The Outcome and Support Sequence Workbook

Welcome

Thank you for taking part in this Outcome and Support Sequence workshop. You will be learning about and practicing using The Outcome Sequence and The Support Sequence. This workbook will help you record your practice.

Contents

Introduction to
The Outcome Sequence

An outcome describes what someone wants to change or achieve in their life. It does not describe how to do this. An outcome can address what's not working or can move someone closer to their aspirations. This sequence takes you through the steps you can take to develop an outcome that is personal, specific and measurable.

The Outcome Sequence

Step 1 — **What matters, who matters and where matters to the person (and aspirations where appropriate). What are their strengths, assets and qualities?**

Step 2 — **What is working and not working now?**

Step 3 — **What is the positive change you want to see?**
(This could be either changing what is not working or moving towards an aspiration)

Step 4 — **Make this into a specific outcome.**

Step 5 — **Now check it:**
Can we measure it? Do we know the starting point?
Is it achievable?
Does it keep or build on what is working?
Does it change what is not working?
Does it move us closer to the person's positive change/aspiration?
Where there is assessed need, does the outcome meet it?
Is it in everyday language, and not expressed from a service perspective?
The outcome does not include a solution.

Person-centred Tools

Important To/ For

Benefits

🟠 Helps to map identify what matters and if a person has a balanced life

🔵 Helps people to get more of what matters to them without ignoring what is important for them

