PERSON-CENTRED APPROACHES TRAINER MANUAL

Day 2

2022 Edition

This Person-Centred Approaches curriculum includes person centered concepts, principles and materials used with permission from The Learning Community for Person Centered Practices. Find out more at http://tlcpcp.com.

Trainers are required to participate in an update session and sign an agreement with a H S A Mentor Trainer prior to getting access to and using this updated version of the curriculum. Once completed, the trainer will be given access to a membership page (http://hsaonlinelearning.org) where they will be able to access training materials. For more information contact info@hsacanada.ca

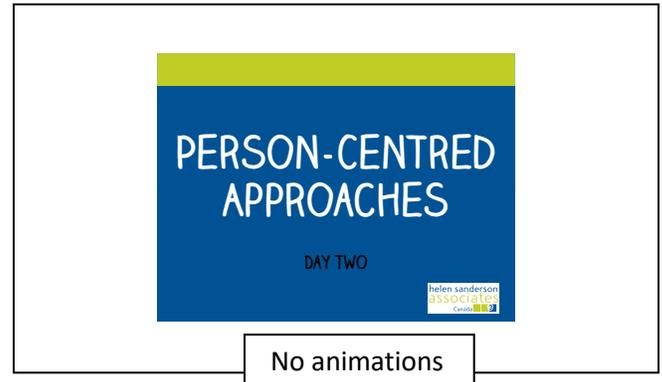Person-Centred Approaches Trainer Manual

Day 2

Purpose:
- ✓ This is the slide that you leave up while you are waiting for the training to start.
- ✓ Have participants reconnect using a round.

Time: 15 minutes

Workbook Page:

PERSON-CENTRED APPROACHES

DAY TWO

helen sanderson associates
Canada

No animations

Core Concepts To Cover
- Everyone is welcomed and introduced.
- Define and demonstrate "round"

Where To Use Judgement & Creativity
- Consider using music, greet participants at sign in, etc. to create hospitality and begin conversations

Not Your Typical Responsibility
- If people feel welcomed or not

Tips To Address Concept

- Ask people to provide short answers (a sentence rather than a paragraph)

Own Examples To Use

Questions For Debrief/Discussion

- No debrief at this time. Just want to check in to see how their evening was.

Suggested Script to Address Concepts

Good Morning! Welcome to PCT Day 2.

Let's get started by doing an Opening Round – ask a question such as "what was an a-ha moment for you from yesterday?" or something similar to reflect on learning.

Thanks for sharing!

Transition

The next slide is a transition slide to introduce the High/Low feedback.

Purpose:
- ✓ To show Working/Not Working in a practical way and demonstrate theming
- ✓ To share results with the class to demonstrate open communication to create Optimistic Discontent

Time: 5 min

Workbook Page:

Welcome back
Review of Highs and Lows

No animation

Core Concepts To Cover
- The high/low themes from previous day
- To review what you have done to try to address what was in your control (pace, breaks, etc.)
- Answer questions people may have from yesterday

Where To Use Judgement & Creativity
- How you discuss the information

Not Your Typical Responsibility
- To personalize or be defensive over any of the comments
- To be able to answer everyone's questions

Tips To Address Concept
- Find items you want to discuss from both High and Low columns
- Use humor to address some of the comments
- Identify actions that can be immediately taken to address feedback

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Own Examples To Use

Questions For Debrief/Discussion
- What do people think of the feedback?
- What do you like? Not like?

Suggested Script to Address Concepts

Discuss that people did their own Working/Not Working. Post-its allowed everyone the chance to share their voice without fear of judgement or reprisal. This was then grouped overnight according to similar thoughts – identifying Common ground (themes). Items are grouped into themes if there are 3 or more similar thoughts. If there are less than 3, then all those comments are placed in an "other" category, so the information is not lost and is shown as an individual thought.

Have people review the information and then discuss. Identify particular comments or themes you want to discuss

Some debrief questions to review

- What do people think of the feedback?
- What do you like? Not like?
- How many feel validated because others thought the same way you did?

Transition

The next slide is a reminder about all of this not being new paper work but to help people get better lives.

Purpose:

✓ Transition/grounding slide

Time: 30 seconds

Workbook Page:

" Help people get better lives...

...not just better paper "

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No animation

Core Concepts To Cover

- These thinking tools/skills are helpful in providing person-centred supports. They are not simply a new set of papers to fill out.

Where To Use Judgement & Creativity

- None needed

Not Your Typical Responsibility

- N/A

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Transition

The next slide explains which tools/skills will be introduced today.

Purpose:

✓ To give an overview of the day

Time: 2 minutes

Workbook Page:

How Today Works

- Learn how to <u>gather information</u> (discover) using:
  - Histories
  - Relationship Map
  - Routines and Rituals
  - Good Day /Bad Day
  - Matching supports
  - Reputation Exercise

- Or<u>ganize that</u> <u>information</u> in a **one-page profile** to keep the person at the centre of everyday support and planning

- And <u>discover</u> information and <u>problem solve</u> using:
  - Woring/Not Working
  - 4+1 questions

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No animation

Core Concepts To Cover

- Provide a quick overview

Where To Use Judgement & Creativity

- None

Not Your Typical Responsibility

-

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

Provide a brief overview.

Purpose:

✓ To understand how knowing someone's history can be helpful

Time: 2 minutes

Workbook Page:

Histories

- A conscious effort to find out and record a person's stories can tell us so much, about them as a person, about what's important to/for them, and who is in their life (or used to be)

- Visual methods of capturing and sharing histories really helps – a powerful photo or graphic speaks a thousand words

No animation

Core Concepts To Cover

- Provide a quick overview

Where To Use Judgement & Creativity

- None

Not Your Typical Responsibility

-

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion
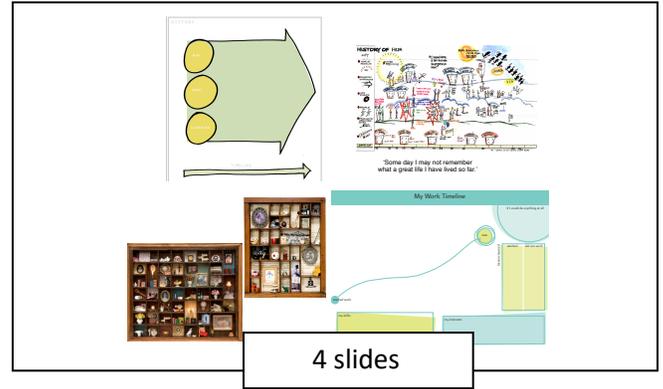
<u>Suggested Script to Address Concepts</u>

Provide a brief overview.

Purpose:
- ✓ To give examples of how to capture histories visually

Time: 25 minutes

Workbook Page: 12-13

4 slides

Core Concepts To Cover
- Making histories accessible to the person is important
- It is an opportunity to learn more deeply about the person

Where To Use Judgement & Creativity
- The examples you share

Not Your Typical Responsibility
-

Tips To Address Concept

- With history comes regard

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

These are graphic versions —

Important piece here is the learning that is usually absent from records, and yet is so crucial to understanding who someone is.

Can be very helpful for learning about previous employment, discovering lost relationships, and celebrating the incredible lives people have lived.

Older people's histories can easily become lost or left untold.   This can also be the case for someone who has been supported by services for most of their lives or for people who only have paid people in their lives and no family involvement. People who were placed in institutions as children and then moved to communities when institutions were closed, also have a large part of their lives that have been lost and might not be understood by the young staff that are supporting them. Understanding this history can be helpful in supporting someone, especially if they have had trauma in their lives.   Although not everyone who lived in an institution has experienced trauma, many have. Here is a link to an interview with two people who lived at Huronia Regional Centre in Ontario: https://www.cbc.ca/radio/docproject/the-gristle-in-the-stew-revisiting-the-horrors-of-huronia-1.3673553

A word of caution: When exploring histories, be careful not to stir-up past trauma. The person should always be the one who decides if they want to share their histories.

