



### **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

### **Meeting Map**

*Purpose* - To explore how we currently support people...to ensure we are providing just enough support, not too much, not too little

*Agenda* - 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

*Ground Rules* – 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

*Roles* – name of facilitator(s), timekeeper, hospitality person

### **Introduction (Context)**

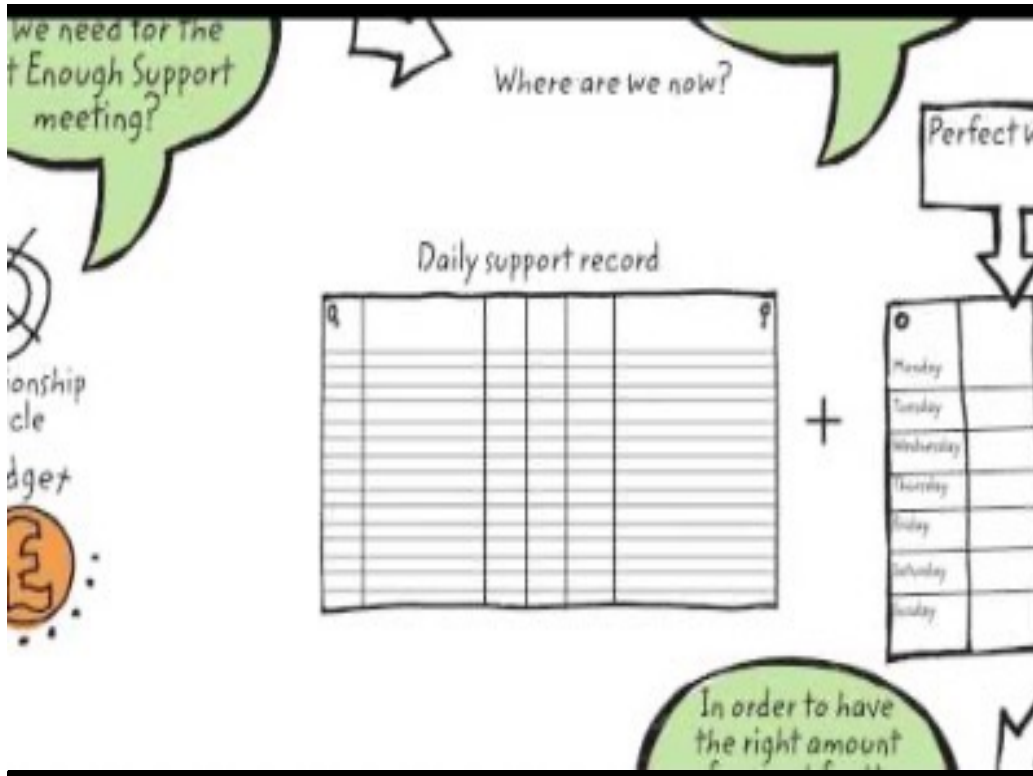
This process was developed in the UK when the economic downturn affected public services and personal budgets were reduced (use parts of introduction from first page in workbook.)

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:

- 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**

This process is not intended to eliminate paid supports just explore how we can use our resources more efficiently, effectively and intentionally.



JES animate – play, provides an overview of the process



## Just Enough Support

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.



## Just Enough Support

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.



What do you think when you see this slide? Party, fun



## wedding planners

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.

The wedding is happening in three weeks, and they have to have everything planned perfectly for the bride and groom.

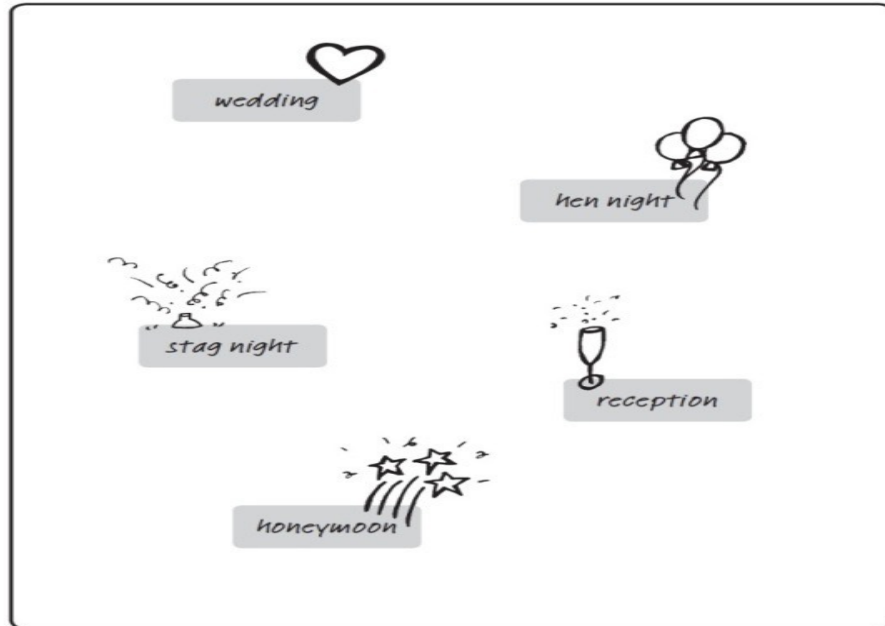
At their tables, using flip chart paper, work in groups discussing each other's contacts and connections that could help in making sure the wedding goes off as planned. Ask them to think about resources and connections in their communities that could help. Ask them to be specific about who they know that can help with each piece.



Here's the catch - THERE IS NO MONEY. And they cannot fundraise

## The wedding planner

Plan a wedding. There is no money - what can you and your contacts bring?



■ ■ ■ ■ ■  
JUST ENOUGH SUPPORT workbook

Give 20 minutes for discussion. Ask each table to give a few examples of what they came up with.

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.



# JUST ENOUGH SUPPORT



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

# Why?

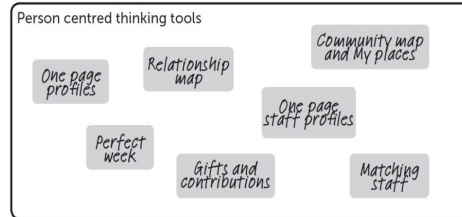
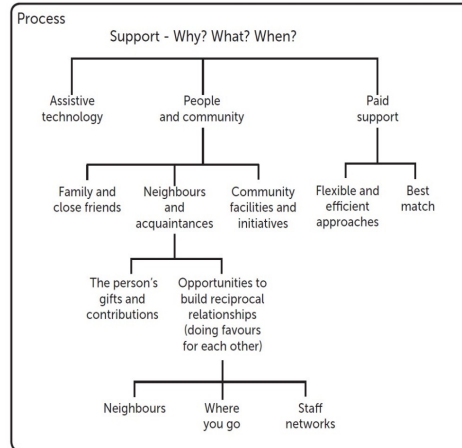


The goal is to help people to live meaningful lives of their choice without over supporting or under supporting them. We want to achieve a successful balance.

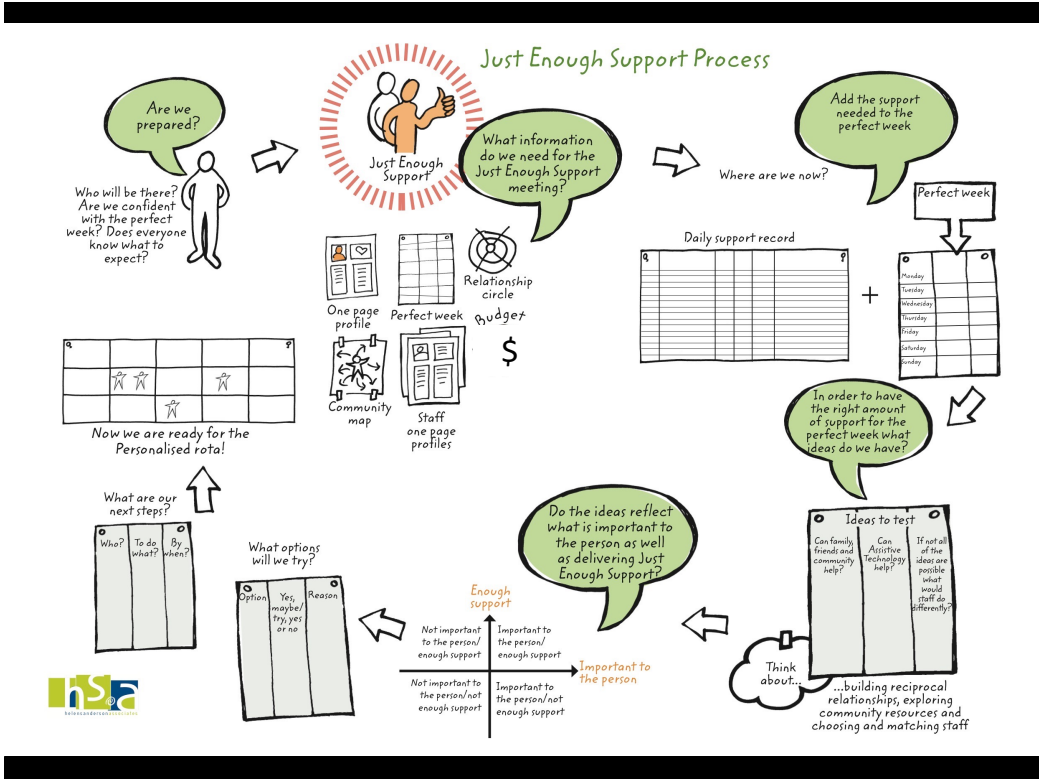
Instead of starting with the budget and working around it, we start with a blank slate and make use of what we have around us before seeking out money to support what we need.

