Foundations of good support

Aspirations

Person Centred Planning and Reviewing

We all think about and plan our lives differently. Some have very clear ideas about what they want and how they will achieve it, others take opportunities as they arise and yet others dream and then see how they can match their dreams to reality.

However people with learning disabilities and/or autism often find it difficult to form or articulate such dreams or plans. Even when they can, they frequently lack the capacity to achieve any meaningful change through their own efforts alone.

Person centred planning is a way for people to be supported by others, who they like and trust, in planning their life. Person centred plans are alive and active, always ensuring the person is central and in control. They are flexible, setting no limits on the person's wants, needs and dreams for their life.

Good person centred planning is a mix of goals: those that are 'here & now' and those that are more aspirational and which lead to a person achieving part or all of a dream or ambition. It identifies the actions that need to happen to tailor or adapt support and the things that need to happen or change in someone's life to enable them to achieve more of what they want.

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This booklet is part of the Foundations of Good Support.
It should be used in conjunctions with the "Foundations of Good Support" guide
at **www.unitedresponse.org.uk/foundations-of-good-support**

It has been the case that people with limited communication often don't have person centred plans. However, anyone can have a person centred plan, as person centred planning is done in alliance with those who love and know them well, not just by professionals.

A person centred review is one way of beginning – or continuing to develop a person centred plan. Person centred reviews use person centred thinking tools to explore what is happening from the person's perspective and from other people's perspectives in order to identify outcomes and actions.

They help us to support people better by:

- Making sure that we're truly considering the experiences of the person, their family and those supporting them when reviewing how well things are going

- Creating an environment where people are made to feel comfortable in expressing themselves honestly

- Developing actions that are based on experiences and learning, leading to an environment where we are constantly improving our support

This Person Centred Planning & Reviewing Toolkit presents a range of essential and optional tools which can be used in a variety of forums to plan with people, their families, and other people who are important in their lives.

Introduction

Person Centred Thinking & Planning can help us work with the individual and those that are important to them, and together create clear plans for the future. They help us focus on what matters to the person, what support they need and what is working and not working in their life now, with the intention of creating a clear and sustainable action plan.

But person centred thinking and planning alone aren't enough! – They are only part of the Foundations of Good Support (the Aspirations part) and will have little chance of making progress if the foundations beneath are missing or shaky.

Real success will require us to make use of a range of complementary approaches to deliver on the things identified during person centred planning or reviews , including Active Support, Effective Communication and Positive Behaviour Support as well as tools and approaches to provide predictability and consistency (i.e. Structure).

Good support provides:

1. **Structure:**
   creating predictability and consistency

2. **Communication**:
   understanding and responding to a person's communication skills and needs

3. **Support for engagement:**
   supporting engagement in meaningful activities, interactions and relationships

4. **Positive approaches to behaviour that challenges:**
   understanding behaviour that challenges as an expression of legitimate distress to which we must listen and respond

5. **Support for relationships:**
   improving a person's quality of life through relationships with others

6. **Aspirations:**
   working together to avoid complacency and contribute towards the person's rich and fulfilling life

Aspirations

Support for relationships

Positive approaches to behaviour that challenges

Support for engagement

Communication

Structure

Using these resources

Step 1

Use the 3 essential person centred thinking tools:

1. **Working/Not Working:**
   To explore what is working and not working from the perspectives of the individual, of their family and friends, and of staff

2. **Good Day/Bad Day:**
   To explore what specifically makes a good day for the person (what needs to be present in their daily life) and what makes a bad day (what needs to be absent)

3. **Important to/Important for:**
   To gather information about what is important to the individual now and in the future, and what's important for them: the support they need to stay safe, healthy and valued by others

Step 3

Summarise the key things that the person 'wants from us' on the 'What I want' template

Step 2 (optional)

Use one or more of these optional tools

- Like & Admire: to identify the person's likeable and admirable qualities, their gifts and skills, their capacities and achievements.