A conscious effort to find out and record individual stories can tell us so much, about them as a person, about what's important to/for them, and who is in their life (or used to be)

Visual methods of capturing and sharing histories really helps – a powerful photo or graphic speaks a thousand words. Try capturing positive memories in this way.

My work history timeline exercise
- Have participants work individually to record their own work history (7 minutes)
- Have them go into pairs and share their work histories (10 mins)
- Take 2-3 minutes for debrief, feedback

Transition

The next series of slides introduces one-page profiles in more detail than was presented at the end of day 1.

Purpose:
- ✓ To give an overview and explain the structure of one-page profiles
- ✓ To stress the importance of identifying purpose

Time: 5 minutes

Workbook Page: 11

Core Concepts To Cover
- A way to organize info
- 3 main sections
- Determining purpose is step 1

Where To Use Judgement & Creativity
- None

Not Your Typical Responsibility
-

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4 slides

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

Slide 1 (no need to go in detail because you have already done so at the end of day1)
Today we will be focusing on one-page profiles.   We will look at a number of information gathering tools and you will be creating your own one-page profile.

Slide 2 (this slide is animated)
Provide a quick overview of the three sections:
- what people like and admire about the person
- what is important to the person now and in the future (what they are telling us with their words and behaviour)
- how to best support them (the things those around the person need to know and do

Slide 3
Before developing a person-centred description or one-page profile or facilitating person-centred planning, the purpose needs to be identified.

Knowing how the description or plan will be used, helps guide what information to gather and how much information to gather. It also helps determine who should be involved in the information gathering and/or the planning.

Knowing the purpose will also guide how to organize the information.

Slide 4
This is the blank one-page profile that they will be working on today. Hand out copies of this to everyone and ask them to put their names at the top.
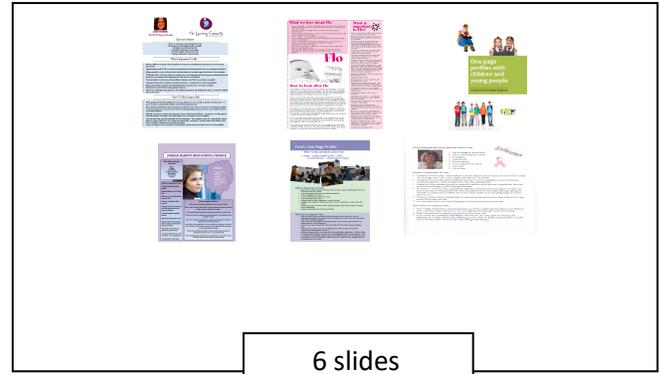
Transition

The next series of slides show some examples.

Purpose:

✓ To give examples of one-page profiles that span across stages of life and situations/purpose

Time: 3 minutes

Workbook Page:

6 slides

Core Concepts To Cover

• Provide a quick overview

Where To Use Judgement & Creativity

• The examples you give as long as you have had them verified by your mentor to ensure best quality

Not Your Typical Responsibility

•

Tips To Address Concept

• Give a quick explanation of the examples

Own Examples To Use

Questions For Debrief/Discussion

• Ask people what they think – have they seen these before? If so, what has been their experience with them? If not, what are their initial thoughts?

Slide 1 (skip this one if you showed it at the end of day 1)
Learning Community for Person-Centred Practices Board Member to share with other board members – all members share their profiles with each other. Purpose: to work better as a team.

Slide 2 (skip this one if you showed it at the end of day 1)
Baby Flo (3 months old). Purpose: to share with family members and support providers. It was also updated before going to nursery school.

Slide 3
Schools in the UK and now in Ontario are developing them with their students (not just students with disabilities). Purpose: This helps with transition between school years, for supply teachers.

Slide 4
Jordan gave her profile to her teachers in grade 9 and grade 10. Teachers were better able to support her.

Slide 5
Fred's one-page profile was developed for his support staff and highlights key information about who is (his gifts and contributions – like and admire), what is important to him and how to best support him.

Slide 6
This is Katherine's One-Page Profile for her experience with breast cancer. She used it with family, friends and colleagues and they found it useful in supporting her. She also shared it with her oncologist and health care staff – there is currently interest in the health sector regarding person-centred health.
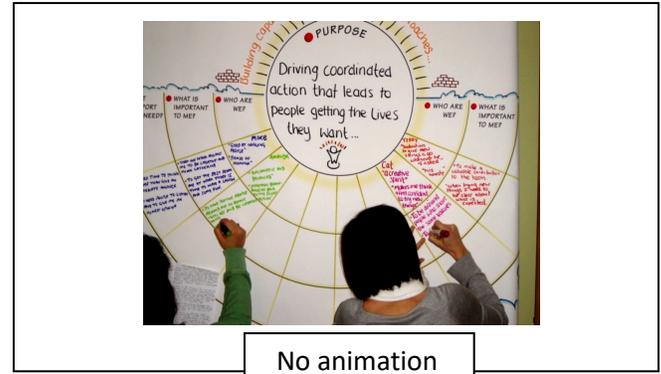
Transition

The next series of slides show some examples of how one-page profiles have been used in teams.

Purpose:

✓ To give examples of one-page profiles for staff and within teams

Time: 2 minutes

Workbook Page:

No animation

Core Concepts To Cover

- Provide a quick overview

Where To Use Judgement & Creativity

- The examples you give as long as you have had them verified by your mentor to ensure best quality

Not Your Typical Responsibility

-

Tips To Address Concept

- Give a quick explanation of the examples

Own Examples To Use

Questions For Debrief/Discussion

- Ask people what they think – have they seen these before? If so, what has been their experience with them?   If not, what are their initial thoughts?

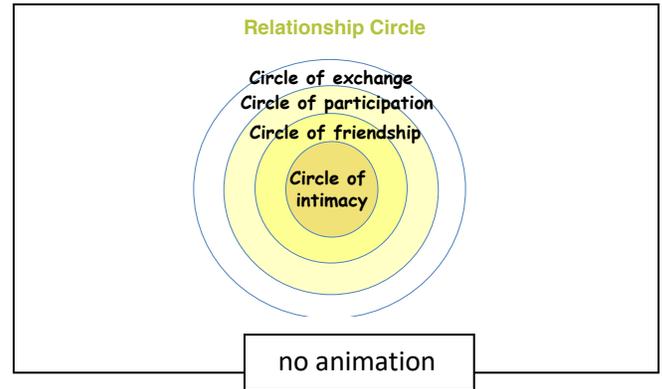**Suggested Script to Address Concepts**

One-page profiles can also be created by team members to share with each other and support each other in their work. It is great for team-building. The picture shows how one team is using their one-page profiles to create a team plan.

Purpose:

✓ To provide information about the relationship circle and where the relationship map came from

Time: 3 minutes

Workbook Page:

Relationship Circle

Circle of exchange
Circle of participation
Circle of friendship
Circle of intimacy

no animation

Core Concepts To Cover

- Provide a quick overview

Where To Use Judgement & Creativity

- The examples you give

Not Your Typical Responsibility

-

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

Circle of intimacy those it would be hard to live life without
Circle of Friendship people who we enjoy the company of
Circle of participation – people we spend time with
Circle of exchange – those who are paid to be a person's life
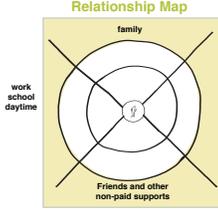
Transition

The next series of slides focus on the Like and Admire section of the one-page profile as well as the importance of reputation.

