

Foundations of good support



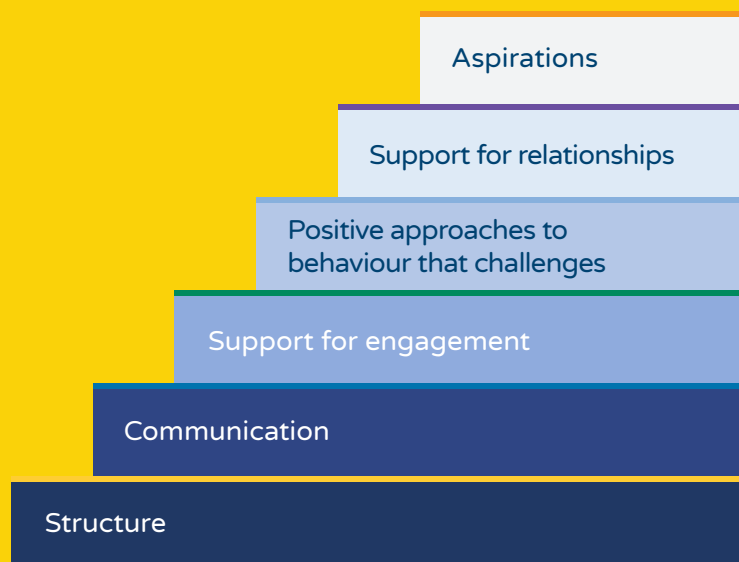
Structure

Developing a Shift Plan



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



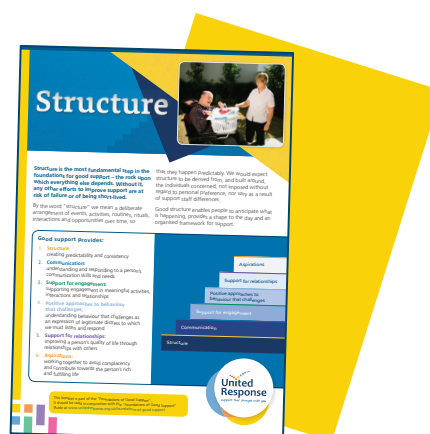
Background

Structure, the deliberate arrangement of events, activities, routines, rituals, interactions and opportunities over time, makes the world a more predictable, accessible and safer place for the people we support. It aids personal autonomy and independence by reducing dependence on others and enables those providing support to modify environments and processes to ensure each person knows what is going to happen and what is expected of them, so reducing anxiety.

Often we don't have to think about the things we do each day/week/month or we write them down - but there are times when we don't want to forget things, when we need to plan in changes or when we need to keep others informed and we use diaries or planners to do this. This is more likely to happen when there are a number of people involved (e.g. parents, children, friends and professionals).

For many of the people we support, who cannot manage information in this way, when and/or how things happen is often dependent on other people and factors beyond their control. They often have several influential but different individuals providing support for them who bring their own routines and rituals with them.

While many of the people we support have individual planners and/or weekly timetables which list external commitments and community activities, like the one below they are not detailed enough to develop/maintain person centred routines or high levels of participation in activities on a day-to-day basis. Achieving this requires us to develop ways to plan the things those being supported want and/or need to do each day/week and co-ordinate the support required, particularly where support is being provided by more than one person and/or more than one person is being supported



Get the structure booklet at
www.unitedresponse.org.uk/structure

Jane Smith							
	M	T	W	T	F	S	S
Morning	11am – 2pm Work at Café West	9am – 3pm Parkside Day Service		Personal Shopping	9am – 3pm Parkside Day Service		10am – 11.30 All Saints Church service
Afternoon			12.30 – 3pm Mums for Lunch and shopping				
Evening					7.30 – 9.00 dinner and drink with sister at All Bar One		

Effective Planning Systems - Shift Plans

United Response requires all services to establish an effective daily planning system called Shift Planning, to ensure events, activities, routines, interactions and opportunities are arranged so that they happen predictably and are supported successfully.

