

Just Enough Support Facilitator Notes

Formats for delivery

1. 5 focus people with up to 5 support network members each (30 people max) to work through process and create a Just Enough Support plan (each of the 5 focus people brings a One-Page profile for support staff with them)
2. Up to 40 staff members working together in groups of 5-6 with one focus person in mind as an example (ensuring participants are aware that what they create that day cannot be implemented until they work through the process with the person)
3. Individually with a person and their support network

Acronyms defined

JES – Just Enough Support

OPP – One-Page Profile

HSA – Helen Sanderson Associates

What	Slide #	Key Messages	Supportive Materials
<p>Welcome, meeting map, introduction 15-20 min 9:30-9:50</p>	<p>1</p>	<p>Welcome housekeeping items(timing for day, rest rooms, smoking, refreshments, workbooks and handouts) opening round – share name, where you work and one thing that is going well for you</p> <p>Meeting Map <i>Purpose</i> - To explore how we currently support people...to ensure we are providing just enough support, not too much, not too little <i>Agenda</i> - Wedding Planner, One Page Profile, Relationship Map, Working/Not Working in my home, Perfect Week, Support Daily Record, Gifts and Contributions, Places and People, Community Mapping, Matching Supports, Ideas to Action <i>Ground Rules</i> – misery is optional, confidentiality #1, avoid sidebar conversations, cell phones on vibrate, have fun, commit to being openminded and creative, feel free to ask questions and share ideas <i>Roles</i> – name of facilitator(s), timekeeper, hospitality person</p> <p>Introduction (Context) This process was developed in the UK when the economic downturn affected public services and personal budgets were reduced (use parts of introduction from first page in workbook.) With emergence and potential increase in individualized funding in Ontario JES is a process that can be used to assess support needs and ensure that personal budgets are spend effectively. Using all paid supports is often a barrier to people building relationships and independence in their communities. This process helps us to look at where assistive technology and natural or unpaid supports can be used first followed by implementing paid supports where there is a justified need. The following questions will be considered:</p> <ul style="list-style-type: none"> • How do we develop alternatives to just paid supports for people? • How do we continue to develop individually designed services for people with reduced paid support and limited funds? • How do we stay true to our values and principles while moving forward? Share values and principles on flip chart <p>This process is not intended to eliminate paid supports just explore how we can use our resources more efficiently, effectively and intentionally.</p>	<p>meeting map poster JES poster JES workbook JES process handout</p>

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<p>Balance 10 min</p> <p>9:50-10:00</p>	<p>2</p> <p>3,4</p>	<p>JES animate – play, provides an overview of the process</p> <p>JES is about achieving a successful balance of unpaid supports, assistive technology and justified paid supports on an individualized basis to help people live the lives of their choice. Just because they have always had paid supports in certain areas of life does not mean that they are necessary or that those needs couldn't be met by exploring assistive technology or natural supports.</p> <p>Balance and supports are not always “cookie cutter” shapes. Supports can look different and still support people successfully. Not all chairs have 4 legs, but they still support people.</p>	<p>ppt video</p>
<p>Wedding planner 20 min</p> <p>10:00-10:20</p>	<p>5-8</p>	<p>Wedding planner exercise</p> <p>What do you think when you see this slide? Party, fun</p> <p>Tell the group they have a new career - wedding planners - their task is to plan a wedding from start to finish including all pre wedding activities to the honeymoon. Remind them that it is essential that they pay attention to detail.</p> <p>Here's the catch - THERE IS NO MONEY and they cannot fundraise</p> <p>The wedding is happening in three weeks, and they have to have everything planned perfectly for the bride and groom.</p> <p>At their tables, using flip chart paper, work in groups discussing each other's contacts and connections that could help in making sure the wedding goes off as planned. Ask them to think about resources and connections in their communities that could help. Ask them to be specific about who they know that can help with each piece.</p> <p>Give 20 minutes for discussion. Ask each table to give a few examples of what they came up with.</p> <p>This exercise is meant to get people to think creatively about local resources and natural supports, the benefits of using networks and connections and to remind us that money is seldom the only answer to getting people connected.</p>	<p>ppt flip chart paper – 1 per group markers on tables</p>