We start with no money and then look at what resources are around, what family, friends and other natural supports can offer.

# Ideas



show the graphic of the process to quickly give a visual for people



another graphic to go through quickly for visual – they have this as a handout



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.

**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.

**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



using Paul's story, introduce Paul

## One page Profile for Paul



### What's Important to me

Poppy the dog.  
My family and Edna  
My pets and looking after them.  
Talking overseas to family in New Zealand.  
Feeling safe and secure  
Likes a gamble and smoking.  
Very house proud.  
Gardening and selling veg/hanging baskets .  
Own home and independence.  
Having staff I have chosen.  
To be helpful to others

### What people like and admire about me

Helpful and caring, always the gent, health and safety conscious, great sense of humour, responsible pet owner, friendly, approachable ,an enquiring mind, polite, enjoys a laugh, lucky gambler, good gardener. Good neighbour.

### How to best support me

I have an enquiring mind and need things explained to me especially about the news.  
I must be involved in all decisions about my life.  
Encourage me to make new friends in the community.  
Support me around my health issues, I have epilepsy.  
I like a bet and to smoke don't nag about this.  
Never talk down to me.  
Treat my home with respect.

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

share some of the items from Paul's OPP on both slides.



#### What people like and admire about me

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#### What's important to me

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**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)



**Paul**  
**Working/not**  
**working**  
**about where I**  
**live right now**

Where I live and who with

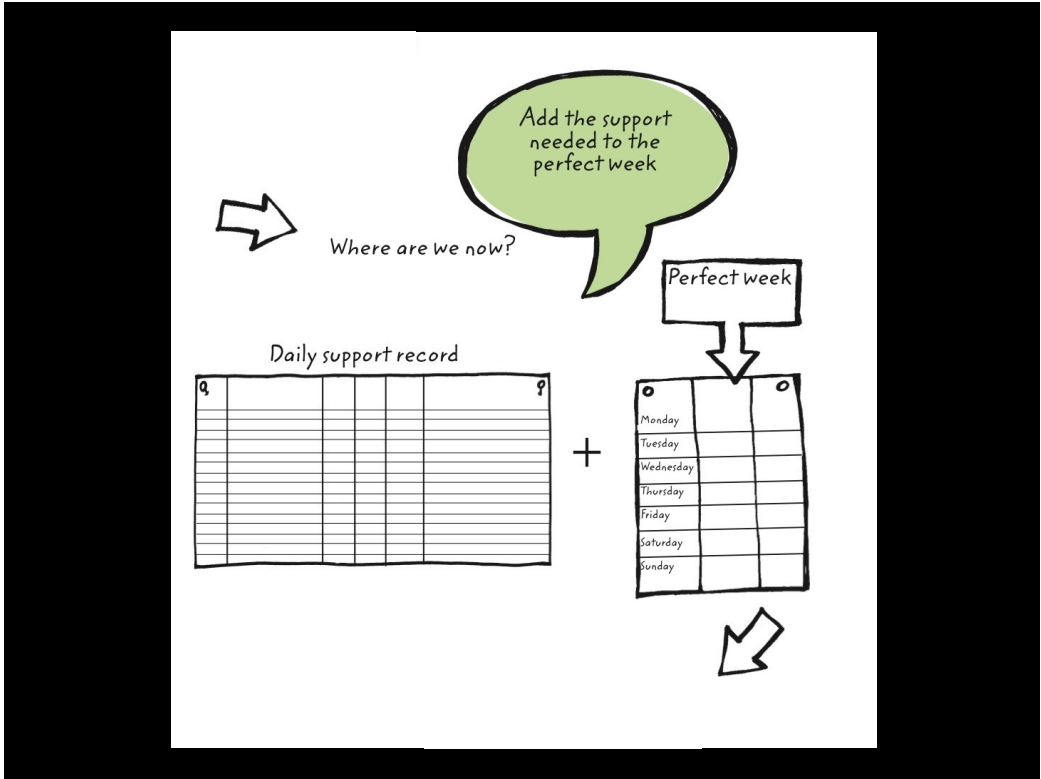
 <i>What's working?</i>	 <i>What's not working?</i>
<ul style="list-style-type: none"> <li>•Living on my own.</li> <li>•The staff I have chosen.</li> <li>•Having my pets, dog and fish.</li> <li>•A great garden to grow plants, veg etc.</li> <li>•Having a routine.</li> <li>•Being safe and secure.</li> <li>•Close to the bookies, local shop.</li> </ul>	<ul style="list-style-type: none"> <li>•Being over protected.</li> <li>•Not having time on my own without staff.</li> <li>•Feel like I have little independence.</li> <li>•Not enough friends.</li> <li>•Not doing things in local community on my own.</li> </ul>
<p><i>Important in the future</i></p> 	

JUST ENOUGH SUPPORT workbook

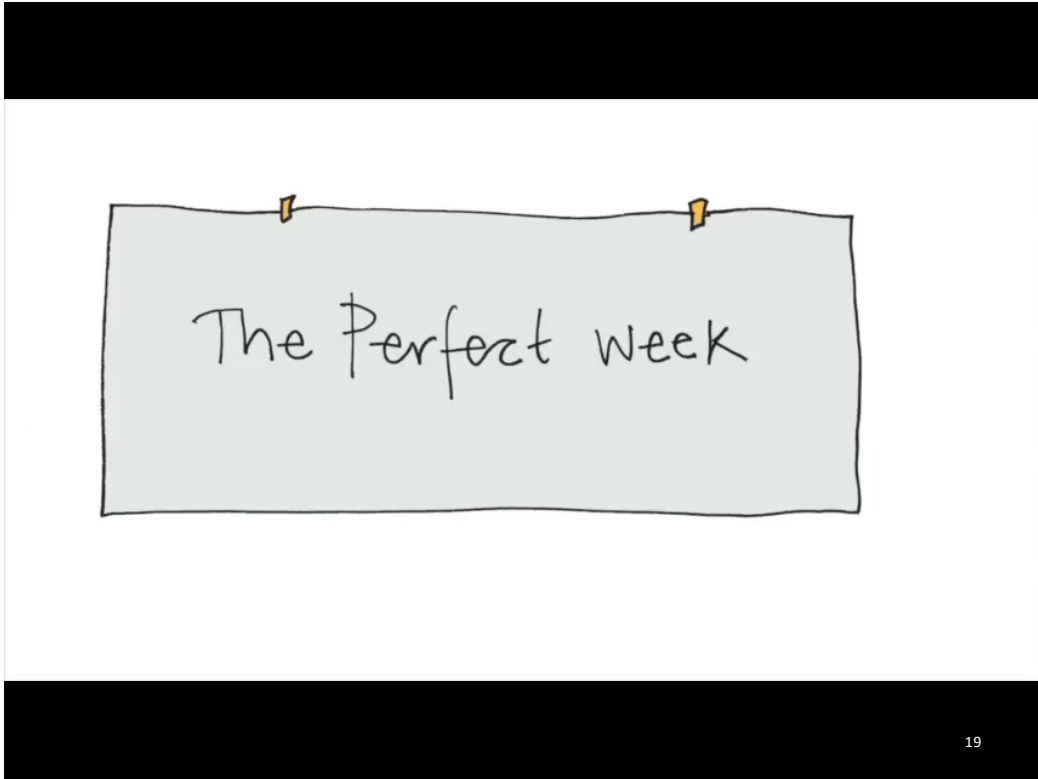
Looking at what is working and not working NOW in the persons current home and with the people they live with helps us to build actions to maintain the good and make change where there is need

Use Paul's story and examples of where things were maintained or changed

Take 10 minutes at tables to have a conversation and add to Page 5 in the workbook



We are going to move on to a couple of more tools that help us to identify what the person wants their day and week to look like



[Play video](#)

# My Perfect Week

Perfect week

	<i>morning</i>	<i>afternoon</i>	<i>evening</i>
<i>Monday</i>			
<i>Tuesday</i>			
<i>Wednesday</i>			
<i>Thursday</i>			
<i>Friday</i>			
<i>Saturday</i>			
<i>Sunday</i>			

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?