The shift plan is used to schedule the household tasks, personal self-care, hobbies, social arrangements and community activities, individuals need or want to do each day and to work out the availability of support so that activities can happen predictably. They enable people we support to plan ahead and they ensure the right support is available and help those providing support to work more effectively by:

- Letting people know what is likely to happen and when
- Helping people to prioritise and prepare activities
- Recognising the importance of people's routines and rituals
- Helping to get a balance between predictability and spontaneity
- Giving supporters and the people they support a plan to be flexible from
- Clarifying the roles and expectations of support staff
- Promoting efficient use of resources
- Providing accountability of action
- Giving us a way of managing when things happen.

Shift plans need to be designed to enable staff, and as much as possible the people they support, to know who is doing what, with whom and when, to ensure there is a smooth flow from one task to the other. This makes it easier to ensure that everything gets done, but more critically that the people we support are actively involved.

Having this kind of plan doesn't mean that people have to stick to it religiously. The plan will usually need to be adjusted throughout the day, for example to take account of:

- Individual choices
- Additional activities
- Things taking more or less time than planned.

Those providing support should use the shift plan to ensure the flow of activity is maintained, and not get hung up on precise timings and task lists.



Developing a shift plan

Adapted from Active Support. A handbook for planning daily activities and support arrangements for people with learning disabilities – Booklet 2. Welsh Centre for Learning disabilities Applied Research Unit (Jones et al, 1996)

Step 1

Identify current routines, activities and interactions.



Develop a list of all the personal, household, work/education, leisure/social and other activities which occur during the course of a week and agree how often/when these things are done, for example:

Personal	Household	Work/Day Activities	Leisure/Social	Other
Getting up	Clearing away	Colin Oaklands 9-4 Mon, Tue, Wed	Colin Swimming 2pm Fri Church with Mum and Sue 10-11am Sun	Health and safety checks Petty cash Handovers
Brushing teeth	Loading the dishwasher			
Bathing	Preparing lunch			
Showering	Setting the table	Bernard Oakland 9-4 Wed, Thu, Fri	Bernard Pub lunch - 2pm Sat	
Dressing	Weekly shopping			
Blowdrying hair (Jane)	Daily shopping			
Breakfast	Laundry	Jane Café West 11-2 Mon	Jane Lunch with Mum and shopping 12.30-3pm Wed	
Coffee	Putting wheelie bin out (Tuesday night)			
Lunch	Dusting	Parkside 9-3 Tues & Fri		
Dinner/tea				
Evening snack drink				
Medication (7am, 12noon, 2pm & 7pm)				

Make a note of any significant routines and/or rituals which are important to the people being supported which need to be incorporated into the daily plans e.g. ensuring there is time planned in for Colin to check the doors and windows are locked before leaving the house.

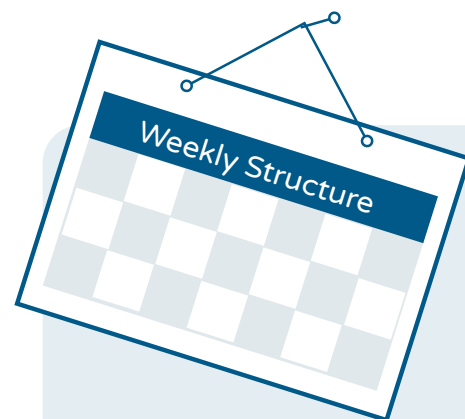
Use person centred thinking tools such as 'good day/bad day' and 'important to/important for' and goals from Person Centred Planning and/or reviews to highlight other things that should be incorporated into your planning.

Step 2

Map out a typical day/week



Set a time frame for each day of the week, based on typical times of getting up, going to bed, mealtimes and handovers (see an example below). These regular activities vary between week days and the weekend, work days and days at home and often act as anchors/markers which help to create a timeframe or pattern that people can predict. They can also provide opportunities to plan other related activities around e.g. setting the table before the evening meal, and divide the day up into time periods which other activities need to/could fit.