🟢 Supports critical thinking and analysis

Important to

Important for

4

Person-centred Tools

Relationship Circle
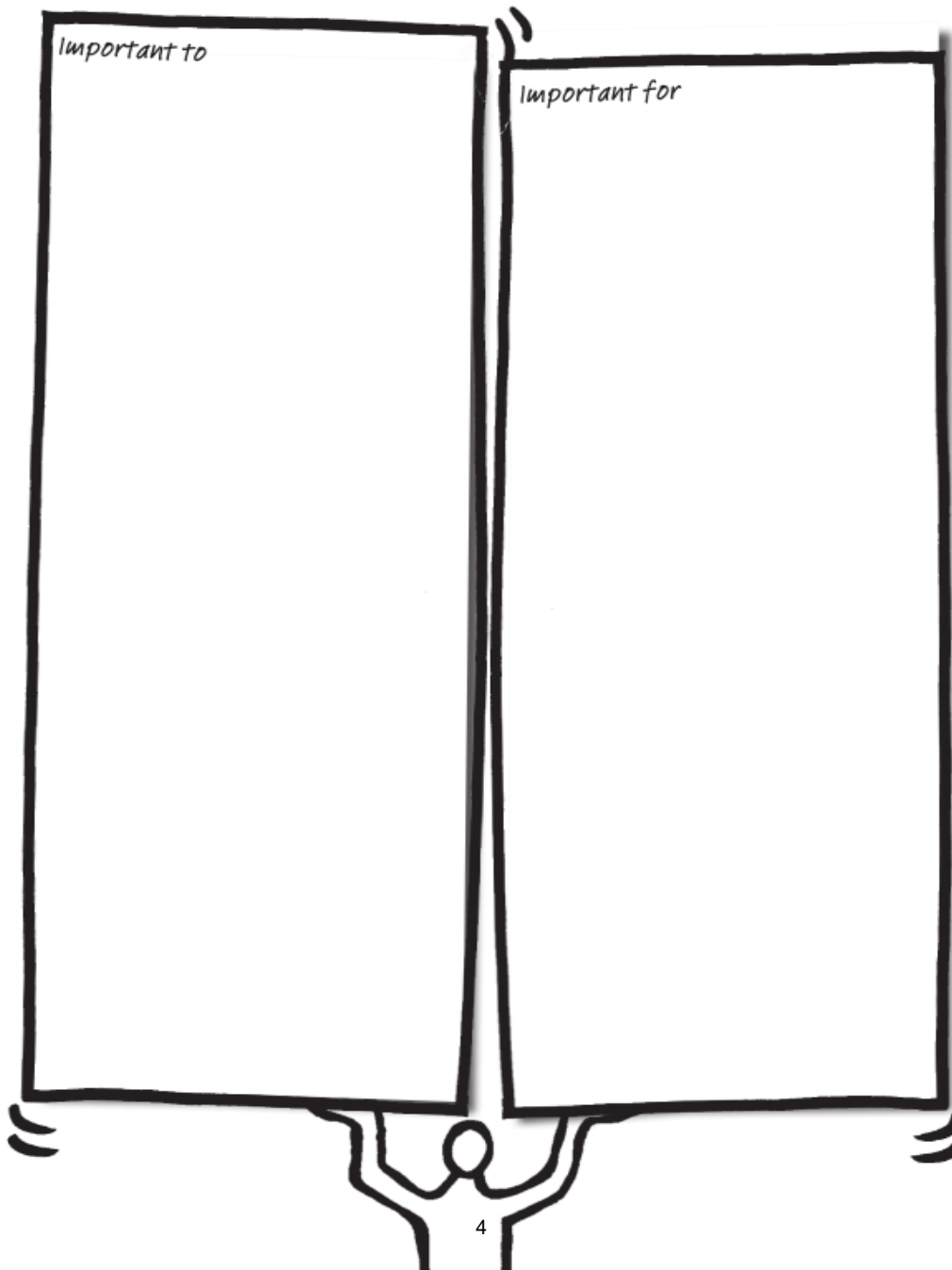
Benefits

- Helps us learn who the key people are in a person's life

- Helps identify who to involve in planning and decision making

- Helps identify where relationships can be strengthened or supported

- Helps identify relationship 'assets', people who can help

Person-centred Tools
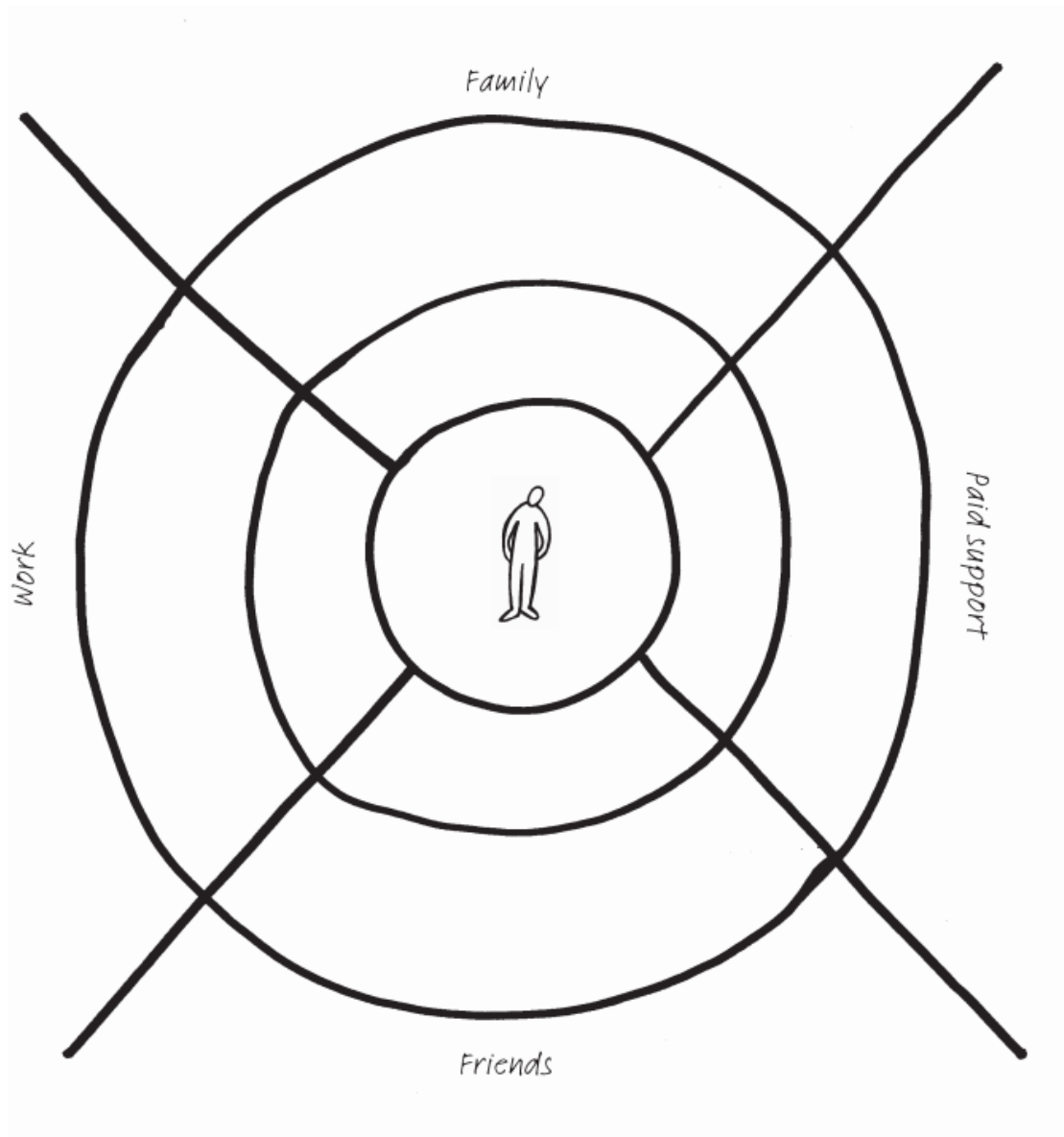
Who am I – My Places