- Relationship map: to identify the people and places that are important to the person and consider how existing and new relationships can be supported and developed

- Perfect week: to develop a description of the person's ideal week, which is both practical and possible within current resources

- 4+1 questions: to think about a particular challenge or situation and plan for change

Step 4

Plan the steps we will take towards what the person wants (who, is going to do what, by when) on the 'Action Plan' Template

CLICK HERE
to download the Person Centred Planning & Reviewing Toolkit or use this link:
bit.ly/PCP_RToolkit

You can use all these tools in a face to face meeting or using video communication tools like Zoom, Microsoft Teams, FaceTime or WhatsApp, (sharing the templates on screen to record contributions or having small group discussions in breakout rooms), or you can print the templates or distribute them by post or email and ask people to add their thoughts and comments and collate them to share.

It's important that this is not just a paper exercise – it must be done with the individual, and those who know them well, to ensure that they are listened to and at the centre of all decision-making. The key is to involve the person as much as they can be. This will be different for different people:

- Some will enjoy taking the lead, asking people who are important to them to work with them (in person, on the phone or online) to help them use the tools

- Others will find it easier to look at the tools over a period of time – perhaps thinking about what was good and bad about each day later in the evening, or chatting about what works or doesn't work about activities over a cup of tea afterwards

- Some people won't be interested in the tools at all and the best way to gather the information will be to spend time with them finding out what they think and feel about how things are now and what they want for the future

- Some people won't be able to tell us directly so we'll need to work together with people who know them well to record what they know from the person's interactions and their observations and their best guesses about what the person wants and needs

- For a small number of people, who can't tell us directly and who don't have close family or friends we can talk to, a small group of staff or other professionals might be doing this alone. But that's OK - using the tools in this pack will help develop a good best guess to plan from - it's better than not trying to plan at all because there's no-one else to share the process with

Step 1

Essential Tools

Step 1

Working / Not Working

The Working/Not Working tool helps people to sort out what is working and what is not working from different perspectives and to plan how to keep and build on what is working and to reduce or stop the things that aren't working. It is a really simple way of working out what is happening in someone's life from more than one perspective, it can help to identify whether what is important to them is present in their life, and whether they are being supported in a way that makes sense to them.

Using Working/Not Working

Think about what is working and not working about the activities the person is currently involved in and the support they receive.

Working = what makes sense,
*the 'up' side, what is working right now?*

Not Working = what does NOT make sense,
the 'down' side, what is NOT working right now?

This could be done together e.g. in a meeting or Zoom call but it also works well if you get people to complete it individually, before they come together to share their different perspectives. The key is to open discussion about some of the things that are not working and the actions which will need to be taken to address them.

You should always start with the person's perspective first (if the person can't tell you directly what their perspective is then write "our guesses about _____'s perspective) then move on to look at the family's perspective and finally staff's perspective.

It may also be useful to get other people's perspectives, for example tutors from college, work colleagues, day service staff or the supported employment team. You could adapt the template or just ask them make a list.