Purpose:

✓ To learn who is in people's lives and who they value. Where there are gaps and opportunities
✓ To summarize and provide top tips for the relationship circle/map

Time: 10 minutes

Workbook Page: 14

Relationship Map

Relationship Circle and Map

- Who in the person's circle can help connect them to other people in their circle or to new people?
- Does the information gathered help identify relationships that could be developed and strengthened?
- Is there a good balance of family, friends, and paid workers in the person's life?
- How should we gather the information so it is useful to the person? Some people prefer to use photos to develop their relationship circle.
- Are all the people important to the person mentioned in their ISP/Person-Centred Plan? Have we learned anything new we need to add?
- Are there any actions we can set based on what we have learned?

No animation

Core Concepts To Cover

- Emotional Connection
- Concentric Circles
- Quadrants
- Key people to talk to

Where To Use Judgement & Creativity

- Follow script description for the components of the tool
- Examples used to demonstrate quadrants

Not Your Typical Responsibility

- To determine who is placed on someone's map

Tips To Address Concept

- This can easily take up a lot of time. Be sure to stick to the 10-minute timeframe
- There are many components to this tool. Be sure to break it down as the script suggests helping the class understand

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Ask people if anyone has seen something like this. If people raise their hand, select some people to give an explanation of it. Even if you get some responses you will explain it from the view of TLC. Let people know that they will only have five minutes to fill this out, so they may not have time to be thorough or thoughtful. Tell them "this is training and we want you to know how the various peices work but you will not have time to finish everything." Before they fill it out though, you want to explain it.

Review your own relationship map with the group (on flip chart)
- Let people know that it is emotional distance that determines where names go, not how close the "blood" relationship is. Note that if you changed how you feel about someone their name could move closer to the center or further away. Also note that this is more about emotional connectedness and strength of feelings toward a person vs. how much time they spend with them
- use a few personal examples to explain and emphasize the key messages. Know ahead of time which examples you will use.

Ask people to start with their name in the center and only share what they are comfortable sharing.

In this version, it is designed to identify the emotional connection the focus person has to other people. It is from the <u>person's perspective</u>, so those identified may or may not feel the same way. It starts with the person putting their name in the middle and then the closer a name shows up to the center, the stronger the emotional connection from the focus person's point of view. This means, it doesn't matter how close someone is in physical proximity, or how often people see each other – it's about that emotional connection.

The concentric circles identify the "potency" of the connection – i.e. the "inner circle" can be described as "if those people aren't in your life, you would experience a sense of loss", the next circle is reserved for those people you may be close to/have a connection with but if you never see them again life would go on. We look at it from 4 perspectives:

Top: **Family** – defined as those related to us by birth or marriage, OR those we have chosen to be our family (ex. twin brother from a different mother). The inner circle could be that sister that lives a great distance from you and you only talk every few months but are still very close to; the outer circle could be that family member who borrowed money from you and needs to pay you back (and then maybe they'll be back in the inner circle!)

Bottom: **Friends** – defined as those you connect with based on common interests, personality characteristics, etc. The inner circle might be that friend where the only contact these days is the annual holiday letter – and you know if you don't receive it you will be on the phone to find out what is going on! The outer circle might be those people you see every day at the gym, or weekly at church that you talk with, connect with, enjoy their company, but if they move away you won't keep in contact with.

Left: **Supporters at Work/School/Day Serv./Etc.** – those people who you connect with at work – who you go to lunch with, vent to, go on breaks with vs. those who help you get your work done

Right: **PAID Supports at Home/Other Places** – Those people you actually pay to support you such as Day Care, Babysitter, Pet Sitter, Hair stylist (have you followed your stylist from salon to salon?), Doctor, Car Mechanic, Barista, etc.

Suggested Script Con't

Since it is emotional connections, it might also include pets, Spiritual Being, Someone who has passed away (of course we want to know they have passed away), etc.

The intent is to help identify connections someone has in their life, so you can have as many people as you want but they can only show up in one quadrant (ex. if a family member is also paid to babysit they can't be in both quadrants and you need to decide where the emotional connection is stronger). This helps us know how many people are actually involved in someone's life.

Take a moment to fill it out for yourself. When I see the majority of the room has finished, I will ask you to stop, even though you may not be finished.

After they have completed the relationship map (or run out of time) ask them: "If someone was facilitating a planning meeting with you, who should they be sure to talk to? Put a star by their names."

Are there names on your relationship map that didn't get a star? Why?

Note that this –
- Gives us a picture of who is in someone's life and who they care about
- Gives us ideas about who we should talk with in order to develop a good picture of what is important to the person

It doesn't tell us who to listen to. If you want to know who to listen to, ask these 3 questions:
- What do you like about the person?
- What do you admire about the person?
- When's the last time you had fun together and what did you do?

Asking those 3 questions will help you figure out quickly who has a true relationship with the individual and who has nothing more than a working relationship. People who have a working relationship will have difficulty answering those questions or will answer from a human service perspective. For example: What do you like about the person?
"He has good hygiene."

Suggested Script Con't

This also helps us identify ways to increase relationships. For example, if there is someone in the inner circle who is a paid support and takes a different job what efforts are being made to maintain that relationship once the person leaves? It is a very good tool to identify who needs to participate in planning for the person – if we compare someone's relationship map to the people sitting around the table (or providing info for the plan), where do those people fall on the relationship map? Inner circle? Outer circle? Not even present on the map? If we focus on inviting the inner circle people, how much more pertinent would the information shared be for developing the plan?

As we know, relationships change over time, so this is designed to be a fluid document on where people show up. For example, different issues that come up in a person's life may indicate a need for different people to be present (ex. a debilitating health diagnosis or winning the lottery – would we rely on different people?) This version of relationship mapping is designed to identify supports for someone in the different areas of their life, rather than other versions that may focus more on developing connections.

- Ask how their "map" would compare with that of the people who use our services
- Part of what you want people to see is how their "maps" are rich in friends and have few people who are paid, whereas the "maps" of people who use services are often the reverse.
- Wrap-up the exercise by asking participants for their thoughts on how this tool might be helpful in their lives/work.

Slide 2
Review the bullet points quickly. Ask if there are questions or if people have examples that demonstrate these points.
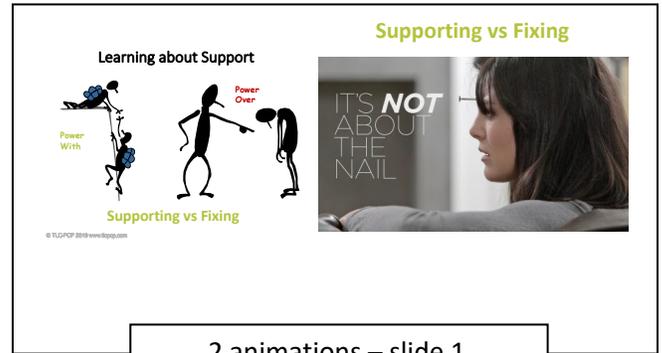
Transition

The next slide provides top tips for the relationship map/circle.

Purpose:
- ✓ To learn the difference between Supporting and Fixing

Time: 3 minutes

Workbook Page:

2 animations – slide 1
VIDEO – slide 2

Core Concepts To Cover
- The difference between Supporting and Fixing
- Ways to get past the fixing compulsion

Where To Use Judgement & Creativity
- Use creativity to make the points

Not Your Typical Responsibility
- To change people (i.e. stop the fixing compulsion)

Tips To Address Concept

- Using examples that everyone can relate to (i.e. not a human service example) helps people understand
- Humor works well when making your points

Own Examples To Use

Questions For Debrief/Discussion

-

Slide 1
Yesterday we discussed how to identify what is important to people and for people and the desired balance between these. Now we will take some time to think through what is meant by support.

Most of us don't recognize the support we get and the support we need - usually because we are Human Services workers and are always helping others. Plus, we have the illusion we are competent adults...and your partner is more likely to suggest something to fix you rather than support you.