Benefits

- Helps to map the community from the person's perspective
- Identifies where relationships and connections could be developed and strengthened
- Identifies roles the person has in the community

Who am I – My places

Places where I am a customer

Places where I feel good

Places where I am a member

Places where connections can be strengthened

Places where new connections can be made

6

Person-centred Tools

Working/ not Working

Benefits

Clarifies what needs to change and what should stay the same

Helps in determining goals/ outcomes

Helps with negotiation and finding common ground

Teaches critical thinking and promotes problem solving
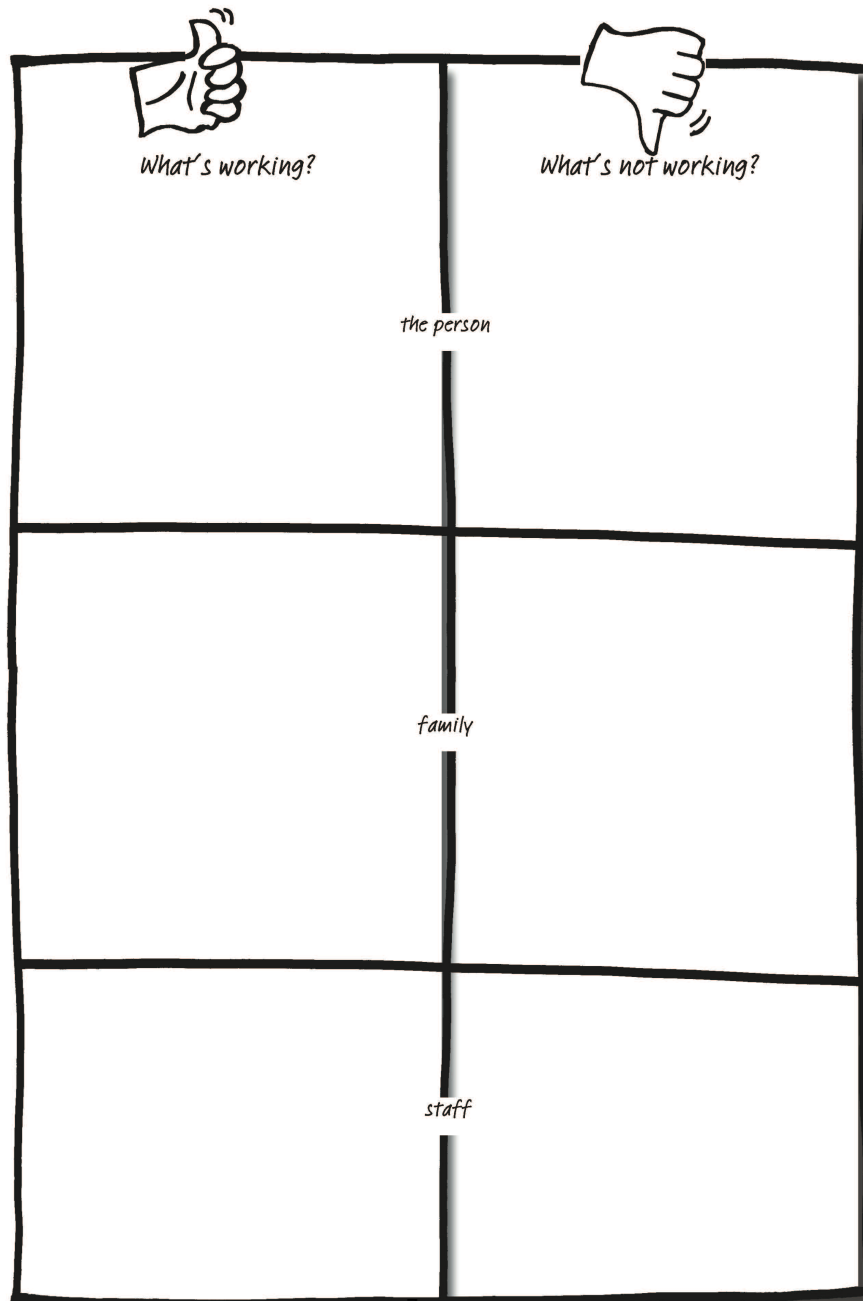
What's working?	What's not working?
the person	
family	
staff	

The Outcome Sequence

Step 1 What matters, who matters and where matters to the person (and aspirations where appropriate).