Once you've got the information from the different perspectives, consider and record what needs to happen next to keep, develop or grow the things that are working and what needs to happen to change what is not working.
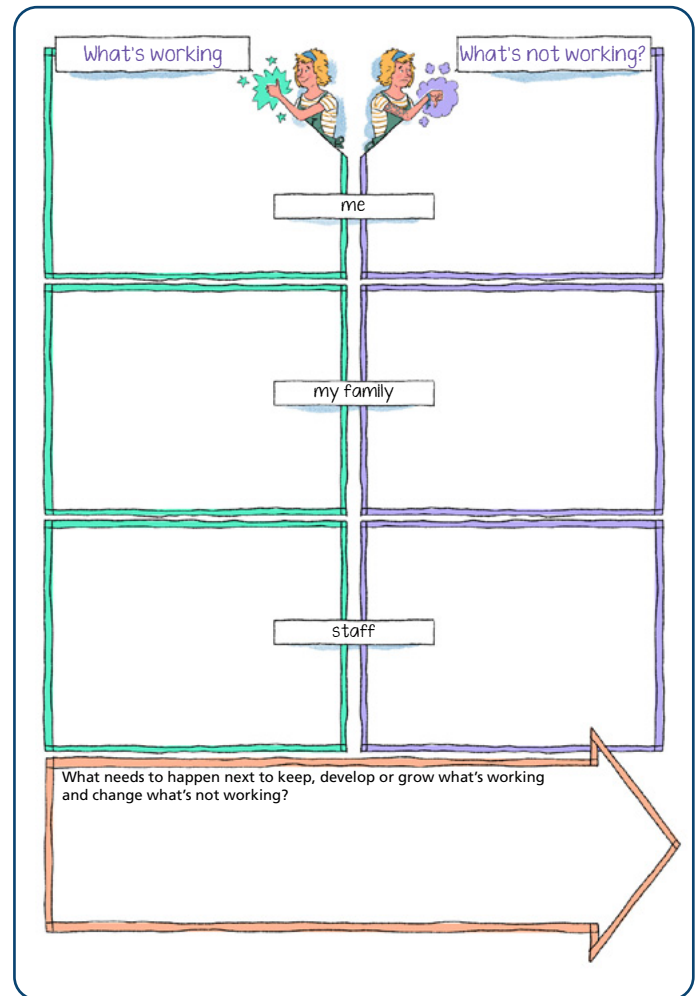
Good Day/Bad Day

This tool helps us to sort out and understand the important aspects of a person's day-to-day living and can help us understand what is important to and for the person, to have the life that they want.

Often there are quite simple things that happen that can make a day good that we may not have thought about, for example, a person whose day is good if they get the seat they like on a bus or a day is bad if they run out of ketchup. They may be things that we regard as small or unimportant but are actually really important to the individual.

There could be more complex situations that lead to bad days, such as an increase in mental health needs or not getting the right support at the right time.

Looking at good days and bad days gives us important information to identify what needs to happen to help the person have more good days than bad.

Completing Good Day/Bad Day

To use this tool ask the person and/or those who know them well to think about their best day and then think about a bad day. If it helps, you can break it up into chunks – what would happen in the morning when you get up? What would happen at lunch time? What might happen in the afternoon or evening? You might need to ask questions to tease this information out – What are the things that make you feel really good? What are the things that are difficult for you? Who are you with? What are you doing? Where are you?

The more detail we include the more this tool will help us recognise what's important to the person (what matters to me), the support they want and need from us and/or things the person would like to keep or change in the future.

Good Day | Bad Day

What does this say about what matters to me?

What does this say about the support I need?

Important To/Important For

Historically, services which support people with disabilities and additional needs have just focused on what is important FOR them, to keep people healthy and safe. However this approach does not support people to have the lives that they would choose. We need to learn both what is <u>important to</u> the person and what is <u>important for</u> them and find the balance that works for them.

Often the things that are important to people are the small things that we aren't even aware of ourselves, but not having them has an enormous impact on their lives. When we get down to it the things that are really important to us apart from the people we love, are usually about routines, our clothes, food and our favourite TV programmes or music.

All of us strive for a balance between what's important to and what's important for us – for example, the need to lose weight (Important for Craig) can be balanced with a love of music and dance (Important to him) by signing up to a Zumba class twice a week.

Completing Important to/Important for

Focus in on the activities and support available to the person and ask the person and those close to them:

1. **What is important <u>to</u> the person?**
   These are the things, people, places, rituals and routines, interests, etc. that make the person happy and content, and what matters most to them

2. **What is important <u>for</u> the person?**
   These are the things the person needs to stay safe and healthy, physically and emotionally, as well as what others see as necessary to help the person be a valued contributing member of their community

3. **And what else do we need to learn?**
   These are the things we need to find out more about to get a better understanding of what activities and support the person wants in the coming months.

Important To | Important For

What else do we need to learn/know?