# Support daily record

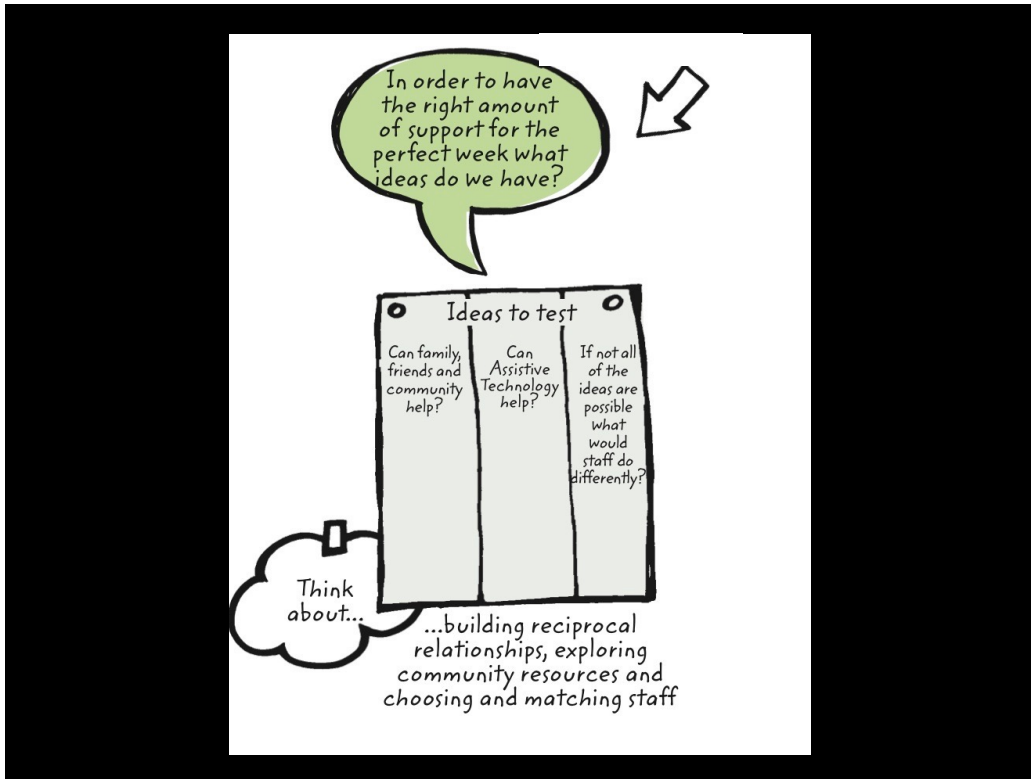
Hours:

Budget:

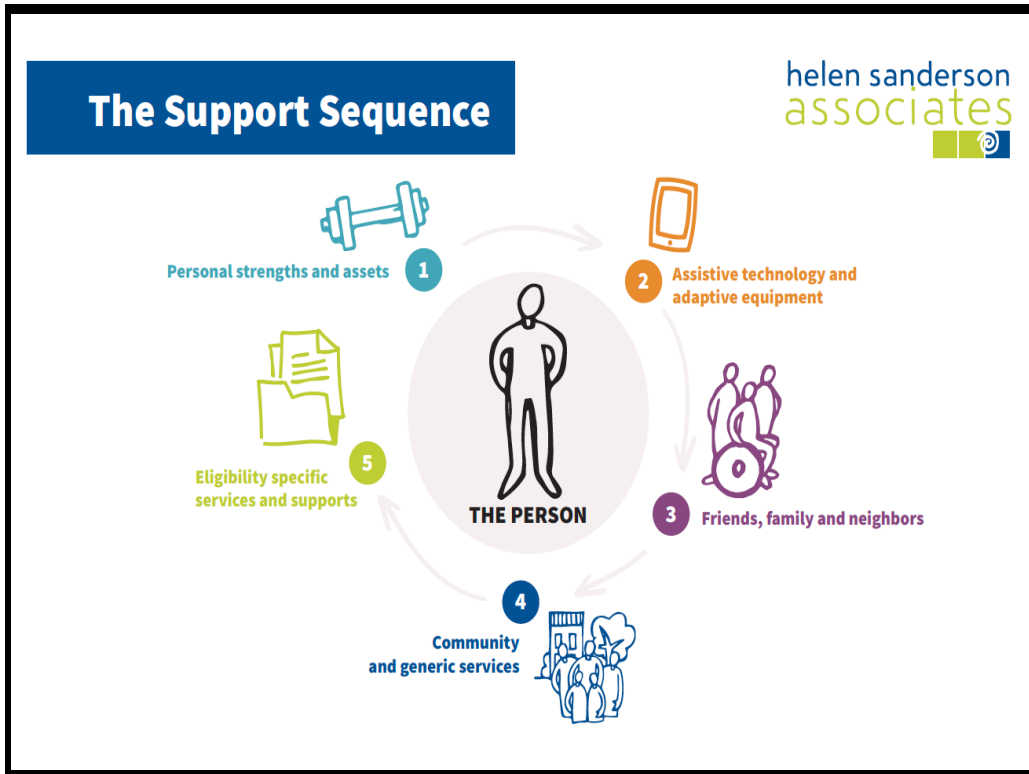
Time. One hour at a time throughout the day	What the person does	No support	Natural or unpaid support including volunteers	Assistive technology that could help	Paid support	Justification
7.00am						
8.00am						
9.00am						
10.00am						
11.00am						
12.00pm						
1.00pm						
2.00pm						
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5.00am						
6.00am						

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.

10 -15 mins to record daily support record- DO NOT ADD TO SUPPORTS PART OF DAILY SUPPORT RECORD YET (pg 6,7)

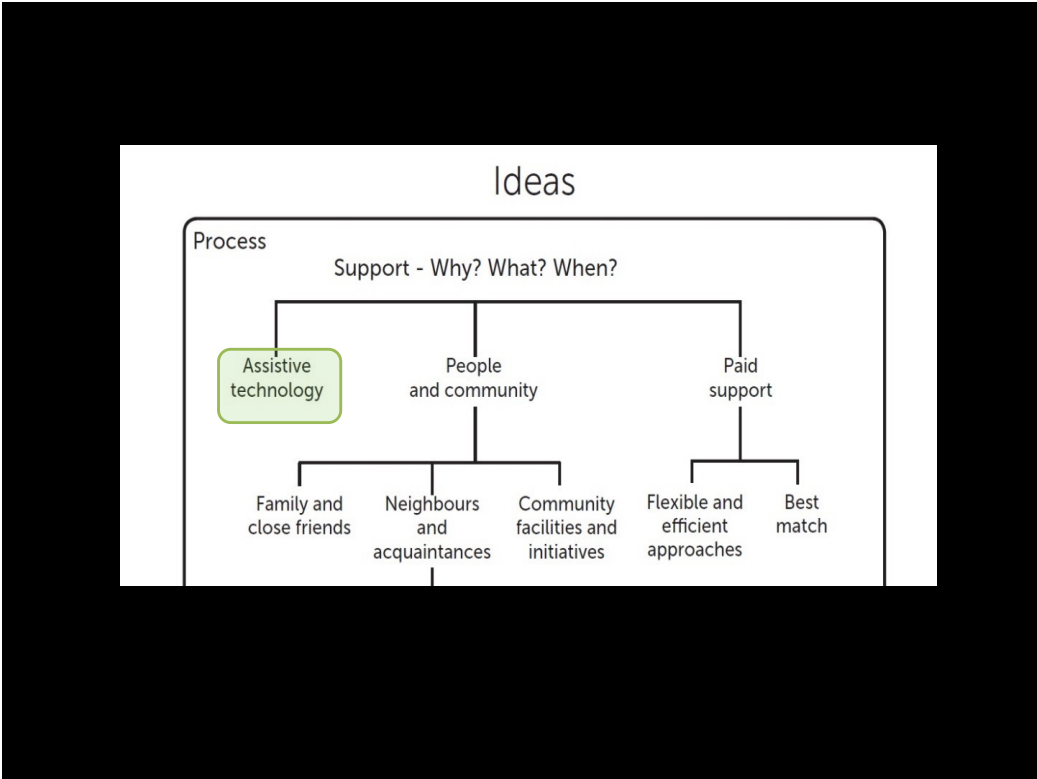


In order to provide the perfect week, we want to explore all avenues of potential supports starting with personal strengths just like everyone else does. When we have a goal we start with trying to achieve it on our own, we bring in assistive technology, family and friends, community resources and paid support as needed.