Monday	Jane	Colin	Bernard
7am		Gets up and has a shower before getting dressed	Gets up washes his face and brushes his teeth
7.30 am		Makes his own breakfast of cereal and juice	Supported to make toast and a coffee
8 am	Gets up & is supported to have breakfast and then watches TV.		
8.25 am		Is reminded that it is almost time for the minibus to arrive so he can check the windows and doors	Tidies the kitchen and loads the dishwasher
8.30 am		The minibus arrives and Colin leaves for Oaklands	Has a shower and gets dressed.
9.30 am	Has a shower, brushes teeth, dresses for work & blow dries her hair		Tidies his room and changes the bedclothes.

Step 3

Identify other routines, activities and interactions.



Make a note of any activities which have not been incorporated into this timetable because they are not frequent and/or routinely carried out, as these will make up the list of options and/or additions which can be added to shift plans later, for example:

Options	
Monthly: Vehicle Check – Colin	When needed: Mowing the lawn Sweeping the front path Washing windows

Step 4

Check your progress



Check the overall impression of the timetable you have developed so far. Ensure that everything is included; check that the day-to-day balance of activities is OK and that the timings are realistic.

Consider:

- Filling some gaps and getting a balance across life areas by clearly allocating some domestic & other activities to specific people at specific times
- linking activities to existing routines
- Including more planned or possible additional activities and contingency plans in the Household/Options columns
- Adding contingency plans/options for activities that frequently change (e.g. walk in the park if fine/drive to the Shopping Centre if raining) or when the person is having a bad day.

NB: It's often best to start with what's happening now – which might mean there are lots of blank spaces. While you should consider the options here, you don't want to overwhelm the people you support or staff with too many new/difficult activities and expectations.

You will need to need develop the shift plan over time - adding new activities gradually and reviewing regularly.

Step 5

Check with others



Ideally, you will involve the people you support as best you can throughout the process of drawing up the basic timetable. If this was not possible to do for everyone, now is the time to check what you propose with each individual. Where a person you support's communication difficulties mean they are unable to represent their own views completely effectively, discussions with families, friends, staff and advocates should take place to ensure that important activities and/or preferences are not overlooked.

“



Family



Friends



Staff



Advocates



1. Transfer the information onto a daily shift plan template covering all or part of the day,

for example

SHIFT PLAN

Monday AM

Date _____

Staff on duty _____

Time	Jane	S	Colin	S	Bernard	S	Household	
7.00	Get up		Get up, shower and dress		Get up, wash face and brush teeth		NB: All prepare breakfast and put plates etc. into dishwasher after. Turn dishwasher on	
7.30			Breakfast		Breakfast			
8.00			Brush teeth					
8.25			Check windows and doors					
8.30	Watch TV (ITV breakfast show)		Minibus to Oakland ↓ Lunch ↓ ↓		Shower and dress		Wipe benches and table	
9.00	Shower, brush teeth							
9.30				Tidy bedroom and change bedclothes				
10.00						Options		
10.30	Catch no. 10 bus to work				Start laundry		Sort Mail	
11.00	Work Café East ↓			Lunch ↓ ↓		Prepare lunch		Baking
11.30	Lunch ↓							Water plants
12.00								
12.30			Lunch medication					
13.00			Finish laundry					
13.30	Weekly Shop (Morrison's)					Café for Coffee		
14.00								

Remember the shift plan needs to be simple-to-follow and should avoid the use of jargon/abbreviations which may not be understood by all.

Don't forget to save each day's plan on the computer so you can easily amend and reproduce shift plans when changes are made.

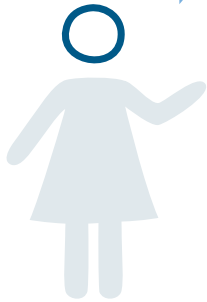
Step 7

Check that it's do-able

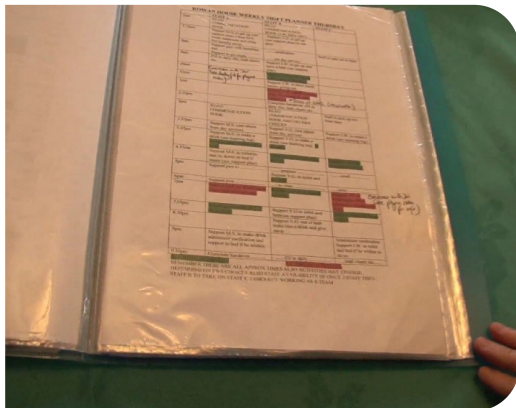


Once you have completed the shift plan take another look and ask yourself:

