

The implementation of asset-based community design/development models in the context of learning disabilities: a systematic review protocol

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Asset-based community design/development (ABCD) models are those that aim to identify and address problems affecting a community of people by utilising the strengths – ‘assets’ – of its members and their local resources, social networks, community spaces and organisations (Blickem et al, 2018). ABCD is seen as a way of tackling the social determinants of health and reducing health inequalities and moving from away from a focus on people’s needs and deficits to a more positive approach to improving community health and wellbeing (Morgan, Ziglio & Davies, 2010; Rippon S & Hopkins T, 2015).

We will conduct a rapid literature review of the use of ABCD models for supporting people with learning disabilities and their families in health and social care following the rapid review method proposed by Tricco et al. (Tricco et al. 2017). The rapid review method follows a systematic review approach, but proposes adaptations to some of the steps to reduce the amount of time required to carry out the review (i.e., the use of large teams to review abstracts and full texts, and extract data; in lieu of dual screening and selection, a percentage of excluded articles is reviewed by a second reviewer, and software is used for data extraction and synthesis, as appropriate (Tricco et al. 2017).

Due to the broad scope of the topic, the review will be divided into two parts: 1) an evidence mapping exercise (Miake-Lye et al. 2016) to rapidly map the landscape on this topic and develop a formal search strategy to be used in the systematic review, 2) a systematic review of the literature on the use of ABCD in the context of learning disabilities, including grey literature and peer-reviewed articles.

We will use the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) statement (Moher et al. 2009) to guide the reporting of the methods and findings.

Review research questions

The review will seek to answer the following questions:

1. How are ABCD models defined in the context of learning disabilities and what are their main components?
2. What are the main factors acting as barriers and enablers in the implementation of these models?
3. What are the lessons learnt when using ABCD models in the context of learning disabilities?
4. Have these models been evaluated? If so, how and what are the main outcomes?
5. Does the implementation of these models vary by sector? (i.e. health vs. social care)

Search strategy

We will use a phased search approach.

Phase 1 (evidence mapping)

The first phase will be broad and include a series of search waves where we gradually add search terms based on the keywords used in the literature we identify. Appendix 1 includes the strategies used for the waves carried out to date. These searches have been carried out on Web of Science and TRIP to capture peer-reviewed articles and grey literature.

Phase 2

The second phase will be targeted and use the search strategy developed in phase 1. We will conduct a review of published literature using multiple databases: Pubmed CINAHL PLUS, PsychInfo, ProQuest Social Science, TRIP and Web of Science. Results will be combined into Rayyan and duplicates will be removed. The reference lists of included articles will be screened to identify additional relevant publications.

Selection

Following rapid review methodology, one researcher will screen the articles in the title phase, and a second reviewer will cross-check 20% of exclusions in the abstract and full-text phases. Disagreements will be discussed until consensus is reached.

The inclusion criteria used for study selection will be:

- 1) focus on the implementation of ABCD model in an organisation or service setting,
- 2) focus on the context of learning disabilities, defined as “a reduced intellectual ability and difficulty with everyday activities – for example, household tasks, socialising or managing money – which affects someone for their whole life,” (MENCAP n.d.).
- 3) report on the findings of empirical studies and/or including information on implementation and/or evaluation, and
- 4) published in English,
- 5) published from 1990 onwards.

Studies focused on co-production/co-design/participatory design for research purposes or to develop educational or psychosocial interventions will be excluded.

Data extraction and management

The included articles will be analysed using a data extraction form developed in REDCap (Research Electronic Data Capture). The form will be developed after the initial screening of full-text articles. It will then be piloted independently by two researchers using a random sample of five articles. Disagreements will be discussed until consensus is reached. The data extraction form will be finalised based on the findings from the pilot.

Data synthesis

Data will be exported from REDCap and the main article characteristics will be synthesised. The information entered in free text boxes will be exported from REDCap and analysed using framework analysis (Gale et al. 2013). The initial categories for the framework will be informed by our research questions but we will also be sensitive to topics emerging from the data.

Quality assessment

We will use the Mixed Methods Appraisal Tool (MMAT) to assess the quality of the articles published in peer-reviewed journals and the AACODS will be used for grey literature (Pace et al. 2012). Two researchers will rate these articles independently. In cases of disagreement, the raters will discuss their responses until consensus is reached. Inter-rater reliability will be calculated using the kappa statistic (Landis and Koch 1977).

References

Blickem C, Dawson S, Kirk S, Vassilev I, Mathieson A, Harrison R, Bower R, Lamb J. What is asset-based community development and how might it improve the health of people with long-term conditions? A realist synthesis. *SAGE Open* 2018; 1-13. doi: 10.1177/2158244018787223

Gale N, Health G, Cameron E, Rashid S, Redwood S. Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC Medical Research Methodology* 2013; 13:117.

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MENCAP (n.d.). What is a learning disability? [Online] <<https://www.mencap.org.uk/learning-disability-explained/what-learning-disability>> [Accessed 14 January 2021]

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Moher D, Liberati A, Tetzlaff J, Altman DG. Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *BMJ* 2009; 339: 332-336.

Morgan A, Ziglio E, Davies M. Health assets in a global context: Theory, methods, action. New York, NY: Springer Science & Business Media; 2010.

Pace R, Pluye P, Bartlett G, et al. Testing the reliability and efficiency of the pilot Mixed Methods Appraisal Tool (MMAT) for systematic mixed studies review. *Int J Nurs Stud*. 2012;49(1):47-53. doi:10.1016/j.ijnurstu.2011.07.002

Rippon S, Hopkins T. Head, hands and heart: asset-based approaches in health care. London: The Health Foundation; 2015

Tricco A., et al. Rapid reviews to strengthen health policy and systems: A Practical Guide. World Health Organization; 2017.

Appendix 1. Draft search strategy

“asset-based community development” or “asset-based community design” or “asset mapping” or “ABCD” or “asset model” or “asset*map*” or “asset*-based” or ((people or neighbourhood or communit*) and “asset*”) or “salutogenesis”

AND

“learning disab*” or “learning difficult*” or “learning problem*” or “SLD” or “Dyslex*” or “Dyscalculia” or “special needs” or “special education needs” or “SEN” or “SEND” or “learning disorders” “down* syndrome” or “Williams syndrome” or “autis*” or “asperger*” or “fragile X” or “global developmental delay” or “cerebral palsy” or “challenging behav*”