Top tip ★

It can be helpful to look back at the completed Working/Not Working and Good Day/Bad Day tools as you use this template – you'll find you have already identified a number of things that are important to & for.

If this tool is new to people, it may work better not to ask the questions directly, but to get people to talk about what we need to think about as we develop or change the activities and opportunities available to the person in the next 6 to 12 months and fill it out yourself as you listen to people talk. Then based on what you heard, show people what you have done and engage them in a discussion.

Steps 2, 3 and 4

Optional and Planning Tools

Like and Admire

This is a powerful person-centred thinking tool which enables us to identify the person's likeable and admirable qualities, their gifts and skills, their capacities and achievements which are the key to them building new connections, finding new places and roles where they can contribute to the community.

This is about strengths and abilities, recognising that regardless of disability everyone has positive characteristics that we can recognise and celebrate.

Using this tool is a great way to start a review meeting. It gets the focus on the person, reminding everyone why they are there and keeps the person at the centre of the discussion.

What we like and admire about someone is an inclusive question to ask. We all have qualities that people like and admire and although we don't always recognise them ourselves, sharing what we value, respect and enjoy about others at the start of a conversation has an impact on the type of discussion that follows.

Like and Admire

What people like and admire about me...

What I'm good at is...

Using Like and Admire

Use as part of the welcoming process by asking people to write what they 'like and/or admire' about the focus person on a flipchart. Alternatively you could ask everyone to write one thing they like and/or admire about the person on a sticky note and ask the person to read out in turn what everyone has written whilst attaching them to the flip chart paper.

To get people started you could ask:

- What positive things do they get out of spending time with the person?

- What are the person's particular gifts, strengths and skills?

- If you had to sum up in three words what qualities this person brings to those around them, what words would you use?

- What has the person achieved? (both big and small achievements) What do these achievements say about the person?

To help the person get involved and/or prepare in advance you could ask them (at a time when they feel most comfortable):

- What do you like most about yourself?

- What do other people like about you?

- What do you feel you are good at?

- What have other people said you are good at?

- How do you/could you do to help other people?

- What are you most proud of in your life?

Talkative

Caring

Fun

(optional)

Relationship Map

One of the key indicators of a good quality of life is having good friends, relationships and being part of the community.

A key part of person centred planning is finding out what is important to a person and this almost always includes important people in their life. We can learn about and record the important people in someone's life by having conversations and using the relationship map. It is a good way to start thinking about who is already in a person's life and how those relationships might be supported and how new relationships can be developed.

Completing the Relationship Map

1. Place the person's name and/or photo in the centre

2. Then ask the person who is in their life in each of the 5 areas and how close to the person they are. The closer they are, the closer their name is to the centre (NB it is the emotional closeness and strength of feelings that determines where people are placed – not the 'blood relationship' or how much time they spend with the person)

   As people are added you can check about how far away from the centre they should be listed by asking if they are closer or further away than someone who has already been listed. For people who have trouble with written names you can use thumbnail photos.