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Process 2 min	9	remind people of the process that will be used throughout the day using graphic. Review slide and talk about how using this process is a win-win-win for people, organizations and communities	ppt
Why? 2 min	10	<p>The goal is to help people to live meaningful lives of their choice without over supporting or under supporting them. We want to achieve a successful balance.</p> <p>Instead of starting with the budget and working around it, we start with a blank slate and make use of what we have around us before seeking out money to support what we need.</p> <p>We start with no money and then look at what resources are around, what family, friends and other natural supports can offer.</p>	ppt
Ideas 2 min	11	show the graphic of the process to quickly give a visual for people	ppt workbook pg 2
30 sec	12	another graphic to go through quickly for visual – they have this as a handout	ppt handout
Are we prepared? 2 – 7 min	13	<p>Before we can get into coming up with ideas we need to have a deep understanding of who the person is. The next few tools will help us do that.</p> <p>Format 1 - Thank people for attending with their support networks who have already been prepared by giving them information about what to expect, they should each have a one-page profile on their table for the focus person.</p> <p>Format 2 - give 5 minutes to discuss their focus person at their tables – choose a person that has expressed wanting more independence or someone who is falling through the cracks and needs more support</p>	ppt workbook
Paul 5 min	14	using Paul's story, introduce Paul	Paul's story

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<p>One Page Profile 20 min 10:25-10:45</p>	<p>15,16</p>	<p>review the core elements and purpose of OPP's - Like and Admire, What is Important to, How best to support. The purpose of the one-page profile for this workshop is for support workers to have valuable information about the person to enable them to support the person well</p> <p>share some of the items from Paul's OPP on both slides.</p> <p>Format 1 - Ask tables to take 15 minutes to review the focus persons OPP and familiarize themselves with it, add to it if possible. Format 2 –have them create a profile (remind them that they are just scratching the surface)</p>	<p>Ppt - animations Workbook pg 3</p>
<p>BREAK 10 min 10:50-11:00</p>			
<p>Working/Not Working in my home 20 min 11:00-11:20</p> <p>Perfect Week, Support Record 30 min 11:20-12:15</p>	<p>17</p> <p>18-23</p>	<p>Looking at what is working and not working NOW in the persons current home and with the people they live with helps us to build actions to maintain the good and make change where there is need</p> <p>Use Paul's story and examples of where things were maintained or changed</p> <p>Take 10 minutes at tables to have a conversation and add to Page 5 in the workbook</p> <p>Play video, give 10-15 minutes to discuss and complete the perfect week (pg 13), remind them that this is the ideal, not necessarily what the person is doing now but what they would do if they were living their perfect week – Who would they spend time with? What would they be doing? Where would they spend their time?</p> <p>Taking a look at the supports people want and need helps us to determine what types of supports are required, where we can provide natural support, assistive technology or paid support.</p> <p>10 -15 mins to record daily support record- DO NOT ADD TO SUPPORTS PART OF DAILY SUPPORT RECORD YET (pg 6,7)</p> <p>In order to provide the perfect week, we want to explore all avenues of potential supports starting with personal strengths just like everyone else does. When we have a goal we start with trying to achieve it</p>	<p>Workbook pg 5 Ppt - animations</p> <p>video Workbook pg 6,7,13 ppt</p>