For Example:
Some of us probably have a bad day if we don't get up on time. If your partner suggests setting 3 alarm clocks to go off at 15-minute intervals to ensure you get up...your partner is trying to fix you--- they are giving you a solution that might or might not fit with what is important to you or what works for you.

Conversation with the group:
- How many of you have felt a pressure to address difficult situations as demands to "fix it"? Where is the power if we are "fixing"? Fixing has a coercive quality, it is more about power over than power with.

- For example: Remember we talked about environments -Toxic; Tolerated: Supportive; Healing. What type of environment would you be most likely to find "fixing" as the predominant form of help? (toxic)

- What is most likely to happen to our suggestions that fix it?   Right, they are most likely to be ignored. People just don't work this way; good solutions are not found this way.

- However, supporting you when late means recognizing that support means different things for different people…
  - How many of you want people to go "aha! Late again!" OR
  - Act as if you are not late and let you slide into work-OR
  - Give you an opportunity to vent…

Which one feels better? Which one might help you get through the frustration?

Slide 2
This slide is a video that reinforces the idea of truly listening to the person and finding out what they see as the problem. It is meant to be funny and an exaggeration. People might argue that we need to fix the nail even if the person does not agree and this might be true but not at the cost of not listening to the person.   We might have to do both.

Transition

The next slide provides some questions that lead people to supporting rather than fixing. We should be able to answer these questions for anyone in our life that we support.

Purpose:

✓ To understand everyone needs support
✓ To realize PCT Skills can provide ways to learn what support someone wants/needs

Time: 6 minutes

Workbook Page:

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7 Questions you should be able to Answer for each Person you Support

1. What is important to the person?
2. What is important for the person?
3. Is the connection between important to and for addressed?
4. Is there a "good" balance between important to and important for?
5. What does the person want to learn, what do we need to learn?

If the person is to get the balance described and we are to learn:

6. What needs to stay the same (be maintained or enhanced)?
7. What needs to change?

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No animation

Core Concepts To Cover

• To get people to think of someone in their lives they support
• To have people reflect on how well they support people currently

Where To Use Judgement & Creativity

•

Not Your Typical Responsibility

•

Tips To Address Concept

• Read Michael Smull's article: *7 Questions That Those Who Support People With Disabilities Should Be Able To Answer*

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Activity

Ask people to close their eyes and think of someone they support – either in their personal or professional life. Let them know while their eyes are closed you will be asking them a series of questions and want them to answer them to themselves.

Read the questions, 1 at a time, with a brief pause in between each. When asking about Important To and For, provide the definition along with the question (ex. Do you know what is Important To the person – what makes them happy, content, satisfied, fulfilled, comforted?)

Have people open their eyes and ask how many were able to answer all 7 questions up on the screen? Which ones were easy? Challenging? Give people 2 minutes to discuss at their tables and then get feedback from the large group

Tell the participants that if we are successful in spreading person-centred thinking skills then everyone who is part of a person's life should be able to answer these questions about them.

Use a long-term marriage as an example of how there is always more to learn. A couple who have been married for 20+ years will tell you there are still things that they don't know about their partner, or things they just don't get about that partner.

To say that there is nothing new to learn about an individual we support is never acceptable. There is always more to learn.

The last 2 questions should be driving outcomes.

Let people know the PCT Skills will help them answer all of these questions.

Transition

The next set of slides are about facilitation – now that we have an idea of what we want from conversations, we need to think about how to facilitate the conversations

Purpose:

✓ To establish a foundation to gather meaningful information

Time: 2 minutes

Workbook Page:

Facilitation skills are needed to…

✓ Have meaningful conversations

✓ Ensure that the person we plan with remains in charge as we learn

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No animation

Core Concepts To Cover

- These are primary skills that ground us in person-centred values as we get information

Where To Use Judgement & Creativity

- No need for judgement and creativity. This is a quick slide to set the stage for conversations

Not Your Typical Responsibility

- N/A

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Review the slide.

Remind people we want you to be comfortable so don't tell us anything you don't want to share…Let them know we are not going to ask you about issues of health and safety.

Transition

The next slide introduces types of conversations that can be facilitated

Purpose:

✓ To learn 2 different ways to have conversations

Time: 3 minutes

Workbook Page:

Two ways to have a conversation…

Linear _____

Branching

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No animation

Core Concepts To Cover

- To provide definitions of each conversation type
- To demonstrate the 2 types of conversations

Where To Use Judgement & Creativity

- Topics for conversation demonstrations

Not Your Typical Responsibility

- To go into depth with the conversations
- To go through every "door" the person opens as they share personal information

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Tips To Address Concept

- Read *Three Conversation Styles* by Michael Smull to learn about this (we are not teaching Meandering in this class)
- Food is a good main branch to use to guide the conversation (everyone eats!)

Own Examples To Use

Questions For Debrief/Discussion

- What did you notice about the 2 conversations? (you will get answers like: more information from branching, person was more engaged in branching; more of a conversation – it was 2 sided)
- How did the conversation with your partner go?
- How many felt interviewed or interrogated?
- Did you discover things in common?
- How much more information did you get by having a conversation?

Suggested Script to Address Concepts

The best way to learn important information is to have a conversation with the person and those who care about the person.

There are 2 basic ways to have a conversation that I will share with you today-
- Linear – walking through time, e.g. what time and how do you get up, and then what happens?
- Branching – as you walk through time, branching off then coming back to where you were in time. (e.g. – everyday breakfast is followed by favorite breakfast, leads to favorite meal, to favorite restaurant, to special occasions, to who would be there and then back to what happens after breakfast.)

Demonstrate the two types with a person in class – Keep it short

- Engage someone in **linear** conversation… (you control the direction of the conversation, ask set questions, don't follow up to get more information; simply ask the next question.). Yes/No questions are a good way to demonstrate this
- Then demonstrate **branching** – show how you ask a question and then listening to the responses you ask a question to follow up with something you have heard. Show how you dig deeper for those details… This will also require you to share some information about yourself and shows how we can share information with those we support if it is general (foods we like, restaurants we like to go, music we listen to, etc.)

Points to make: We are showing you some starting points to help you and the people you are talking with have a conversation -not an interrogation… We want to let those who provide support know that it is ok to share personal information, but we need to know where to stop (ex. marital woes, financial stress, thoughts about coworkers, etc.)

What is written is a place to start…a way to begin to get details that are more likely to get you and the person to meaningful information for both of you.

Transition
The next slide looks at other tips for information gathering and having productive conversations.

Purpose:

✓ To provide examples of the types of questions that are not helpful.
✓ To use humour to demonstrate limiting questions.

Time: 4 minutes

Workbook Page:

Being mindful of Question Types that will limit what you learn

Close ended questions that lead to yes/no answers

-Do you like shopping?
-Is watching television important to you?

Leading questions with built-in answers

-You like going shopping don't you? (while nodding your head yes)
-Jane is your friend isn't she?

Questions that help us learn more of what we need to know

• So tell me more about that...
• What do you like about...
• What is it about this...
• What is happening for you then?
• Are some mornings better than others?
  What makes them better?

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The teenage song

Animation on slide 1
VIDEO – slide 3

Core Concepts To Cover

• Types of questions to avoid
• Importance of trying different ways of having a conversation

Where To Use Judgement & Creativity

• Examples you decide to give

Not Your Typical Responsibility

•

Tips To Address Concept

• Slide 1 has 1 animation
• Have the video and sound ready for slide 3

Own Examples To Use

Questions For Debrief/Discussion

Slide 1
Review the slide with participants.
It is often easy to fall into the trap of using these types of questions when people with disabilities have difficulties communicating verbally or if they need time to think before answering. We are often tempted to help them out by providing information that we already know. This can lead to simply getting more of the same and not discovering new information.