Relationship Map

| Family | Friends |

| Places I Go | Paid Support |

Virtual Places
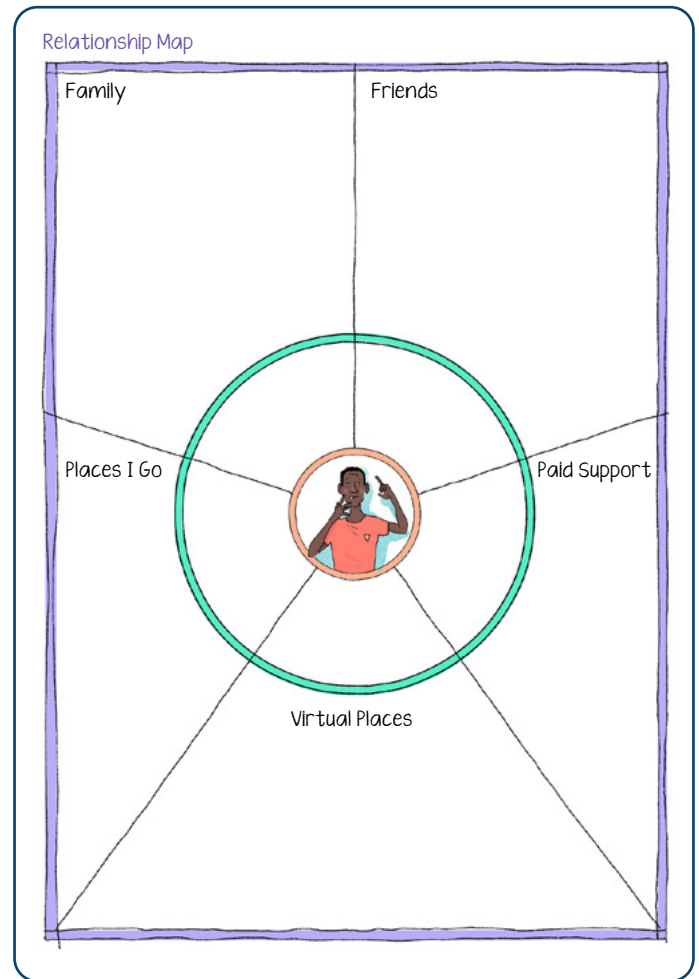
NB: *There are people who have very few people or no-one close to them: we should recognise this and fill the map in to reflect this. This way we can focus on how we can help the person to develop closer relationships in future.*

Family:
add the names of family members who have an ongoing/significant relationship with the person

Friends:
list the person's friends and other important non-paid relationships

Paid Support:
list any paid supporters who have a close relationship to the person. NB: While staff are an important part of many people's lives we want this tool to reflect personal relationships, so don't just list the name of everyone on the staff team, use this section to record important people

Places I go:
identify significant people the person sees in the places they go to regularly e.g. work, day services, school, the local Tesco

Virtual places:
Online activities and groups and the people they meet there have become increasingly important for many people. The inclusion of this section encourages us to identify the relationships that have developed in these forums so we can support them to continue or develop

Step 2 (optional)

Perfect Week

This person centred thinking tool is a way to map out how the person wants their week (and month) to look. It is also a way to learn what routines are important, and need to be included in their 'perfect week'.

A 'perfect week' is one that is an ideal for the person, which is both practical and possible with the resources available and is particularly useful to help identify what range of activities the individual would like to be doing in the future.

The discussions around 'perfect week' can help us identify actions to work towards restarting old activities or introducing new activities in the future. These could be new activities or hobbies, further education or training, travelling, leisure or sport activities and meeting friends, being with family.

Perfect week is also a useful way to inform and update current structures and shift plans and should be reviewed and updated as the individual's circumstances change and/or we move from spring into summer etc.

Completing the Perfect Week

1. Start the template or large sheet of paper with the days of the week on it and space to write in what the person would do in the morning, afternoon, evening, night time and at the weekend

2. Together add in the key things the person wants do each day, and what support they will need to do this. Add information on the important routines the person wants to do each week – this could be activities, TV programmes, meeting up with people, newspapers, faith groups, movie night etc.

Top tip ★

Remember to keep it practical and possible. This means describing what could really happen, not just what would be 'wonderful if only it were possible'.

Incorporate things to change, achieve or maintain from the 'working/ not working' tool.

If you have completed the relationship map use this to identify who is important and when and how to stay in touch.

Perfect Week

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

4 + 1 Questions

The 4 plus 1 questions is a simple but powerful tool to gather collective learning in a way that leads to clear action. It is particularly effective when used in meetings or reviews, or to look at a particular aspect of someone's life.

It can help people to think about a particular challenge or situation and plan for change. Because the 4 plus 1 questions are answered by more than one person, it groups together learning from different perspectives.

It can be used to update a one-page profile, or to review a project or plan. It is a quick way to work out better ways of supporting people or working together.

