and maintain friendships and relationships. Residents express a wide range of interests and preferences for how to decorate their rooms and how to contribute to their homes. Mandy's Farm should continue to support all of these unique individuals. Finally, the relationships between Mandy's Farm residents and staff is truly special and supportive as is shown by each of the staff members captured in these photos.

Mandy's Farm should continue to consider how to develop capacity in their residents for being able to better answer prompts about their goals, their skills, and what they are proud of. Future evaluations should pilot test a few questions related to these concepts to identify the most effective ways of asking these questions.

Similarly, we suggest that Mandy's Farm continues exploring ways of generating evidence related to the person-centered thinking goal about exercising the same basic civil and human rights as other citizens. While this particular evaluation did not generate substantial evidence for this goal, this may have been largely due to the prompts themselves.

Moving forward the processes learned and tools gained by the Mandy's Farm team can be refined and adapted to fit other organizational needs. This year's instrument can be solidified into a internal evaluative tool that Mandy's Farm can use without any external support.

The present evaluation was limited in scope due to the time that was required to discover, research, and agree upon the design. Additionally, resources had to be acquired to conduct the activity and this was a pilot design. If Mandy's Farm wishes to continue developing this activity as a means of communicating their impact to external stakeholders the Evaluation Lab team believes that it would be prudent to revisit this data collection method with next year's Evaluation Lab team.

Next Steps

Mandy's Farm team and the Evaluation Lab have worked together over the course of a year to develop and pilot test an activity protocol that can be adapted and employed whenever Mandy's Farm has an evaluation goal that would benefit from participants' perspectives.

Further, Mandy's Farm can continue to assess for different indicators of heightened quality of life using the same model. Other areas of interest, as defined by the Mandy's Farm quality of life rubric are: community access, economic opportunity, safety & autonomy, freedom from discrimination, and civic engagement. In such cases that the model will be used to

assess for these other factors, the activity protocol must be adapted to incorporate themes associated with the indicators of interest. Some indicators are redundant of each other; it is up to the discretion of Mandy's Farm team to decide which indicators should be assessed separately.

Finally, client stress associated with the activity is to be considered and edits to the activity protocol are necessary to minimize stress as much as possible. This should be view in tandem with the requisite resources and staff buy-in required to make the activity feasible and produce relevant data. It will also behove Mandy's Farm to assess how the evaluation report is received by key stakeholders and if it increases community buy-in.

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UNM EVALUATION LAB
Informed Consent for Evaluation Activity
2022

The UNM Evaluation Lab works with organizations to help them figure out how they are doing and where they might improve. Mandy's Farm is interested in understanding how people who live at Mandy's Farm experience life, and that's why we are doing this activity.

Mandy's Farm and EvalLab are using an auto-photography elicitation evaluation method (which is a type of analysis that uses pictures from participants as data) so that all residents may participate fully in this activity. In this activity, we will ask you a question, and then you will take a picture or you can tell us what to take a picture of as your response.

Your participation is voluntary and what you choose to share is totally up to you. If you do not want to take a picture for any of the questions, you can skip that question. This activity can be done over the course of several days, and in all should take about an hour.

If you want to, after you have taken all of the pictures you want for the activity, we can look at them together and talk about them together.

We may share your pictures/story with Mandy's Farm and we may include your pictures/story in written reports. We won't use your name in the written reports, including reports that may be posted on the internet. While you may take pictures of anyone and anything you want, anything that is included in the final report will be anonymous.

If you have any questions about this evaluation project, or the Evaluation Lab, please feel free to call or email the Mandy's Farm EvalLab Team Lead, Professor Kate Cartwright, at (505) 321-3960 or kcartwright@unm.edu. For more information about the UNM Evaluation Lab, please visit our website at http://evallab.unm.edu/.

You may give consent through in-person communication, email, or by signing this document.

Do you agree to participate in this activity?

_____   _____   _____
Name of Participant   Signature or Recorded Acknowledgment   Date

_____   _____   _____
Name of Guardian   Signature or Recorded Acknowledgment   Date

_____   _____   _____
Name of Research Team Member   Signature of Research Team Member   Date

UNM EVALUATION LAB
Activity Guide
2022

Purpose: Mandy's Farm wants to know what you think and feel about living at Mandy's Farm.

To get this information, we are going to do an activity where we will give you a topic and you (or your staff) will take a picture based on that topic.

There are 10 topics and you can take pictures for as many or as few as you want. You can take as much time as you want to do these.

This activity is voluntary, so you do not have to do this activity.

After you finish the activity, if you would like to tell us more about the pictures you took, we can make an appointment to learn more about your pictures and your life at Mandy's Farm.