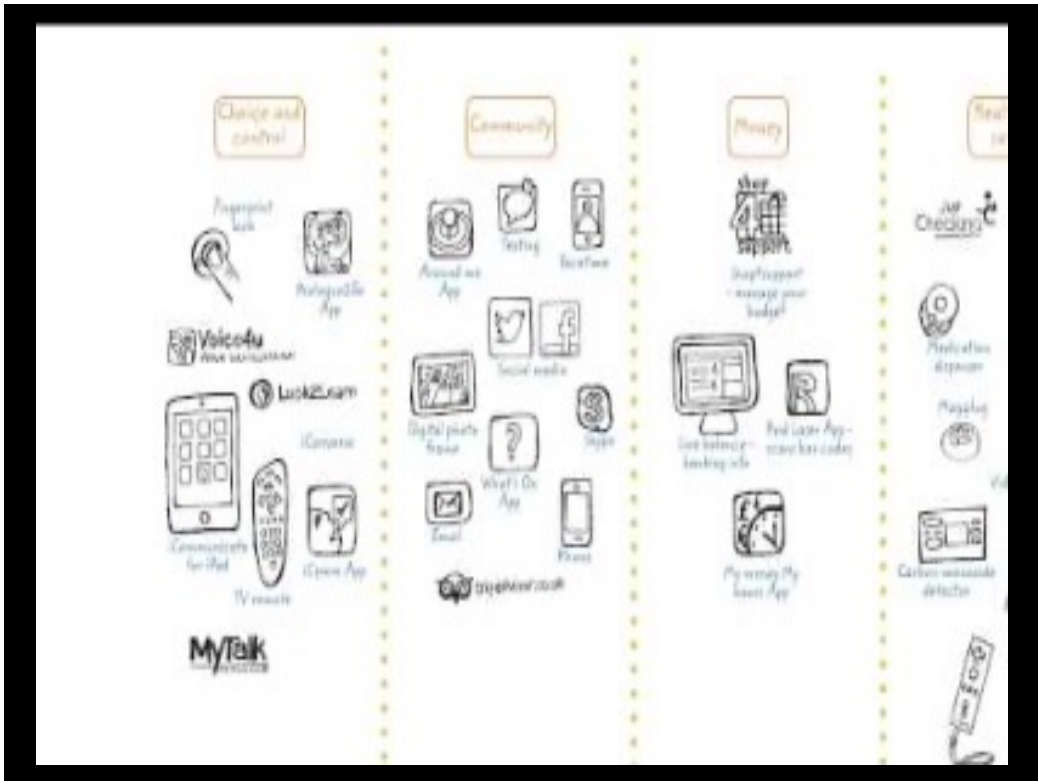
Introduce the support sequence as another way of looking at a good balance of supports with paid as a last resort.

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.

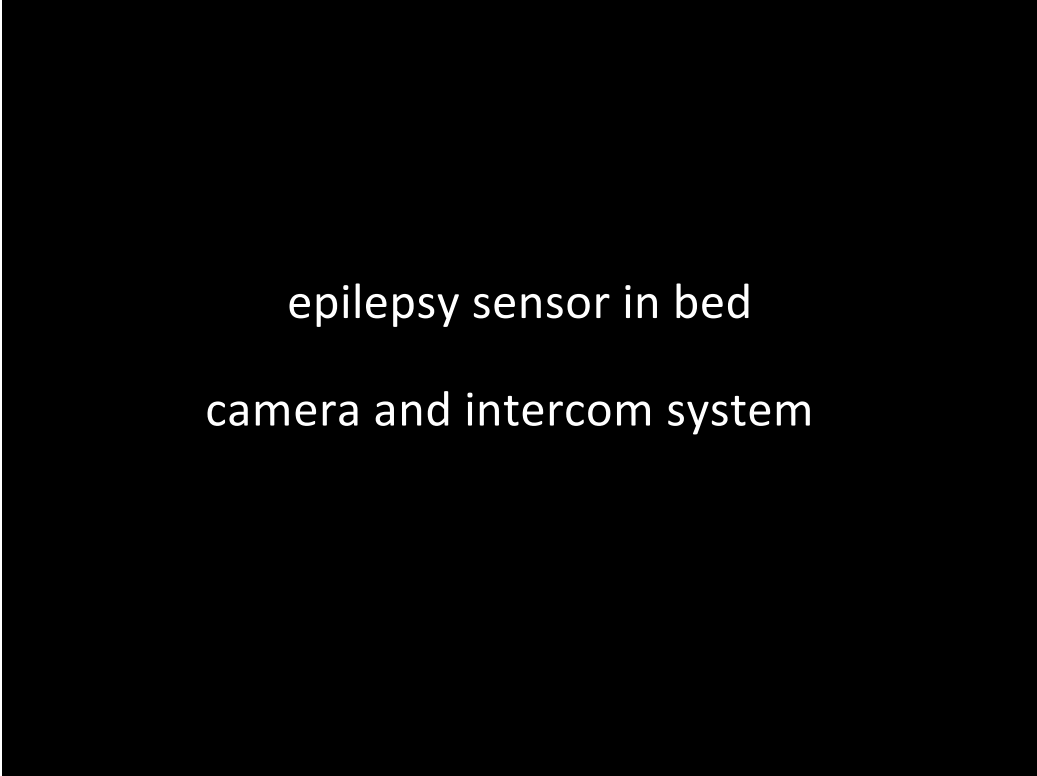


Explain that we will now start exploring some ideas starting with assistive technology





Show video

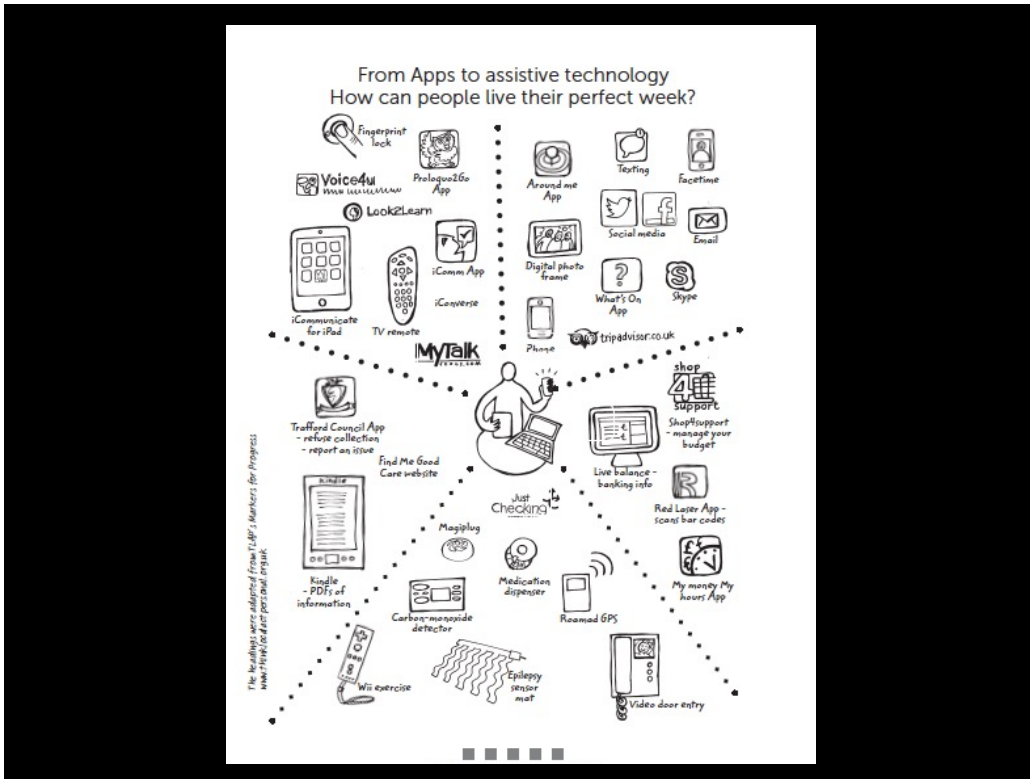


epilepsy sensor in bed  
camera and intercom system

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.