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		<p>on our own, we bring in assistive technology, family and friends, community resources and paid support as needed.</p> <p>Introduce the support sequence as another way of looking at a good balance of supports with paid as a last resort.</p> <p>Support Sequence – the approach used by HSA to action plan outcomes identified step by step starting with personal strengths and so on with paid support as a last resort – essentially turning our typical approach upside down.</p>	
<p>LUNCH 45 mins</p> <p>12:15- 1:00</p>			
<p>Ideas - Assistive Technology</p> <p>25 min</p> <p>1:00-1:25</p>	24-28	<p>Explain that we will now start exploring some ideas starting with assistive technology. Show video.</p> <p>Use these slides and Paul’s examples to demonstrate how assistive technology has been successful in supporting others, include local, provincial and international resources that are available to people and areas in which these resources may be helpful in people’s lives. Create a list with the group on flip chart.</p> <p>Give groups 10 min to record some ideas that might work for each focus person based on what they know about their support needs</p>	<p>video</p> <p>Paul’s story ppt - animations workbook pg 15</p>
<p>Ideas - People</p> <p>15 mins</p> <p>1:25-1:40</p>	29-30	<p>Introduce Gifts and Contributions tool -Page 8 in workbook, use Paul’s examples</p> <p>Looking at peoples’ gifts and where they might contribute in their community or neighbourhood is a great way to identify natural supports. All gifts, no matter how small or seemingly insignificant are valuable and have to potential to contribute in some area of community. For example: a young man has a great gift of being able to roll yarn, string, ribbon etc. and loves to do it, his gift can be of use in sewing centres, yarn stores, gift wrapping campaigns etc. The gift may seem less significant than a carpenter or a hockey coach but, it holds the same value in the right setting.</p> <p>Give groups 10 min to record in workbook</p>	<p>Paul’s story ppt - animations workbook pg 8</p>

What	Slide #	Key Messages	Supportive Materials
<p>Relationship Map 15 min</p> <p>1:40-1:55</p>	31	<p>What does support look like for people who have NO paid supports? - use Paul's examples</p> <p>Neighbors - how can we encourage and support looking out for each other in neighborhoods Family - who are they in the person's life. Friends - unpaid relationships the person has chosen to maintain.</p> <p>Remember these are the people closest to you emotionally, not just because they are in your life or are expected to be included.</p> <p>Current paid staff are not included even if the person would identify them as friends unless that staff would provide supports in this capacity (unpaid)</p> <p>Take 10 minutes at tables to record.</p>	<p>Workbook pg 4 ppt - animations</p>
<p>People and Places tool 10 min</p> <p>1:55 – 2:05</p>	32	<p>use Paul's examples</p> <p>The people and places tool helps us to explore potential natural connections in community places that people already attend. We look at the places where people are customers, member and where they feel good. Who are the people that make these places a place that the person wants to continue attending, are there any areas where connections can be created or strengthened? Explore what supports people currently have at the places (probably mostly paid) and if there is potential to strengthen or create connections to reduce or eliminate paid supports in those places.</p> <p>Ask them to leave the bottom right section until after the Community Mapping exercise</p> <p>Give groups 10 minutes to record in workbook</p>	<p>Paul's story ppt – animations workbook pg 9</p>
<p>Community Mapping 15 min</p> <p>2:05-2:20</p>	33-41	<p>show Cara Milne video</p> <p>Community mapping discovers what is unique about a persons community. It explores what people do together for fun, where people feel valued and welcomed. It identifies organizations and networks and helps to match with the persons interests with what is available in their community.</p> <p>Connections are everything, without them we would miss out on so many opportunities. Briefly review community maps pointing out how much is available.</p>	<p>video ppt Paul's story Workbook pg 10-11</p>

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		<p>Time bank slide – In the UK they have time banks which are basically a barter system for supports. They have a database where people add their name, supports needed and what they can offer others. Every person gives and receives the same amount of time to and from others.</p> <p>3rd places - 3rd places are the places that people gather informally for connection more than the activity. Tim Horton's, knitting clubs, euchre night at the legion - people congregate there to play cards twice a week but most attend for the gossip and friendships as well as a game of cards.</p> <p>Give groups 20 minutes to draw out the persons community, ask them to picture the community in their heads starting at the persons home and then walking down the street. Identify the places that are important to the person and places they never thought of accessing. Think about what people do at these places (example: community centre has more than one service to offer, libraries have weekly book clubs or other clubs) This is also a great exercise to do physically when they get home to explore even further.</p> <p>Once the maps are drawn they can go back to the places and people tool on page 9 to add to the new places they have discovered that may create new connections for the person - use Paul's examples –</p> <p>5 reciprocal things in a neighbor – show and review Paul's examples and talk about the value of exploring this with people – don't have them complete this tool</p>	
<p>BREAK 10 min 2:20-2:30</p>			
<p>Ideas - Testing ideas/actions 25 min 2:30- 2:55</p>	<p>41-49</p>	<p>Radical – Heston Blumenthal uses chemicals – science – with food to create delicious dishes (way out there)</p> <p>Traditional – Delia Smith is a meat, potato, vegetable type chef – still creates delicious meals (we have done great work for many years, we don't want to throw away or dismiss good traditional ideas that work)</p> <p>Different – Jamie Oliver pulls together creative ideas, food that we wouldn't really think to pair and creates delicious meals (use some creativity, quirky ideas)</p>	<p>ppt workbook pg 16-19</p>