Give people the more productive way of asking these questions **or ask them to tell you**
   • Earlier you talked about shopping, tell me about your favourite shopping experience.
   • I'd love to hear about what you watch on television and at you like about these programs.
   • What do you think about shopping?
   • Tell me about your relationships with Jane, if you don't mind sharing.

Slide 2
Review these questions with participants. These are examples of open-ended questions.

Slide 3
Wrap-up this discussion by showing the Teenage Song video. Ask participants to look for examples of these two types of questions.

Purpose:
- ✓ **Our Mantra for the Day**
- ✓ Reminds participants that we never "assume" that we know
- ✓ Nothing is written down without checking with the person first

Time: 2 minutes

Workbook Page:

Our Mantra for the Exercises

Guess: look at what your partner wrote and guess in your head

Ask: ask your partner if your guess is correct, have a conversation, not an interview!

Check: how would your partner phrase it, in their words?

Write: write down what you learn

No animation

Core Concepts To Cover
- The importance of not assuming
- The importance to not being afraid to guess wrong so it can be corrected by asking the person directly

Where To Use Judgement & Creativity
- How to illustrate the concept
- Examples to help people realize how often we make assumptions

Not Your Typical Responsibility
- Keeping people from making assumptions

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

This is one of the slides where it helps to read it out loud.

This simple 4-word pattern of guessing in our head, asking the person, THEN checking and writing can help us develop a conversational habit that will help to keep the focus person in control and comfortable while helping us to learn more about him/her.

In addition, this habit helps to prevent us from diving into solutions when we need to be listening and learning.

Encourage participants to just ask questions without worrying if they are "right" or not. The wrong guess frequently gives us more information than the "right" guess.   When we guess correctly, our partner might say "yes, that's right." But when we guess incorrectly, our partner is likely to go into more detail ("no, it's not that at all…It has more to do with…etc.")

Put this up on flipchart paper for the day.

Transition

The next series of slides looks at appreciations, negative reputations and the importance of language

Purpose:
- ✓ To transition to the first core element of the one-page profile.
- ✓ To provide an overview of the importance of this element in introducing the person and their gifts and contributions rather than their challenges.

Time: 3 minutes

Workbook Page:

Core Concepts To Cover
- We have a responsibility to promote people's positive reputations and help them shine and share their gifts and talents
- Every person has an inherent value and their gifts need to be recognized and celebrated
- Reputation has an impact on self-esteem and other people's acceptance

Where To Use Judgement & Creativity
- Whether you tell the blue plate story or play the video clip or tell your own example

Not Your Typical Responsibility
-

Building a One Page Profile
Core Elements

What People Like and Admire about the person → One Page Profile

http://www.youtube.com/watch?v=MiLlucWsbgk

2 slides

Tips To Address Concept

- Slide 1 has 3 animations
- **Slide 2 is optional and hidden**

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

Slide 1
To transition to the first core element of the one-page profile.
To provide an overview of the importance of this element in introducing the person and their gifts and contributions rather than their challenges.

Sometimes our reputations precede us, or we get known for a splinter skill or achievement
(or not so positive quality). This section gives people a glimpse at the bigger picture of who we are as people. It's the qualities that people who know and love us see that we want others to look for evidence of. Having this information helps us see each other holistically, not just professionally or clinically.

This section should include:
- Positive reputation, things others like and admire about the person.
- Not disability related or "faint praise"
- Strengths, gifts, talents, contributions
- What do you see in the person that you want others to look for?

Slide 2
It is important to focus on people's contributions to others. This does not have to be only in the context of developing a one-page profile.

Spending more time appreciating each other is helpful in building new relationships or strengthening existing relationships. Tell Mary Beth's story and tell people that they can view this on the HSA YouTube channel:
http://www.youtube.com/watch?v=MiLJucWsbgk

The Celebrating Families book and toolkit provides great examples of appreciation activities that can be done by families, groups of friends or teams. The book/toolkit set can be ordered through info@hsacanada.ca.

Slide 3
Transition slide for reputation activity

Purpose:
- ✓ To experience the power and pleasure of having people share what they like and admire about you.
- ✓ To learn how to address a negative reputation without having a negative reputation list.

Time: 45 minutes for complete Reputation exercise

Workbook Page:

2 slides

Core Concepts To Cover
- To Introduce concept of reputations – how they can be helpful or harmful
- Complete all 4 steps of the activity (Positives; Mild Negatives; 3 Questions; adding to one-page profile)

Where To Use Judgement & Creativity
- Follow instructions for activity as written – no judgement or creativity
- Keep track of time
- Examples you provide to illustrate concepts

Not Your Typical Responsibility
- If people follow instructions exactly

Tips To Address Concept

- Use of flip chart is easy to walk through the activity for the group and provides you with positive things people like and admire about you for your One-Page Profile
- Doing each question separately will help class get deeper and more insightful information (as well as minimize confusion)

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

This script addresses the complete Reputation exercise (Slides 31-33)

Slide 1 (image at water cooler)
This is a transition slide. Tell people that you would like to talk about what to do when they hear about people's negative reputations. Tell people that conversations and paperwork that "trashes" people with negative labels are unacceptable. But conversations and paperwork that glosses over important issues is also unacceptable. Both are likely to do the person harm.

They are practicing this with each other so that they can do this with the people they support. Also, so they can add to their Like and Admire section of their one-page profile.

Slide 2 (activity – part 1). – See linked exercise document for full instructions

Set-up: To facilitate this exercise, you will need:
- Flip chart for yourself to look the same as the Positive/Negative Sheet people will be using (your name at the top and then line drawn down middle and across the top)
- People will need a blank sheet to record Positive/Negative information and their blank one-page profile to add to their Like and Admire section (you will have them pull them out as needed)
- Music is helpful to have for this activity to signal when people need to return to their seats

Participants divide their paper in half with the headings "Positive Reputation/Negative Reputation" and their name on top
- They should write 3 mild negatives under their negative reputation, but NOTHING under their positive reputation
- Keep this part upbeat and fun. For people who struggle finding negative reputations to share, use humour i.e. ask them what their best friend, spouse, family would say, etc.

Adding to their positive reputations
Participants add to the positive reputations for all the people they know (but not the negative)
Facilitators help build the positive reputation for persons who are so new no one knows them.

When they return to their seats, have them read their positive reputations and ask them: How does it feel to see all these positives? Debrief on how positives can impact meetings, working with others when this is the first thing we learn about someone.

Transition

The next slide is step 2 of the activity

Purpose:
- ✓ To help participants take a more positive approach to understanding and supporting what the person is communicating with their negative reputation behaviours.
- ✓ To look at how a person needs to define their supports rather than others trying to fix their negative behaviour.

Time: 45 minutes for complete exercise (2 minutes for this slide)

Workbook Page:

Core Concepts To Cover
- Whenever facing a negative reputation, ask 3 questions

Where To Use Judgement & Creativity
- Follow instructions for activity as written – no judgement or creativity
- Keep track of time
- Examples you provide to illustrate concepts

Not Your Typical Responsibility
- If people follow instructions exactly

Own Examples To Use

Reputation Exercise – Part 2

For each negative, ask 3 questions:

1. Are there circumstances in which the negative is a positive?
   If yes, add the *like and admire (appreciation)* section of the one-page profile.

2. Does the negative reflect something that is important to the person?
   If yes, add it to the *important to* section of the one-page profile.

3. Is the negative sometimes a problem, If yes, what do other people need to know or do to support the person when it is a negative?
   Add it to the *how to best support* section of the one-page profile.

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6 animations

Tips To Address Concept
-

Questions For Debrief/Discussion

Suggested Script to Address Concepts

Explain how for every negative, there are three questions that should be asked. The slide also provides information about where to add this information in the one-page profile or person-centred plan. Here are the 3 questions:

1. Are there circumstances where the negative is a positive?   (Appreciations / Like and Admire)
2. Does the negative reflect something that is important to the person? (Important to)
3. Is the negative occasionally a problem? (How to support)

Explain that if the answer to the question is yes, then add to that section. If the answer is no, then move on to the next question.