"Could a reasonably competent support worker that's never worked here before, use this shift plan to support people effectively for this shift?"



and make any changes required to achieve this.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8am MILK !! CHECKS IN UNIT 3	8am CHECKS IN UNIT 3	8am MILK !! CHECKS IN UNIT 3	8am CHECKS IN UNIT 3	8am MILK !! CHECKS IN UNIT 3
9am INCOMING POST AD HOC	9am FRUIT BASKETS TO HANDOUT PLASTIC CUPS TOP UP IN DISPENSERS	9am INCOMING POST AD HOC	9am INCOMING POST AD HOC	9am INCOMING POST AD HOC
10am WATER TESTING & SHOWERS TESTING	10am INCOMING POST AD HOC	10am WATER TESTING ON SHOWERS	10am TOILET ROLLS & HANDTOWELS TOP UP	10am TOILET ROLLS & HANDTOWELS TOP UP
10:30 COLLECT EMPTY FRUIT BASKETS SORT OUT POSTERS IN TOILETS	10:30 ALARM TESTING & DE-FIB TESTING TOILET ROLLS & HANDTOWELS TOP UP	10:30 PLASTIC CUPS TOP UP ORDERING & CHECKING JANITORIAL EQUIPMENT	10:30 PLASTIC CUPS TOP UP IN DISPENSERS EMPTY CARBOURDS TO COLLECT	10:30 COLLECT EMPTY CARBOURDS PLASTIC CUPS TOP UP IN DISPENSERS
12pm PLASTIC CUPS TOP UP IN DISPENSERS TOILET ROLLS & HANDTOWELS TOP UP	12pm STAIRLIFT TESTING SPELLMAN WALKER DELIVERIES TO SORTOUT ADD UP POSTAL STAYS	12pm PHOTOGRAPHER BRIDGE TOP UP IN UNIT 142 TOILET ROLLS & HANDTOWELS TOP UP AD HOC / TIDYING UP	12pm CHECK & COUNT THE FIRST AID EQUIPMENTS AD HOC / TIDYING UP	12pm AD HOC
12:30 INCOMING POST 2nd DELIVERY BREAK - 10 minutes	12:30 FIRE ALARM TESTING AD HOC	12:30 BREAK 10 minutes MORE INCOMING POST CLEANING THE WINTER DISPENSERS	12:30 BREAK - 10 minutes MORE INCOMING POST	12:30 BREAK - 10 minutes MORE INCOMING POST
2pm TIDYING UP / AD HOC	12:30 BREAK - 10 minutes AD HOC	12:30 MORE INCOMING POST CLEANING THE WINTER DISPENSERS	12:30 AD HOC / TIDYING UP	12:30 AD HOC / TIDYING UP
2pm LUNCH - 30 mins	1pm TIDYING UP	1pm LUNCH - 30 minutes	1pm LUNCH - 30 minutes	1pm LUNCH - 30 minutes
2:30 COLLECT EMPTY CARBOURDS BOXES	1:30 CLEAN & TEST UP 151H	2:30 COLLECT EMPTY CARBOURDS	2:30 AD HOC / TIDYING UP	2:30 AD HOC
3pm FRANKING OUTGOING MAIL	2pm FRANKING OUTGOING MAIL	3pm FRANKING OUTGOING MAIL	3pm FRANKING OUTGOING MAIL	3pm FRANKING OUTGOING MAIL
4pm HOME-TIME	4pm HOME-TIME	4pm HOME-TIME	4pm HOME-TIME	4pm HOME-TIME He gets ready for a weekend

Implementing the shift plan

As with any change in working practices the introduction of this detailed daily planning will need to be led and its implementation monitored. This will require managers, practice leaders and shift leaders to ensure:

- Everyone has accurate information about the plan
- All staff understand their responsibility to implement the plan consistently
- That any additional resources and or support needed to implement the plan and train staff is provided
- Staff receive regular modelling, coaching and feedback on their performance and information about the effectiveness of the shift plan
- Outcomes and feedback from staff and the people being supported is used to modify/amend the shift plan quickly so it remains 'live'