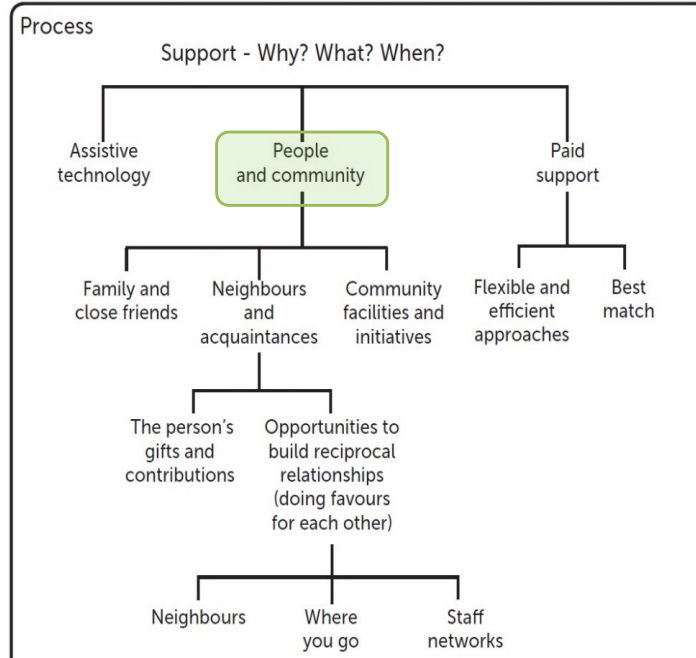


Our Mon Ami™ Touch Devices



Give groups 10 min to record some ideas that might work for each focus person based on what they know about their support needs

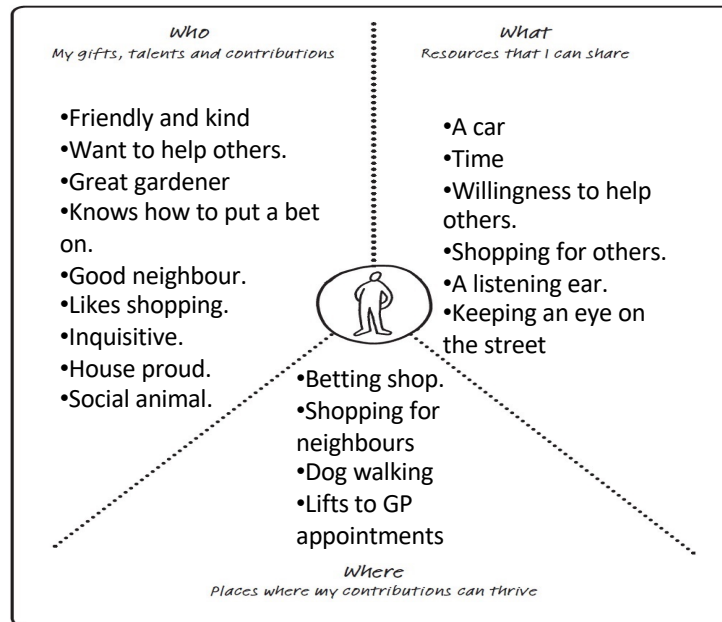
# Ideas



Moving on to explore people and community

# Paul

## Gifts and contributions

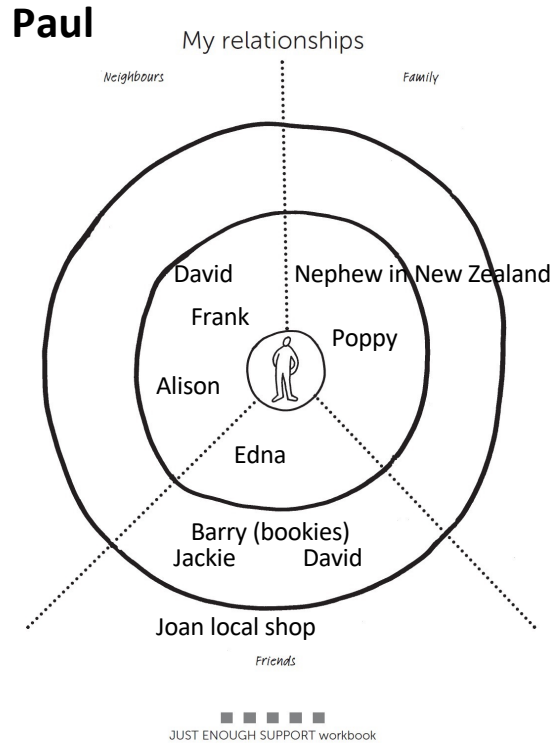


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JUST ENOUGH SUPPORT workbook

Introduce Gifts and Contributions tool -Page 8 in workbook, use Paul's examples 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.

Give groups 10 min to record in workbook

What does someone's relationship circle look like with no paid support?



What does support look like for people who have NO paid supports? - use Paul's examples

Neighbors - how can we encourage and support looking out for each other in neighborhoods

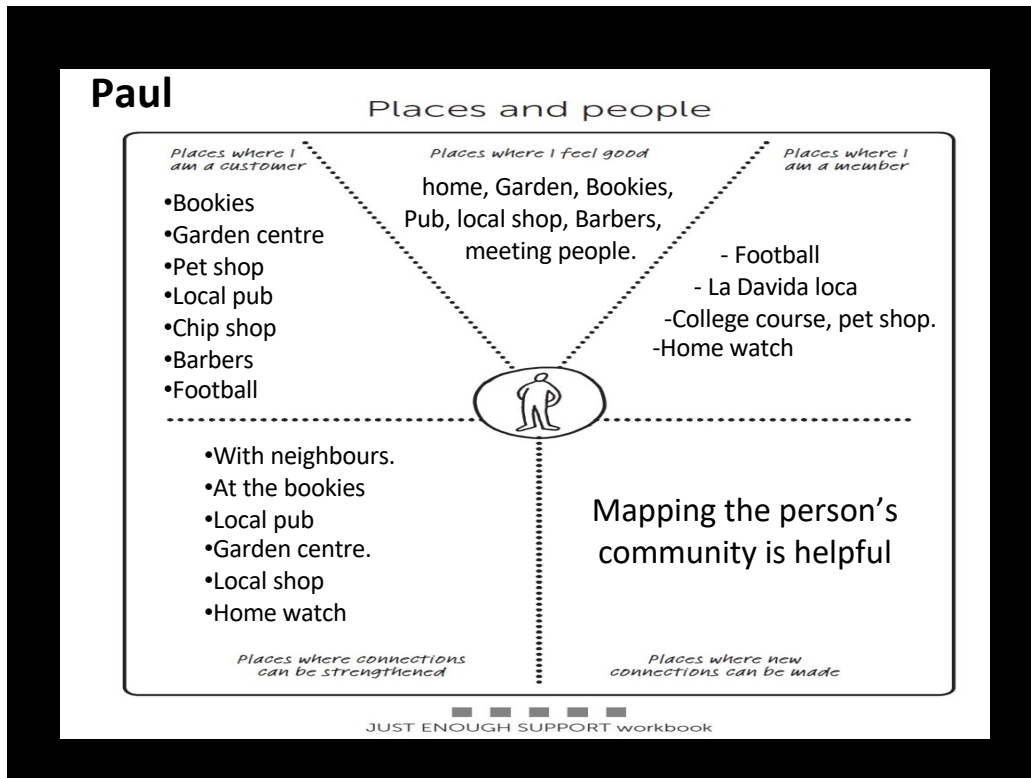
Family - who are they in the person's life.

Friends - unpaid relationships the person has chosen to maintain.

Remember these are the people closest to you emotionally, not just because they are in your life or are expected to be included.

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)

Take 10 minutes at tables to record.



use Paul's examples

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.

Ask them to leave the bottom right section until after the Community Mapping exercise

Give groups 10 minutes to record in workbook





Show video



## Connections are everything

Community mapping discovers what is unique about a person's 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 person's interests with what is available in their community.

Connections are everything, without them we would miss out on so many opportunities. Briefly review community maps pointing out how much is available.



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.