Transition

The next slide provides an example of working through the 3 questions for a negative reputation.

Purpose:

✓ To provide an example of working through a negative reputation using the 3 questions

Time: 45 minutes for complete exercise (1 minute for this slide, 5-10 minutes for activity)

Workbook Page:

Is she stubborn or is it something else?

Is the negative sometimes a positive for this person? i.e. is the person sometimes simply determined or showing perseverance?

What is she stubborn about? Does it tell us something about what is important to her?

Is she sometimes just being plain old stubborn? If so, does she want support with this and what does that look like.

one page profile

What people like and admire about me...
Determined

What's important to me...
I like doing things my way unless you can help me see the value in doing it differently.

How best to support me...
When I'm tired, I'm sometimes stubborn for no reason at all. Suggest that we can do the activity or have the conversation later.

no animation

Core Concepts To Cover

• To provide a real example

Where To Use Judgement & Creativity

• Which example you share – the slide or your own.

Not Your Typical Responsibility

• If people follow instructions exactly

•

Tips To Address Concept

• Make sure to read the questions on the left and reinforce that the answers are examples from a real person.

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Using reputations to identify if some people see the negative as a positive for this person, what's important to the person and how to support them

Using the example slide, model how to answer the 3 questions to find out if the negative is sometimes a positive for this person, what's important to the person and how to support them, and where to write it SEE EXERCISE IN DETAIL

Activity – part 2

- Have the participants work on this in pairs.

    - 1 negative at a time
    - work through each question
    - add info to their one-page profiles p. 10 course book
    - Some people struggle with questions 2 and 3. Make sure that you help (work through an example with pairs) as you walk through the room.

- After this work, ask for a few examples from the group and then have a discussion:
    - How do they learn about the reputations of the people they support? What have they learned by this exercise? How can this apply to their work?

Transition

Purpose:

✓ To reinforce the importance of reputation and our role in changing this

Time: 45 minutes for complete exercise (2 minutes Doris slide + 3 minutes story)

Workbook Page:

Animation – Slide 1
2 slides

Core Concepts To Cover

- To reinforce the impact of reputation
- To highlight the role of language on perception and reputation

Where To Use Judgement & Creativity

- Examples you provide to illustrate concepts

Not Your Typical Responsibility

-
-

Tips To Address Concept

- See script for slide 1
- Slide 2 – tell story. Ask group for thoughts and if they can relate. You need to know your audience and if this story will resonate with them. If not, skip the story and simply have a discussion using the quote. Ask if there is anything in terms of language in their work setting that has a negative impact on the people they support.

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Slide 1
- If you were hired to support Doris and this is your first introduction to her, what thoughts would you have going in to meet and support Doris?
- If your first introduction was to read her plan of care that only included medical, clinical and personal care information, what thoughts would you have going in to meet and support Doris?
- What if instead, the first thing you were introduced to was Doris for who she is in **terms of what people like and admire about her.**

How do you and/or your co-workers and organization introduce people you support (either verbally or in their records/files)?

Slide 2
Read the quote and then read the story.
Ask for thoughts/reactions.
Talk about:
- The word client, customer, resident - problem is that this becomes the person's only identity especially for those who require 24/7 supports
- Touch on the effect of language on how the person is perceived by neighbours, the community, those that provide supports (the organization itself and how this impacts power dynamics).

Depending how much time you have and on the group's readiness for self-reflection and evaluation and what you have heard over the last 1.5 days in terms of their use of language you can do the following exercise:
- **Ask people to identify other words/ language used by their organization that could have a negative impact on the person's reputation. List on flipchart paper. Talk about it is not about replacing these words with another word i.e. 'individual' or 'people we support' and it becoming the new label. It is not about the word it is about trying not to categorize people. It will take time and a concerted effort but we need to work at it together. Ask the organization to keep the list and to work on this together. (10-15 minutes for this exercise) Some examples include: 'non' words such as non-verbal, non-ambulatory, high/low functioning, possessive words like 'my/our' guys, 'my/our' group home, etc.**

Transition

The next slide is a transition slide to set the stage for working on the 'important to' and 'support section' of the one-page profile.

Purpose:

✓ To introduce the idea that as we discover what is important to someone, we also need to explore if supports are wanted or needed.

Time: 1 minute

Workbook Page:

Building a One Page Profile
Core Elements

No animations
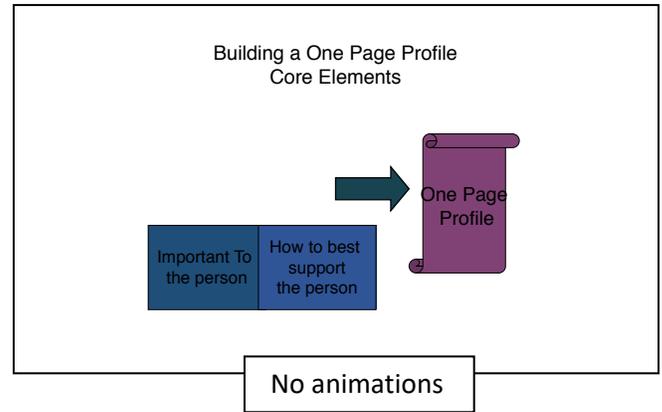
Core Concepts To Cover

• Quick overview

Where To Use Judgement & Creativity

Not Your Typical Responsibility

•

Tips To Address Concept

•

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

The next set of exercises are discovery tools and questions that can be helpful in exploring what is important to someone as well as how they would like to be supported.

As we do the exercises, information will be added to their one-page profiles.

Transition

Purpose:
- ✓ To help people learn the importance of rituals and routines
- ✓ To practice the art of conversations

Time: 1 minute

Workbook Page: 15
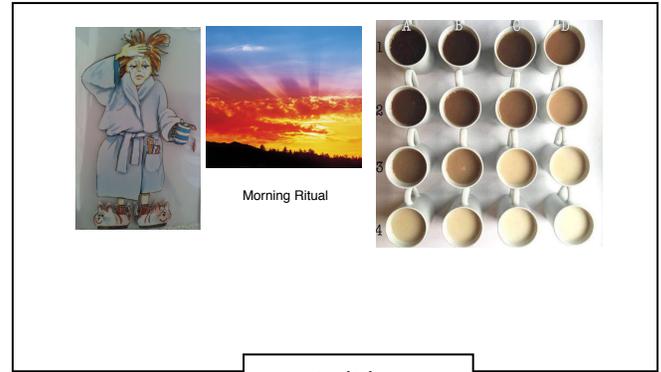
Morning Ritual

2 slides

Core Concepts To Cover
- Get people to think of how they spend their mornings
- No right or wrong answers – it's meaningful to you

Where To Use Judgement & Creativity
- The questions asked to learn about routines

Not Your Typical Responsibility
- How people respond

Tips To Address Concept
-

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

Slide 1
Ask the following questions and invite participants to raise their hands in response:

"How many of you are the "spring from the bed cheerful people"?'
"How many are the 'Don't talk to me until I talk to you' persuasion?"
"What would happen if the spring-from-the-bed cheerful people were staff for the don't-talk-to-me-until-I–talk-to-you people?

What if the staff came bounding into the room and said, "today is the 1st day of the rest of your life!" What would you say?

Slide 2
What if someone made your coffee for you and got it wrong? What coffee type is your favourite? What if you were a 1A coffee drinker and you were given a 4B coffee? Would you drink it? What about sugar/sweetner in your coffee? What if you don't even drink coffee but can't tell people you prefer a Coke Zero?   These types of details in rituals are not just about drinks and food…

"How many of you shower in the morning? How many shower in the evening? How many will shower in the evening even if they've already showered in the morning? So, is it about being clean or is there more to that?"