Using the plan each day

Once the plan has been developed those providing support need to use it every day. While handovers may seem the most logical place for planning ahead, they are not the most naturalistic and can limit the involvement of the people being supported. While staff may take some time at the beginning of the day/shift to talk to each other and map out how they are going to support people, there are also some natural planning points during the day which can be utilised to involve everyone. For example using the time when people return home from work, or day activities and are relaxing or chatting over a cup of tea (to plan up to dinner); after dinner, planning what's happening before supper; at supper, planning out the next morning. These short discussions can be used to review what has been already planned and/or needs to change and to determine who will be doing what with whom. The plan (written or pictorial) can then be altered to reflect what's been agreed.

Three things need to be decided at each discussion:

1. Who will do the activities which need to be done but which haven't been allocated to an individual? Activities can either be written under people's names or linked to a person by an arrow (see the example below).
2. Which staff will support whom (there will often not be a 1:1 support ratio so support workers may be assigned to support more than one person, needing to go between them to give intermittent support to each). The support arrangements don't need to stay constant across an entire period. The plans can be used to work out how staff responsibilities for working with individuals change during the course of the shift. The initials of the staff member supporting each person in each activity are entered in the narrow column next to each activity (see the example below). Initials of family members, volunteers or other people may be entered if they are effectively providing support for the activity.
3. Whether each person has sufficient activity opportunities to keep them busy during the period concerned. If not use activities from the options list to increase the opportunities available.

SHIFT PLAN

Monday AM

Date *8th Aug 2018*

Staff on duty *Mary Banks Jim Murphy*

Time	Jane	S	Colin	S	Bernard	S	Household
7.00			Get up, shower and dress	<i>MB</i>	Get up, wash face and brush teeth	<i>JM</i>	NB: All prepare breakfast and put plates etc. into dishwasher after.
7.30			Breakfast	<i>MB</i>	Breakfast	<i>JM</i>	
8.00	Get up	<i>MB</i>	Brush teeth	<i>JM</i>			
8.25			Check windows and doors	<i>JM</i>			
8.30	<i>Turn dishwasher on</i>	<i>JM</i>	Minibus to Oakland		Shower and dress	<i>MB</i>	Turn dishwasher on
9.00	Watch TV (ITV breakfast show)				<i>Wiped benches and tables</i>	<i>MB</i>	
9.30	Shower, brush teeth	<i>JM</i>			Tidy bedroom and change bedclothes	<i>MB</i>	Wipe benches and table
10.00						<i>MB</i>	
10.30	Catch no. 10 bus to work	<i>JM</i>			Start laundry	<i>MB</i>	Options
11.00	Work Café East		Lunch		<i>Sorted Mail</i>	<i>MB</i>	Sort Mail
11.30					<i>Took AMAZON parcel to no.25</i>		Baking
12.00					Prepare lunch	<i>MB</i>	Water plants
12.30	Lunch				Lunch medication	<i>MB</i>	<i>Take AMAZON parcel (to no.25)</i>
13.00					Finish laundry	<i>MB</i>	
13.30					Weekly Shop (Morrison's)	<i>JM</i>	Café for Coffee
14.00					<i>Meet up with Fred for coffee</i>		

Shift plans should be kept in a ring binder, one week (or a fortnight) ahead so notes and messages can be written on or attached to plans for subsequent days, for example:

Something planned earlier is incomplete or not done and is left for completion later e.g. *No time for Jane to do her laundry this morning. She needs her keep-fit clothes tomorrow. Please make sure they are done.*

Informing staff of changes, unexpected or irregular events e.g. *Colin's father would like him to go out for dinner with him this evening. He will not want dinner here and could he please bath and change after gardening.*

Asking staff to do preparatory work for something that will happen later e.g. *please buy braising steak with Jane and a jar of korma cook-in sauce. She wants to cook curry for dinner tomorrow evening.*

NB: shift plans do not replace the service diary. This will still be used to record longer-term appointments and deadline, such as dates of holidays, family birthdays and professional appointments. Appointments for the current week should be transferred from the diary to the shift plan. This can be done when the staffing details are put on. Any appointment made for only a few days ahead can be entered straight onto the relevant day's shift plan.