Picture Prompts:

1. Take a picture of your favorite person.

2. Who have you enjoyed spending time with recently? (In person, virtual, social media, or on the phone)

3. Take a picture of the WAY you connect with people you choose to spend time with. (Phone, computer, or actually sitting next to someone)

4. What are your favorite ways to help out in your home?

5. What is something you like to do by yourself?

6. What is something you like to do with other people?

7. Where do you go when you would like to have privacy or want to feel safe?

8. What choice have you made that you are proud of?

9. What new skill have you learned recently?

10. What was your favorite part of today? (could be a picture of the activity, could be a picture of the calendar board, could be a picture of a souvenir/memento—like a receipt)

Plan has been developed from several sources, and the main guidance comes from the following:
Glaw, X., Inder, K., Kable, A., & Hazelton, M. (2017). Visual methodologies in qualitative research: Autophotography and photo elicitation applied to mental health research. *International journal of qualitative methods*, *16*(1), 1609406917748215.

6-Step Analysis Plan

Step 1: Develop prompts connected to key outcomes areas for evaluation. Have residents take pictures based on the prompts. (Evaluation Lab and Mandy's Farm staff contributed to prompts/outcomes. Mandy's Farm staff assisted with picture-taking activity.)

Step 2: Organize all of the photos two ways (use PowerPoint to create slide decks): (1) organize by individual, (2) organize by prompt. In the notes section of the slide, mark both the individual ID and the prompt number. Most of the analysis for this project will be done by prompt, not by individual as the goal is not to evaluate individual experience, but overarching themes of the residential experience. (Mandy's Farm team will upload pictures, Evaluation Lab will help organize into decks, and this will be collaborative to make sure that pictures are sorted and labeled correctly.) Conduct a "debriefing" meeting where team members with good working knowledge of the residents can add context and clarification of what the photos represent.

Step 3: Detailed analysis. Code the data by examining common themes depicted in the pictures. Count and compare what is depicted and sort out the most common and note the least common. The most commonly photographed themes will be the main focus for the evaluation assessment. Each category/theme is numbered and named. Such as: family, skills, etc. (These will stem from the pictures themselves.) (Collaborative)

Step 4: Structured analysis. Create graphs and/or tables to present the distinct categories and how frequently they were discussed (by prompt). For this project, we will focus on content and meaning of the photographs. (In some approaches, color, image, and shade may also be relevant, but for this evaluation the meaning of the picture is the most important.) (Collaborative, and Evaluation Lab will create the tables/graphs based on the collaborative assessment.)

Step 5: Interpretative analysis. Interpret the findings in prose. (Evaluation Lab members will write up thematic analysis. These will then be shared with Mandy's Farm staff for feedback/input.)

Step 6: Formal report. Write-up all findings into a compelling and clear report that includes discussion and conclusion of evaluation of themes and key takeaways for improving outcomes for Mandy's Farm residents *and* a discussion and conclusion of the autophotography activity itself, including lessons learned and how it can be optimized for future Mandy's Farm evaluation.

Analysis worksheet for Mandy's Farm Project: Stage 1
Descriptive Analysis by Prompt

Instructions:
Carefully examine all of the pictures for the prompt.

Prompt:

Number of Pictures:
Write 1-2 sentences describing each picture.

Summary paragraph: What are the key ideas that emerge from the photos based on this prompt? Are the participants in agreement? If not, what are the differences? (Try to keep this summary at about 200 words or less.)

Keywords: (pick 2-4 words that describe the main ideas in these photos)

Which 1 or 2 pictures from this prompt would you recommend to include for the poster/final report?

Analysis worksheet for Mandy's Farm Project: Stage 2
Thematic analysis of pictures in reference to the person-centered thinking goals

Instructions: Use both the written analyses of prompts and examine individual pictures for this stage. You can start filling out this worksheet based on the prompt analyses you did, but please do not start the summary paragraph until you have reviewed all 10 prompt analyses.

Select one of the following person-centered thinking goals:
- Have informed choices
- Exercise basic civil and human rights as other citizens
- Have personal control over the life they prefer in the community of choice
- To be valued for their contributions to their community
- To be supported through a network of resources, both natural and paid

What is the evidence from the written-prompt analyses or individual pictures relating to this person-centered thinking goal? (you can copy and paste relevant sections from the descriptive analyses here (make sure to list the prompt #) or add examples from individual photos here (make sure that you list prompt # and resident initials) **can start this as soon as you finish your prompt analyses**

Summary paragraph: What are the key ideas that emerge from all the prompts about this person-centered thinking goal? Is there consensus? If not, what are the differences? (Try to keep this summary at about 200 words or less.) **please do *not* do this until you have reviewed all of the prompt analyses**

Keywords: (pick 2-4 words that describe the main ideas)

Which 2-3 pictures related to this person-centered thinking goal would you recommend to include for the poster/final report?