"What about washing your face? How many wash it first? How many wash it last? Second? Over the sink?"
"How many use cold water to brush their teeth? How many people use warm water?" (This usually will get a reaction from the people who only use cold water and can't imagine using warm). Tell them: "People who use warm usually do so because they have sensitive teeth, and cold water hurts. Knowing that information could really make a difference for a person you support."

"We all get dressed in the morning, but there are 2 kinds of dressers: 'Phase dressers' and 'All-at-Once' dressers. How many are the Phase dressers (get dressed in stages)? All-at once? Does having a guest in the house mess up the phase dresser's routine?

There are no right or wrong answers here. It's whatever works for you. Let me show you mine

---

Transition

The next slides provide examples of routines and an activity and debrief about rituals/routines

Purpose:

✓ To demonstrate what you want the class to do

Time: minutes

Workbook Page:

Barb's Morning Ritual

• Write down your morning ritual –

• Include as much detail as you are comfortable with

• Tell us how long it takes – indicate what time it starts and what time it ends

2 slides

Core Concepts To Cover

- Review your routine (replace example with your own – ensure there is as much detail)
- Have people guess what is Important to you
- Have people write their own routine
- Keep people moving through the activity

Where To Use Judgement & Creativity

- The information you share about yourself and your routine
- How you keep the activity moving and everyone engaged

Not Your Typical Responsibility

- The guesses people make
- The reactions they have to your routine
- If all people actively participate

Tips To Address Concept

Slide 1

- Replace this slide with your own morning routine for a typical work day
- Be overly structured with your routine to illustrate what you want
- Have some information "vague" so people make some wrong guesses and you can illustrate it's ok to guess wrong

Slide 2

- Instructions for activity

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Slide 1
Put up the slides for your Morning Routine. Point out one or two features that are unique. Do not read the entire routine. If you have provided a paper copy of your own routine, briefly review it, do not read the entire thing.

After people have had a chance to review your routine, ask them to make some guesses about what is Important To you based on your routine. Spend some time having a question and answer session. Let them know it will now be their turn to do their own morning routine for a typical work morning. (go to next slide)

Slide 2
Developing their own morning rituals: Now explain to people that they will write their own detailed morning rituals on paper or flipchart (use half sheets and tape them to the wall vertically). But before they begin, explain the rules:

- Others will read their rituals, so nothing should be recorded that they do not want others to know about.
- We're not interested in anything that leaves their bodies in the morning, omit that.
- The ritual should start when they get out of bed, and end when they are "ready for the day" or leave for work.
- For those who work during their wake-up hour, or work unusual shifts, ask them to write up today's.
- If people say they do not have a ritual or that it is often different, ask them to write up today or yesterday or whenever they were last at home in the morning.

Transition

Script and activity instructions continue on the next pages.

Suggested Script Con't

Walk around to be helpful. Press gently for detail but do not press so hard that people who are very private feel embarrassed or humiliated. Make it clear that you want detail but no more detail than people are comfortable in sharing with everyone. When encouraging people to add details, demonstrate by asking how they wake up - an alarm clock, just wake up, or someone wakes you up? If an alarm clock, what time is it set for? Is it set for the real time or have they set the clock ahead? By how much? Any snooze alarm hits (mechanical or human)? How many? Then what? In the bathroom - do you turn on the light or start in the dark? What is the water temperature when brushing your teeth? In the shower (adapt this for those who take a bath) what water temperature? What do you do when you first get in, start right away or stand for a few minutes? How many towels do you use when you get out?

Look for a good example to use to start the discussion about what's important to the person. This should be a person who is easy to talk to, and whose routine is clear and easily demonstrates what is important to him/her. If you plan to use the volunteer, now is the time to ask for their permission to use them as an example, and have a brief conversation to make sure that your own GUESS/ASK steps are correct.

Some people will not write much detail, even after encouragement to do so. For those participants who have finished writing their morning routine early, encourage them to look at other people's routines. For others who are producing a very long routine, when almost everyone else is finished, gently ask them to wrap up. One way that works is to draw a squiggly line down the sheet after the last item listed, and ask them to add the last thing that they do before leaving for work.

Sharing their morning rituals: Have people wander around the room and read each other's rituals. Don't be surprised if the group has a good time, with lots of comments and laughter. Before the excitement has totally died down but after most people have read all of the rituals, ask everyone to stand in front of their own ritual.

Continued Script to Address Concepts

Getting a new morning ritual: The implications for the people we support

Now ask them to move down 2 (or some other arbitrary number) and tell them that this is their new ritual. What is their reaction? (A few will like the change; most have mild to profound distress.) Ask them to say what they would like the most and what they would dislike the most about their new routine.

Now facilitate a discussion around what implications this has for the people we support. Ask the participants

✓ How do you feel if your morning rituals are ignored?

✓ How much of the rest of the day is effected?

✓ What would you do to get your ritual back or to express your displeasure at its absence?

✓ What would it do to your behavior/outlook if your rituals were mostly ignored (but occasionally honored) over a period of years?

Adapt the questions to your audience. For people working as middle managers and/or direct support staff they might include:

• Do we know the rituals of the people we support? What makes life feel right to them, not just the routines we've given them!

• Do they get them? Do we support them based on their preferred rituals?

• What are mornings like in the typical houses where they live?

Ask people to take their routine off the wall if you used flipchart or to take back their sheet if they did it on paper.

Transition

The next slide concludes the activity by looking at a variety of other routines and rituals.

Purpose:

✓ To look at other rituals and routines that bring us comfort and predictability

Time: 5 minutes

Workbook Page:

It was important to Joan to be able to stay in bed for 30 minutes after being woken in the morning so as she could say her prayers, we discovered that what wasn't working for her was that this only happened when the staff who knew her well were on duty.

Other Rituals

- Going to bed
- Mealtimes
- Transition
- Birthday
- Cultural/Holiday
- Spiritual

- Vacation
- Comfort/health
- Celebration
- Mourning/grief/loss

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2 slides

Core Concepts To Cover

- Sometimes discovering what is important relies on looking at what is not working for the person
- Go over each ritual and routine
- Provide an example of each

Where To Use Judgement & Creativity

- Examples used to illustrate each ritual or routine

Not Your Typical Responsibility

- To spend a lot of time on each one

Tips To Address Concept

- You could spend all day on this. You need to move through them within the 5 minutes allotted. If you have more time you can go into more detail

Own Examples To Use

Questions For Debrief/Discussion

- Do we know these rituals for the people we help support?
- Do they get them?
- What have you learned?
- How does this apply to your work?
- What could you try?

Suggested Script to Address Concepts

Slide 1
Simply read the quote and emphasize that knowing this type of information and supporting what matters most to people does not necessarily cost more money and can make a big difference in their life.
Asking the question "what is working and not working about this ritual/routine?" helps us identify 'important to' and 'how to best support' information and action plan to make it better for the person.

Slide 2
Engage people by asking over and over – how many of you…

- ✓ Going to Bed- …check the door and windows before you go to bed?
- ✓ Mealtimes- …eat dinner at the same time every Sunday? … have a particular way to set the table?
- ✓ Transition – … have to organize your day before it starts?
- ✓ Birthday – … think it should be a national holiday? … hope that no one notices?
- ✓ Cultural/Holiday Traditions – What is your favorite holiday? What food has to be on the table for it to be that holiday?
- ✓ Spiritual – Are religious services, prayer, or meditation important?
- ✓ Vacation – Are there things that need to be present in order for it to be a real vacation? When does the ritual start – talking and planning in advance or not until it actually begins?
- ✓ Comfort for a bad day – What helps you feel better when you are having a bad day? How many of you find… exercise… shopping… chocolate… a drink…comforting? How many of you find cleaning comforting? How many would find it punishment?
- ✓ Celebration – What do you enjoy or need to have happen to feel that you have celebrated?
- ✓ Not feeling well – How do you cope with not feeling well? How many of you are like a cave bear and hide when you are ill? Leave me alone and throw food in once in a while? How many of you want to be taken care of, want to be babied?
- ✓ Grief and loss – When you have experienced a significant loss how long did it take you to work your way through it?