Step 2 What is working and not working now?

WORKING | NOT WORKING

Step 3 What is the positive change you want to see?
(This could be either changing what is not working or moving towards an aspiration)

Step 4 Make this into a specific outcome.

Step 5 Now check it:
Can we measure it? Do we know the starting point?
Is it achievable?
Does it keep or build on what is working?
Does it change what is not working?
Does it move us closer to the person's positive change/aspiration?Where there is assessed need, does the outcome meet it?
Is it in everyday language, and not expressed from a service perspective?
The outcome does not include a solution.

Practitioner Checklist
The Outcome Sequence

How well did I use the Outcome Sequence?

1 Did I discover what matters to the person, who is important in their life and the places that matter to them? Did I explore aspirations if this was appropriate? Did I discover what the person's strengths, assets and qualities were?

2 Have I fully understood what is working and not working about the person's life now, from their perspective?

3 Am I clear about the positive change that the person wants to see in their life (either changing something that is not working or moving towards an aspiration)?

4 Have I described this change in terms of a specific outcome or outcomes?

5 Have I checked the outcome(s) against the following:

○ Can we measure it? Do we know the starting point?

○ Is it achievable?

○ Does it keep or build on what is working?

○ Does it change what is not working?

○ Does it move the person closer to their positive change/aspiration?

○ Where there is an assessed need, does the outcome meet it?

○ Is it written in everyday language, and not expressed from a service perspective?

○ The outcome does not include a solution.

Am I confident that I involved the person in decision making as much as I could?

The Support Sequence

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The Support Sequence helps you to explore how to deliver the outcome creatively, using all available resources.

1

2

7

The Support Sequence

3

6

4

5

1. Yourself

How can you build on the strengths and qualities that you already have?

What else could you do to improve your knowledge, skills or confidence?

2. Technology

Are there any apps or technology that could help?

3. Equipment and Adaptations

Are there any products or equipment that could help?

Are there any physical changes that could be made to your home or environment that could help?

4. Family, Friends and Neighbours

Is there anything that your family, friends or neighbours could help with?

5. Community

Are there places, groups or events happening in your community that could help?

6. Services or Setting

For young people
What could your school or college do to help?
What is available in the local offer?

For adults
Are there any general health or social services that could help? What is available through universal services?

7. Support

For young people
Could additional specialist support help?

For adults
Could you organise support that could help?
If you already have a provider, is there anything they could do/do differently?

The Support Sequence

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Outcome*

Yourself

Technology

Equipment & Adaptations

Family, friends & neighbours

Community

Services or Setting

Support

* measurable, specific, change something that is not working, moves towards aspiration, everyday language

Practitioner Checklist
The Support Sequence

How well did I use the Support Sequence?

Did I start by exploring what the person has tried already, and what ideas they have?

1 Yourself
Did I consider with the person how they can build on their strengths, assets and qualities? Did I explore what else the person could do to improve their knowledge, skills or confidence? Did I discover what the person's strengths, assets and qualities were?

2 Technology
Did I investigate whether there are any apps or technology that could help?

3 Equipment and Adaptations
Did I review whether there are any products or equipment that could help? Did I see whether there are any physical changes that could be made to the person's home or environment that could help?

4 Family, Friends and Neighbours
Did I explore whether there is anything that the person's family, friends or neighbours could help with?

5 Community
Did I investigate whether there are places, groups or events happening in the person's community that could help? Did I consider online communities too?

6 Services or Setting
For young people
Did I review what the school or college could do to help and what is available in the local offer?
For adults
Did I consider whether there are any general health or social services that could help and what is available through universal services?

7 Support
For young people
Did I explore whether additional specialist support could help?
For adults
Did I consider how to organise support that could help? Did I review whether there is anything an existing provider could do or do differently?

Did we consider personal budgets?

Am I confident that I involved the person in decision making as much as I could?

Action Plan

Outcome	What	Who	By when