Using 4+1 Questions

There are a number of ways to gather information for the 4 plus 1 including:

- In a meeting you can ask for and record everyone's answers to the questions on flip chart or put each of the 4 questions on a separate sheet of flip chart paper and invite people to write on each page with a marker pen.

- For groups that can't get together in person you can ask them to complete questions individually or contribute to a joint template remotely over time.

Part 1: participants answer each of the 4 questions.

1. **What have you tried?**
   In this section write down what you have tried – what did you do? – when did you do it?

2. **What have you learned?**
   Write what you learned from your efforts

3. **What are we pleased about?**
   Write here what you liked about what you tried – what went well? – what worked for you?

4. **What are you concerned about?**
   Write here the challenges you encountered – what didn't you like about what you tried? – what didn't work for you?

Part 2: review the answers to the first 4 questions and complete the +1 question:

+1 Given your learning what will you do next?

Use this section to record the next steps you will take (including who, will do what, by when)

Four + One Questions

Tried? | Learned?

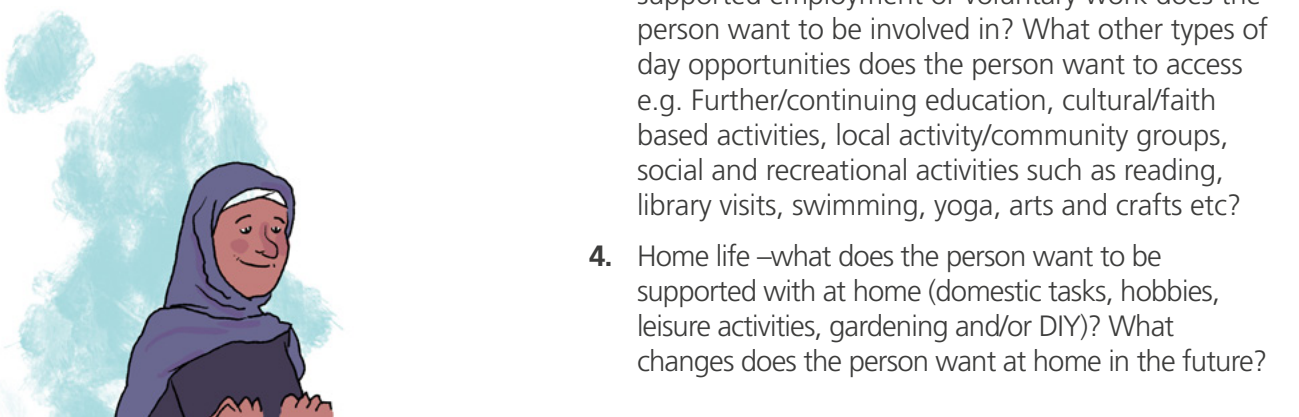Pleased about? | Concerned about?

Do next?
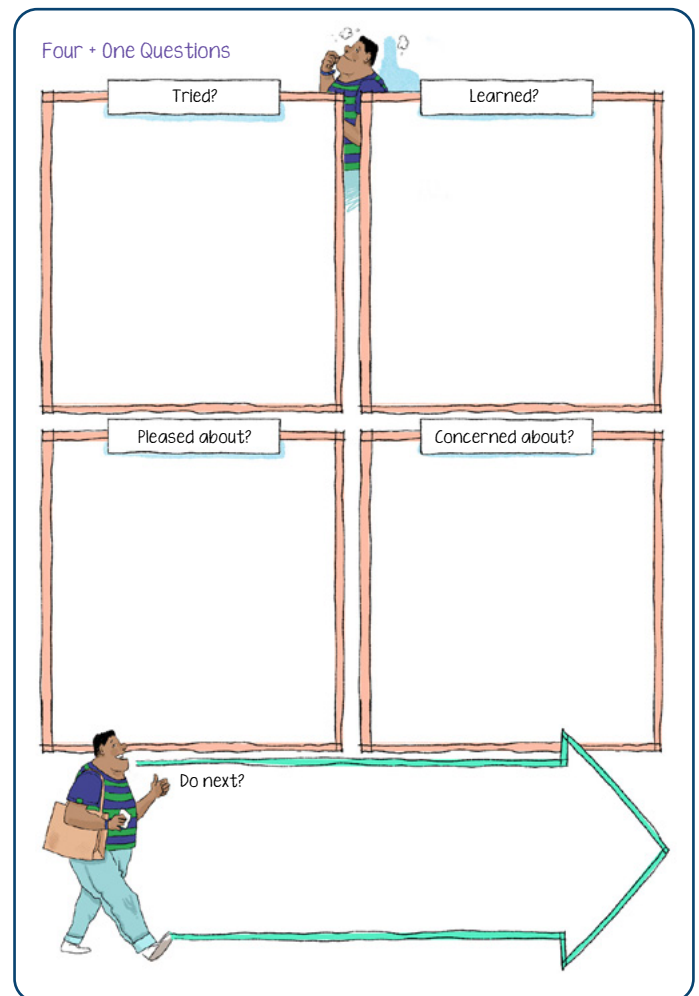
What I want?