Communicating the plan to the people you support: Visual Timetables

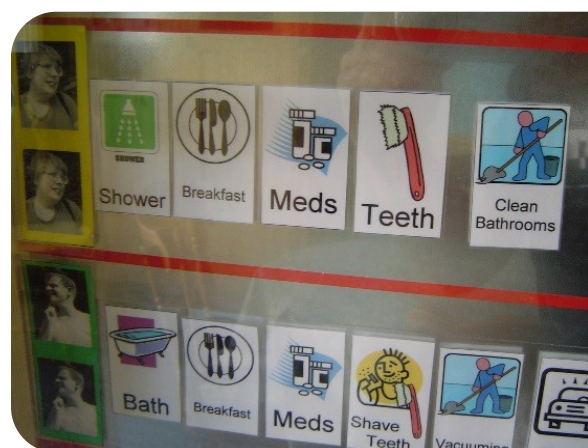
Information about the parts of the shift plan which impact on the individuals you support should be organised and presented in ways they can access and use successfully to work out what will happen next.

A visual timetable is a sequence of photos, pictures, symbols, descriptions or objects showing the order of daily activities or events. It is a way of providing the person we support with increased predictability and can give them more opportunities to make choices, take some control and communicate about what is going on. A visual timetable is a way of showing the order in which things are going to happen, for example:

- First it is breakfast, then clearing up, then shopping
- Bill likes going for a walk – the visual timetable shows him what will he do **before** he goes for the walk
- Adnan finds it hard to wait for lunch. A visual timetable shows him what needs to happen **before** lunch will be ready, making it easier for him to tolerate the fact it's not happening immediately

A visual timetable can also explain that things are not happening. Removing or covering over an activity that is **not** now happening is a good way of communicating its cancellation.

Similarly a visual timetable can show that things have **already** happened - turn over or remove the event or activity as it moves into the past.



You'll find some useful **Visual Timetable videos** at <https://www.youtube.com/playlist?list=PLI79ZsuMB5bYwg36wsxskYxSfGsN4e-c2>

Review and Revise the shift plan

Keeping the plan 'live' is key to its use and success. The team will need to track changes in people's involvement and confidence within activities and look for ways to continue to improve the plan and support they provide.

Planning in this way can seem complex and you won't always get it right first time. The very best initial shift plans will need to be tweaked – timings won't always be quite right, people may feel too rushed or be waiting for long periods on particular days.

People and activities will also change over time – seasons change, community activities stop and start for a variety of reasons, people develop new interests and/or want to try different things.

It is therefore important to monitor the use and outcomes of the shift plan and the activities within it in order to identify what is working and not working for the people we support and the staff team and make the changes and amendments needed to ensure it remains person centred.

Shift plans provide a record of the activities and support provided each day and should be used to:

- Recognise and celebrate success
- Review the variety and total extent of the opportunities made available to people
- demonstrate whether the type of activities and levels of engagement are being maintained or increased
- identify any problems which need to be discussed (e.g. standards not being kept up, activities not being offered/done, particularly difficult times)
- identify low levels of opportunity/engagement in a particular area
- identify any difficulties getting a person to engage in particular activities or interactions
- identify opportunities to introduce/develop new activities that a person seems to want to do
- identify ways to changing the way staff set up activities and give support
- plan staff cover and other resources

So that decisions can be taken to improve support and refine the shift plans further. This could be done by keyworkers as part of monthly reviews and/or by a member of the team who has been given responsibility for reviewing/developing shift plans within the service. Discussion points and recommendations should be brought to the team meeting to agree changes and amendments to shift plans, support plans and or ways of working.

Practice leaders can help staff and the service in general from getting in a rut and/or routines becoming stagnant or institutional by thoroughly reviewing the basic timetable and options lists which underpin the shift plans annually, using a repeat of the exercise that generated them in the first place (see steps 1 to 7 above). Shift plans should also be reviewed and updated after Person Centred Review/person Centred planning meetings to ensure new/revised needs, wishes, aspirations and goals are incorporated.



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