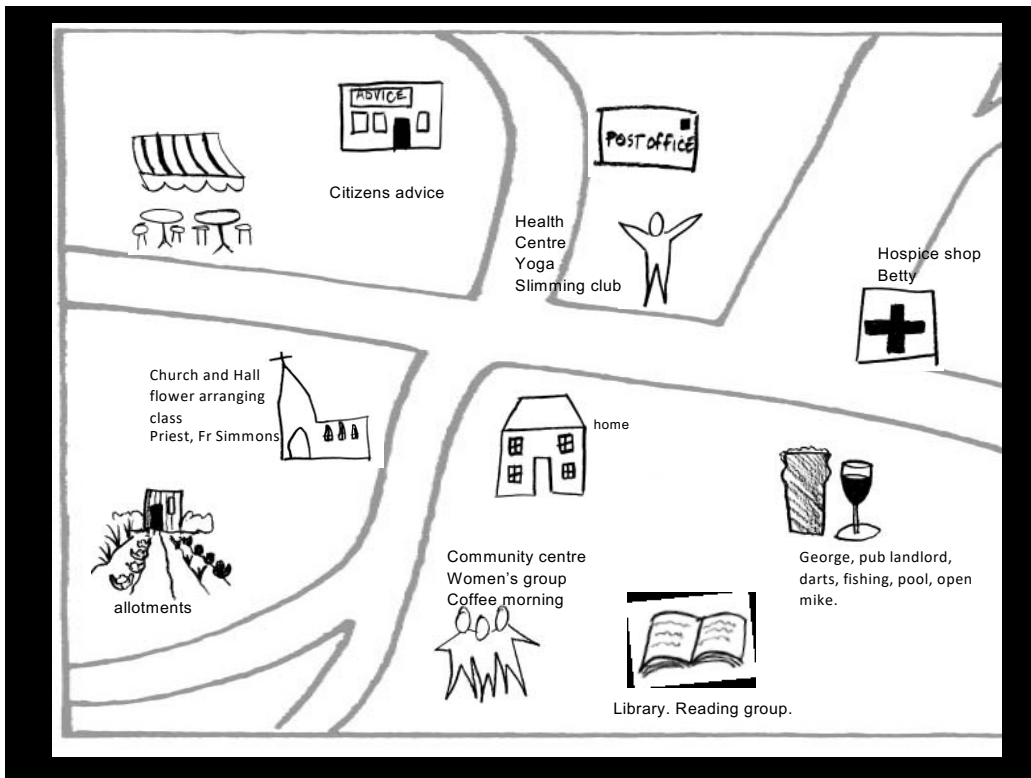


## Discover what is unique about your community

- Find the centre of the community and where the 3rd places are
- Find out what people do for fun together
- Discover where people feel welcomed and valued
- Identify the various organisations and networks in your local community
- Match the person's interests with what is present in their community



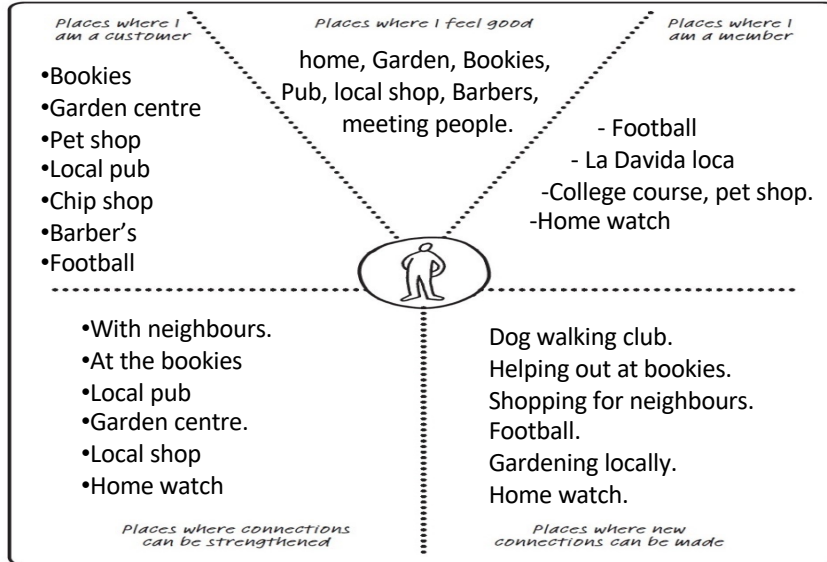
3rd places - 3<sup>rd</sup> places are the places that people gather informally for connection more than the activity. Tim Horton's, knitting clubs, euchre night at the legion - people congregate there to play cards twice a week but most attend for the gossip and friendships as well as a game of cards.



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.

# Paul

## Places and people



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 –



## Paul

### 5 reciprocal things in a neighbour

1. Shopping for the neighbours.  
Offering lifts, putting a bet on.

2. Dog walking for others.

3. Growing produce or gardening.

4. Taking in garbage bins.

5. House minding, holding the key.  
Be a more active member of  
home watch.

*First steps*

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



Radical – Heston Blumenthal uses chemicals – science – with food to create delicious dishes (way out there)



Traditional

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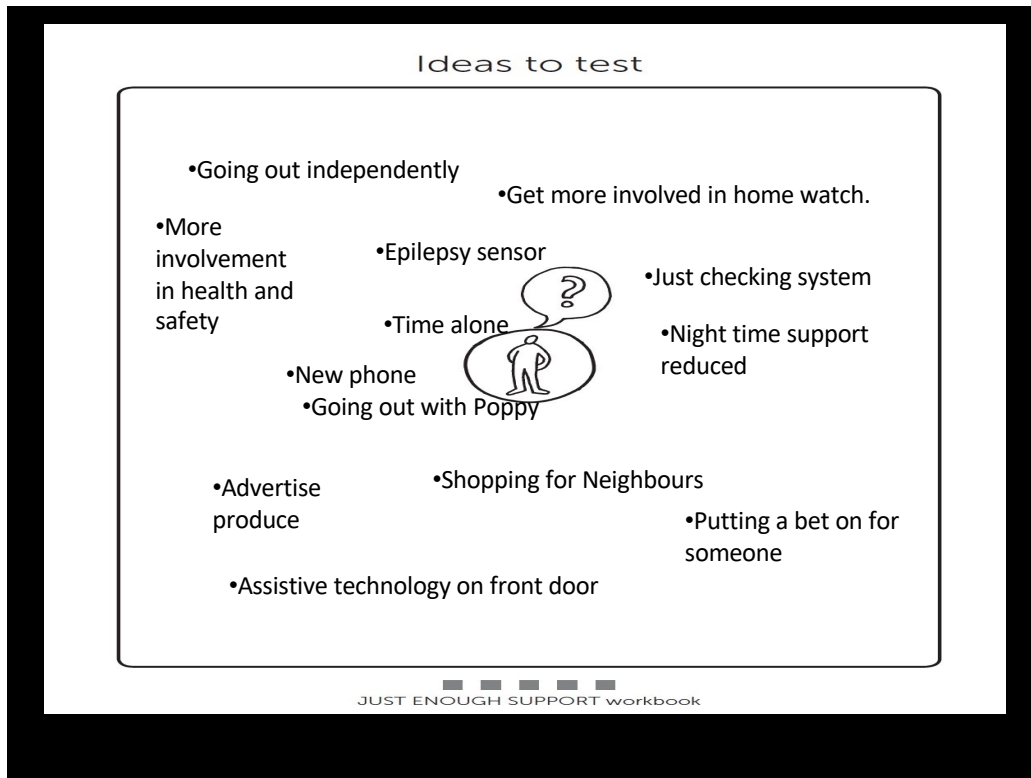
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**Different**



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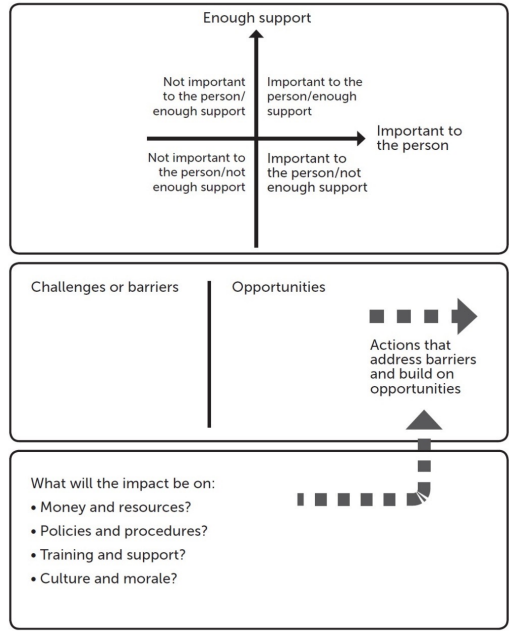
Blue sky ideas - Ask each group to spend 10 minutes blue skying.....writing ideas that have come up through the day based on the conversations and tools completed – assistive technology and relationships/networks

#### RULES TO BLUE SKYING

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.