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		<p>Blue sky ideas - Ask each group to spend 10 minutes blue skying.....writing ideas that have come up through the day based on the conversations and tools completed – assistive technology and relationships/networks</p> <p>RULES TO BLUE SKYING</p> <ol style="list-style-type: none"> 1. Be creative 2. there is no such thing as silly ideas....ideas that seem silly often create the best conversations that lead to great actions 3. Don't analyze the ideas, we will do that later, just write them down no matter how ridiculous they sound. <p>Testing ideas - What do people want to try, where can their lives be enhanced or changed based on what they have identified they want? Take the ideas and plot them on the grid, they may have ideas in each section and that's ok. Plot the ideas on the grid, anything on the left side is really dismissible, items on the top right we can action plan right away, items on the bottom right will need some discussion about how to ensure the person has enough support to try it out.</p> <p>Format 1 - Have groups develop actions which address any perceived challenges or barriers and build on opportunities that have arisen as well as considering what impact they may have on:</p> <ul style="list-style-type: none"> Money and Resources Policies and Procedures Training and Support Culture and Moral <p>Action - The goal is to have ideas that fit in the “enough support/important to the person” quadrant. Groups can choose 3-5 ideas to explore further and ask “what would it take to get this idea into the “enough support/important to the person” quadrant. These ideas would be written down as next steps.</p> <p>Format 2 – discuss the potential barriers as above and how we would take all of this information and ideas and create a clear action plan with the person to take steps forward</p> <p>Ask groups to go back to the daily support record and determine hour by hour if the person needs, (based on conversations throughout the day) no support, natural or unpaid support, assistive technology</p>	

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<p>Ideas- Paid Support 15 min 2:55 – 3:10</p>	50	<p>that could help or paid support.... if paid support include justification</p> <p>Remind that this is not about eliminating paid support, just ensuring that paid support is only in place where necessary, paid supports are important, valuable and required in varying levels on an individual basis</p> <p>Now that you have identified the areas where the person needs paid support we can look at an approach to ensuring they have paid staff that they enjoy</p>	<p>Workbook ppt</p>
<p>Matching 10 min 3:10-3:20</p>	51-52	<p>Explain the matching tool and how it can be used to hire appropriate paid supports when justified</p> <p>Ask groups to complete the tool</p> <p>Start by adding the paid supports you have identified as necessary to the supports wanted and needed section, then go on to add to skills needed, personality characteristics preferred and share/common interests</p>	<p>Workbook pg 14 ppt</p>
<p>Closing/ Closing Round 10 min 3:20-3:30</p>	53-57	<p>Explain how Person-Centred Reviews can support the review of the plan developed during the workshop. Person-Centred Reviews is a planning process created by HSA that gathers information to evaluate progress on actions and determine next steps.</p> <p>Share how learning logs, 4+1 questions and working/not working can support our learning, evaluation of progress and action planning.</p> <p>Learning Log identifies the activity a person did, who was there, what went well and what didn't go well to better plan for the next time they do the same or similar activity.</p> <p>4+1 questions – 1. What did we try, 2. what did we learn, 3. what are we pleased about, 4. what are we concerned about, +1 what will we do next</p>	<p>ppt</p>

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		<p>Working/Not Working – helps is identify what to keep the same or enhance and what to change – always a bridge to action planning – used this tool already today</p> <p>Do a closing round asking each person to share something they liked about the JES process or something they are excited about.</p>	