Once we find out more about what is important to and for the person now and for the future, we can begin to make plans. But before we start writing up action plans it is helpful to pause and summarise what we have discovered about what the person wants and needs from us and others. Not only does this helps us to produce clear, focused plans, it provides us with a useful tool to return to periodically to check that we are still working towards what the person wants, to celebrate our successes and to decide on new actions where things have changed or are no longer working.

Completing 'What I Want'

In each of the following sections write down what the person wants to achieve – describe the big picture and the main items that the person wants to accomplish or focus on.

1. Friends, relationships & community – what friends and relationships does this person want, how do they want to maintain or develop their connections to their family, how can the person be part of the community where they live or are connected to culturally?

2. Good Health (and wellbeing) – what does this person want in order to be as physically and mentally healthy as they can be?

3. Work & Day Opportunities– what employment, supported employment or voluntary work does the person want to be involved in? What other types of day opportunities does the person want to access e.g. Further/continuing education, cultural/faith based activities, local activity/community groups, social and recreational activities such as reading, library visits, swimming, yoga, arts and crafts etc?

4. Home life –what does the person want to be supported with at home (domestic tasks, hobbies, leisure activities, gardening and/or DIY)? What changes does the person want at home in the future?

Work & Day Opportunities

Friends, Relationships and Community

What I Want

Home Life

Good Health (and Wellbeing)

Action Plan

Next we need to outline the steps to be taken to support the person to get 'what they want' and to draw up a concrete, achievable action plan ... this means agreeing who's going to do what and setting timescales and review dates.

The Action Plan needs to:

- Be practical, positive and realistic

- Describe Who, Will Do What, By When

- Identify one person to regularly check the plan is being actively followed, record progress and make any changes or amendments as required (The Action Plan Lead)

Completing the Action Plan

1. Consider all the things you have learned from using the tools and use the 'What I want' summary to identify the tasks that will need to be carried out to help the person get 'What I Want' in the next 6 to 12 months

2. Sort the list into the order in which they need to be completed

3. Allocate each task to a specific person and agree the 'By When' date

4. Identify the 'Action Plan Lead' who will be responsible for monitoring and updating the plan (with the person if possible) regularly.

Action Plan

Who	Will do what?	By when	Comments/Outcomes

Name of action plan lead

Making it happen

There is always a danger that plans like this become 'paper exercises' which don't result in any real changes for the people being supported, or get filed away and forgotten over time, or things change and we start a whole new plan for the new circumstances. To avoid this we need view the plan as a statement of our real intent to help the person achieve 'What I want' – a promise that we won't go back on.

Of course that doesn't mean the plan can't change, in fact it is essential that the plan is reviewed and adjusted from time to time, so as to reflect changes in people and circumstances over time. One of the best ways to 'Keep It Live' will be to check back periodically and ask ourselves if what we are doing is helping the person get what they want in their life.

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support that changes with you