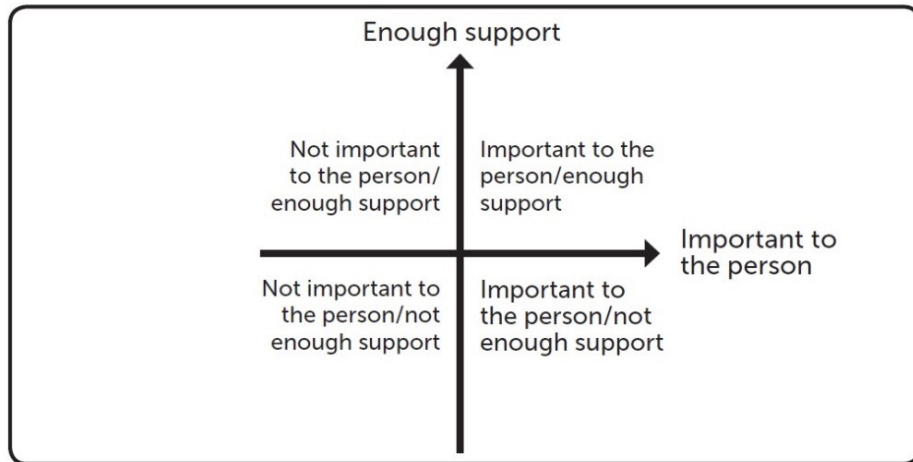
# Testing ideas

## Ideas to action

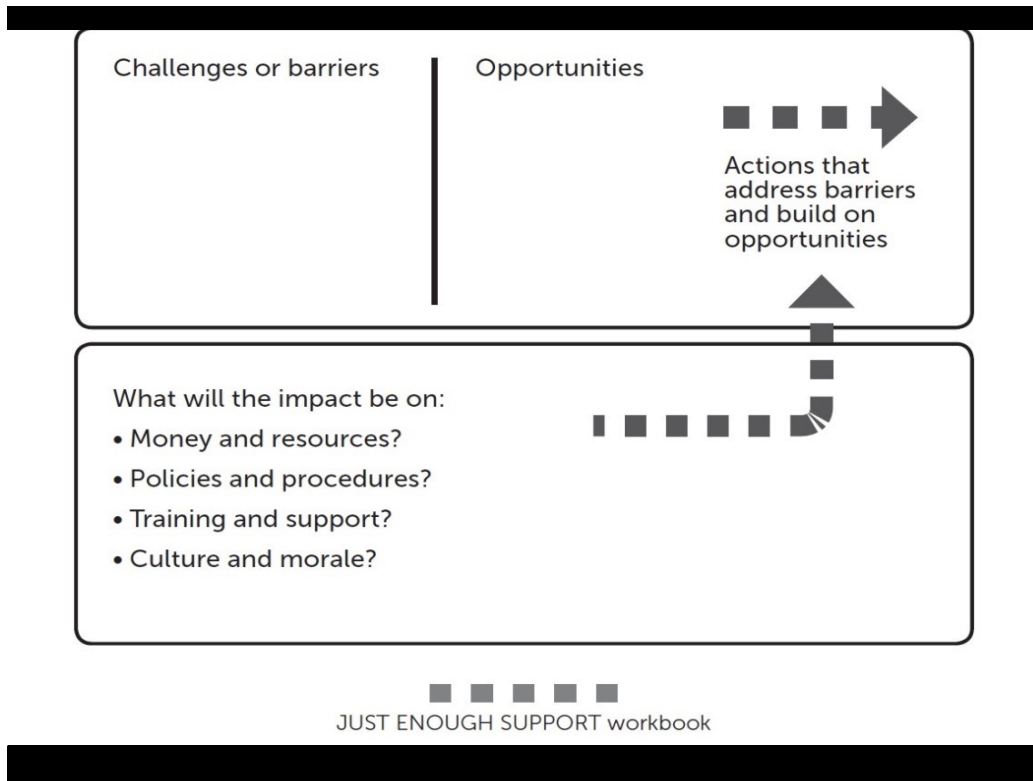


Now we can test the ideas

## Ideas to action



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.



**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:

- Money and Resources
- Policies and Procedures
- Training and Support
- Culture and Moral

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.

**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



## Support daily record

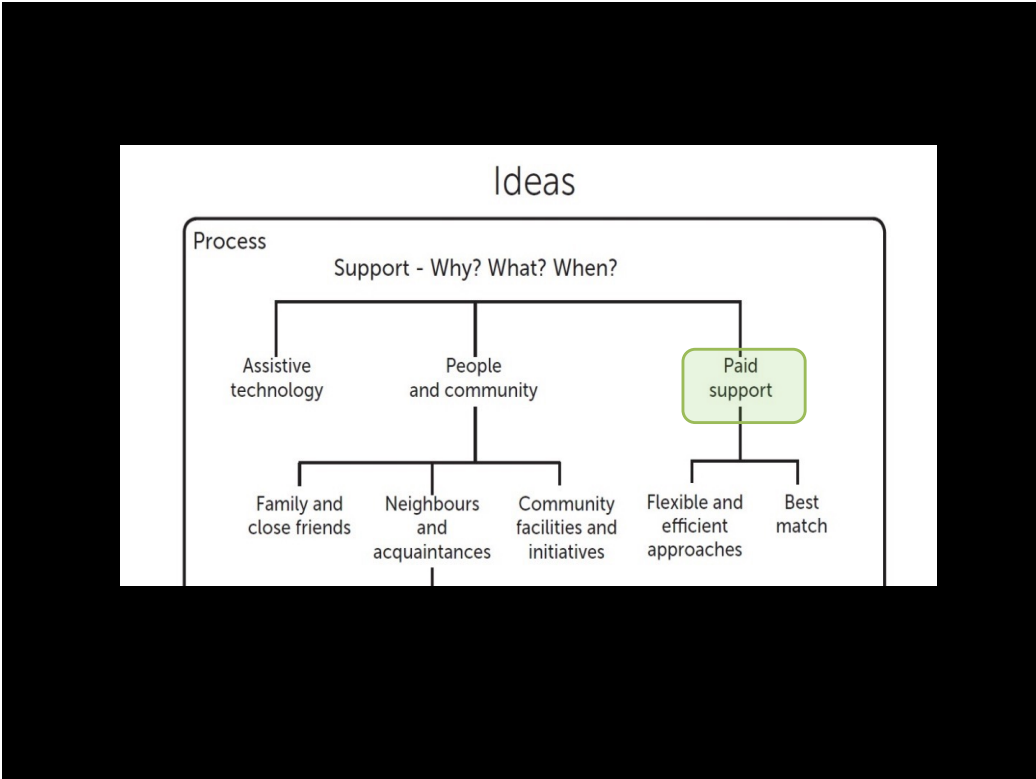
Hours:

Budget:

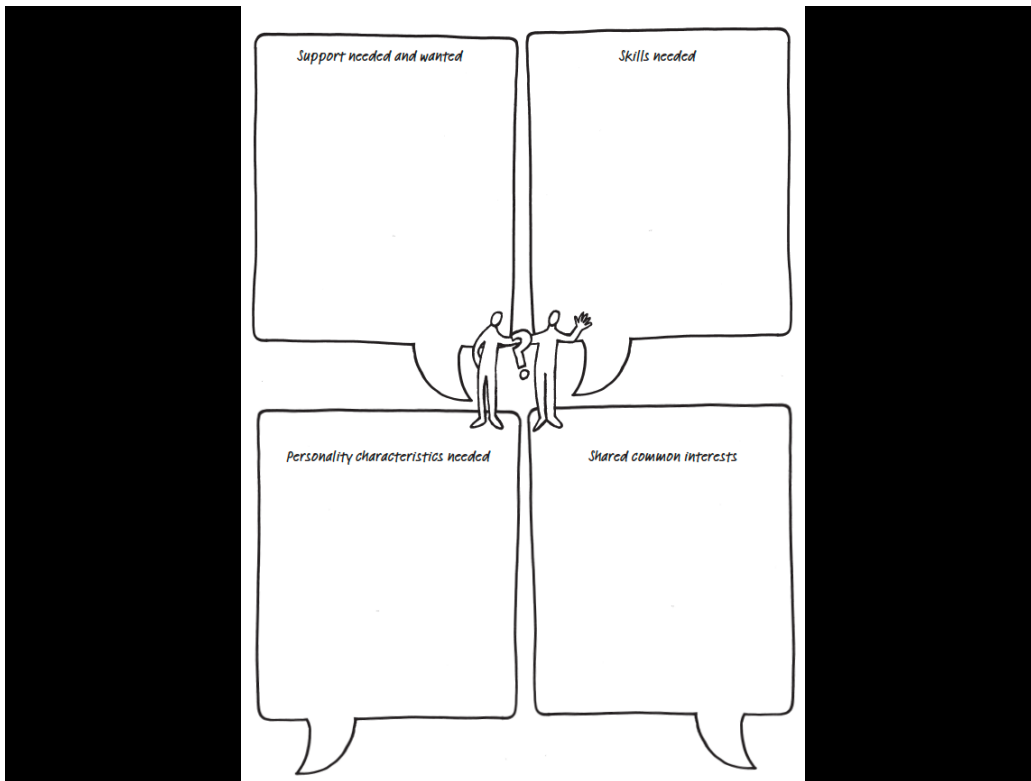
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Ask groups to go back to the daily support record and determine hour by hour if the person needs, (based on conversations throughout the day) no support, natural or unpaid support, assistive technology that could help or paid support.... if paid support include justification

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



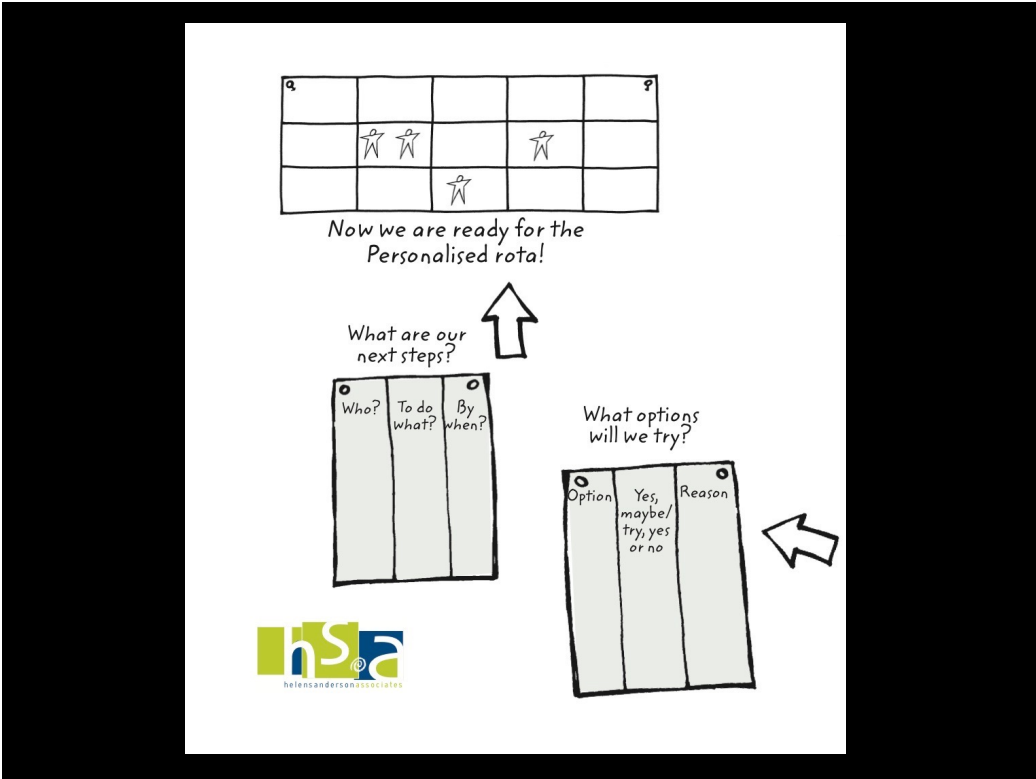
Now that you have identified the areas where the person needs paid support we can look at an approach to ensuring they have paid staff that they enjoy



Explain the matching tool and how it can be used to hire appropriate paid supports when justified

Ask groups to complete the tool

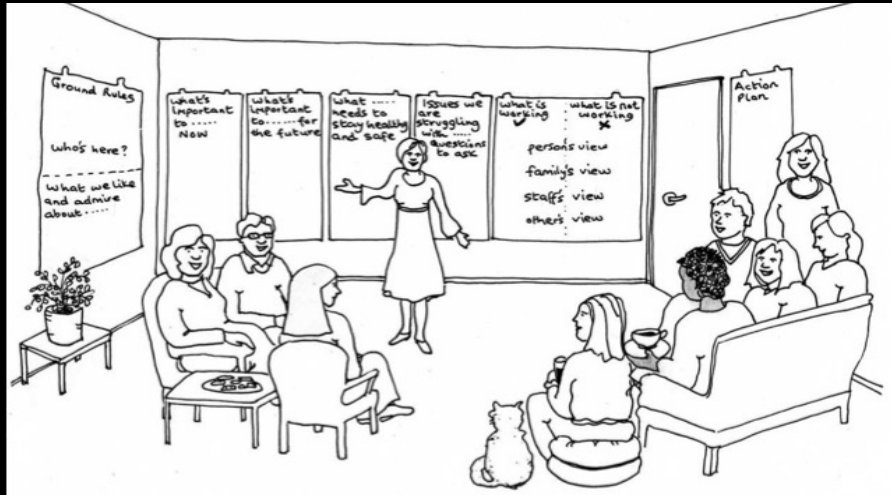
Start by adding the paid supports you have identified as necessary to the supports wanted and needed section, then go on to add to skills needed, personality characteristics preferred and share/common interests



Once we know what supports the person will use, we can then create a personalized staff schedule for paid supports that are necessary

# How are the new supports working out?

## Person-Centred Review



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.


# Capturing Learning/Evaluate Progress

Learning Logs

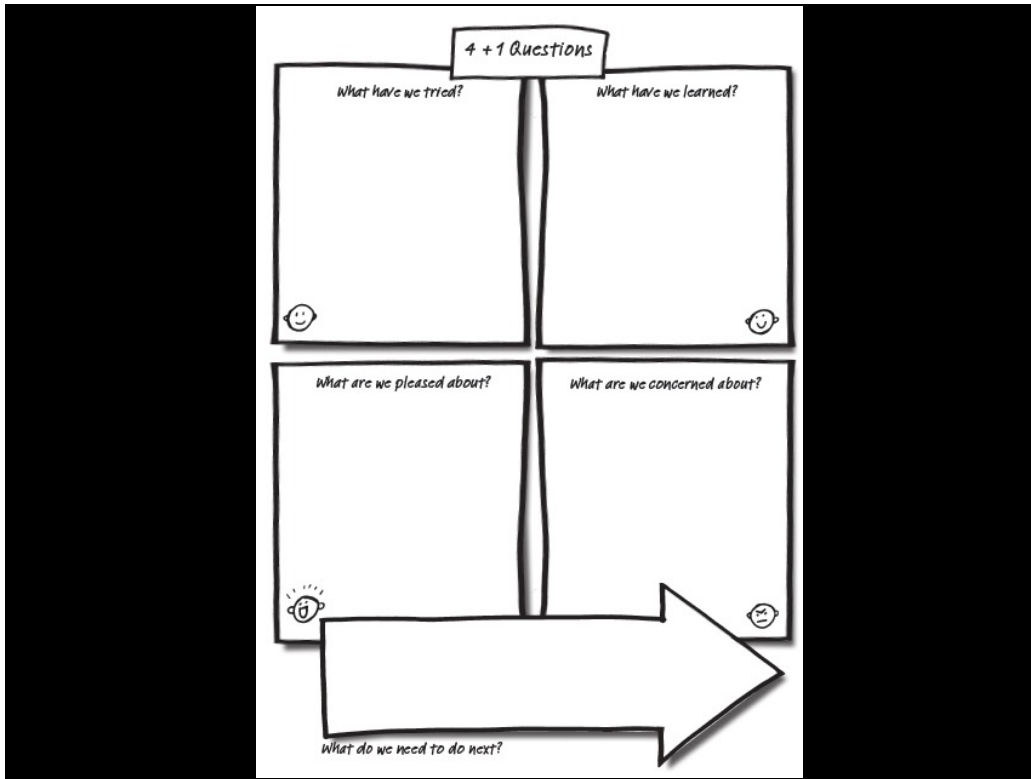
4+1 Questions

Working/Not working

Share how learning logs, 4+1 questions and working/not working can support our learning, evaluation of progress and action planning.

Learning Log				
Date	What did the person do?	Who was there?	What did you learn about what worked well?	What did you learn about what didn't work?
				

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.



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

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



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[www.hsacanada.ca](http://www.hsacanada.ca)



<http://www.facebook.com/pages/Helen-Sanderson-Associates/>



@HSACanada1



<http://www.youtube.com/user/helensandersonHSA>

Do a closing round asking each person to share something they liked about the JES process or something they are excited about.