End the exercise by asking

- Do we know these rituals for the people we help support?
- Do they get them?
- What have you learned?
- How does this apply to your work?
- What could you try?

Transition

The next slides focus on Good Day/Bad Day (a skill similar to Morning Routine). The next slide is a transition slide.

Purpose:

✓ To introduce and describe the Good Day/Bad Day skill

Time: 2 minutes

Workbook Page: 18

Good Day   Bad Day

No animation

Core Concepts To Cover

- Define what the skill is
- Identify why it is helpful to use similar skills

Where To Use Judgement & Creativity

- Examples used to illustrate the skill

Not Your Typical Responsibility

-

Tips To Address Concept

- People will find this similar to the Morning Routine so it helps to clarify why you would want to use this skill in combination with Rituals and Routines

Own Examples To Use

Questions For Debrief/Discussion

-

Good Day/Bad Day is a skill that is great to use because it doesn't matter what someone's cognitive ability or speech ability is. As human beings we all have Good Days and Bad Days and if we can learn what contributes to that we can support people to have more good days than bad.

This skill is similar to what we just did with the Morning Routine activity and provides us with more information. One of the things that is helpful with using skills that are similar is to see if we are getting valid information. How many of us wonder if we are getting honest and truthful information or we are just being told what we want to hear?

If we find we are getting the same information from using multiple skills, more likely than not, the information is reliable. If we are getting very different information with each skills used, then it lets us know we have more discovery to do.

It helps to look at something specific for the Good or Bad Day. For example, what makes a Good/Bad day at home? At work? Weekend? With friends?

Transition

The next set of slides set up the Good Day/Bad Day activity and provides examples.

Purpose:
- ✓ To demonstrate what you want the class to do
- ✓ To have the class practice Guess, Ask, Write, Check

Time: 30-60 minutes for complete activity (5 minutes for these slides)

Workbook Page: 18

3 slides

Core Concepts To Cover
- Review what they will be asked to do for the activity and helpful questions that help get at good/bad day information
- Share your routine and have class make Guesses and Ask so you can clarify
- Have items that validate your Morning Routine
- Have new information for the class to learn about you

Where To Use Judgement & Creativity
- The items you share and answers you provide

Not Your Typical Responsibility
- How people respond to the information you share

Tips To Address Concept

- It Is helpful if your example ties back to Morning Routine in some places to show how people can get accurate information, as well as provide new learning for the class
- Explain that there are 2 versions of this tool/skill (2 vs 3 or 4 columns). The 3 or 4 column version can be helpful when people struggle

Own Examples To Use

Questions For Debrief/Discussion

- What can you guess is Important To me?
- Are you seeing anything that validates what you learned previously?
- Are there new things you are learning?

Suggested Script to Address Concepts

Slide 1
Tell participants that they will be asked to think about their workdays and identify what makes a good day good and what makes a bad day bad.

Slide 2
Encourage participants to use probing questions as a guide for this exercise.

Slide 3
Tell them that the 3-column version of this skill is helpful when people are struggling in finding details about good/bad day. These are the 3 columns to use.

Slide 4
Here is my example of my Good Day/Bad Day for work. Notice it starts with what is a typical day – what usually happens, and then looks at what makes it a better or worse day for me. (quickly review your day). We like to look at the entire day because how many of you have had things that happen before you get to work that impacts how your work day goes? What about at the end of the day and the impact that has on you?

Hand out the Typical /Good Day/Bad Day sheet. Ask participants to spend 5-7 minutes completing their typical/good/bad day information. Remind people when they have 2 minutes left and then 1 minute left.

Tell them to take a few minutes to think about what their typical work day has been like and then all the good moments during work in the past years that made their day better. What sorts of things happen to contribute to a good day at work? Write all of those things down. Expect questions such as must they all have happened on the same day, and "can I make things up? Explain that this is not an exercise in writing fantasy (I won the lottery). They will need to do the same thing for a bad work day. Tell people that they can do this in any order, or they can start with getting up (or whatever you do to get ready to leave for work) and write your way through the day.

Tell people not to worry if they don't complete the entire sheet but to get as much of it done as possible. It will still give us enough information.

Transition

The next slides provide explanation and an example for the next part of the activity.

Purpose:

- ✓ Obtain information about what is 'important to and for'
- ✓ Practice having conversations.
- ✓ To learn how to go from making a list to having a conversation and discovering more detailed information
- ✓ Learn about support and emphasize that people need to be supported rather than fixed.

Time: 10 minutes to review the slides + 15-30 for the activity.

Workbook Page:

Core Concepts To Cover

- Provide instructions and expectations
- Keep track of time and let people know when to switch roles
- To listen to understand (dig deeper)
- To not 'cut and paste'

Where To Use Judgement & Creativity

- How you get people to switch roles

Not Your Typical Responsibility

- This is a core concept and it is your responsibility to support people to understand

---

3 slides

Tips To Address Concept

- Keep all conversations short (no more than 10 minutes)

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Slide 1

Explain to participants that in a few minutes, they will practice their exploration and facilitation skills with their partner.   They will have conversations about the good/bad day information to discover what is important to their partner at work and whether or not they need/want support. They will also practice writing this information down on their partner's one-page profile.

You will now demonstrate this for them.

Slide 2

Ask people to remember our earlier conversation about facilitation skills…
- Having conversations and
- Guess Ask Check Write.

Demonstrate with the sample - remind people what they guessed based on what you have on the screen from your Good Day/Bad Day.

Slide 3

As you remind them, click to the next slide and show how 1 item from good/bad day was written in the Important To and Support sections of the one-page profile.

Point out that it is not the same – what people see the good/bad day is not simply copied to the one-page profile.

Transition

The next slide brings us back to the important to/for from day 1 and provides an opportunity for people to add this information to their one-page profile and this will wrap-up the one-page profile section of this training.

Purpose:
- ✓ Adding from the important to/for from day 1 to the one-page profile
- ✓ Completing the one-page profile section of the training

Time: 15 minutes

Workbook Page:

Take your *important to/for you* information and your *2 minute drill* information and add it to your *one-page profile*

Two Minute Drill

no animation

Core Concepts To Cover
- The person-centred thinking information gathering tools can be used together to build our understanding of what is important to someone and how to support them.
- Pulling information from different person-centred thinking tools/skills into 1 document such as a one-page profile is helpful to provide a good overview of what the person is.

Where To Use Judgement & Creativity
-

Not Your Typical Responsibility
-

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion
- Keep 5 minutes at the end and ask people to have a look at their first draft of their one-page profile. Ask the following questions:
  - How does it look?
  - If you had a new colleague at work, would this provide them with a good overview of who you are and how to support you at work?
  - Is there anything missing? If so, you can add it.
  - one-page profiles need to be updated and added to as we discover new info or want to add more detail.

Suggested Script to Address Concepts

Ask participants to take out their 'important to/for at work' sheet and their 2-minute drill sheet from the exercise on day 1.

Ask them to take the 'important to' information that they want to add to their one-page profiles and add it.

Ask them to look at 'important for' information and the 2-minute drill sheet and think about the supports they might want/need and add this to the support section of their one-page profile.

Transition

The next slide is a transition slide to introduce the Working/Not Working skill

Purpose:

✓ A transition slide to provide an opportunity to learn and practice the skill and focus on current reality

Time: 30 seconds

Workbook Page:
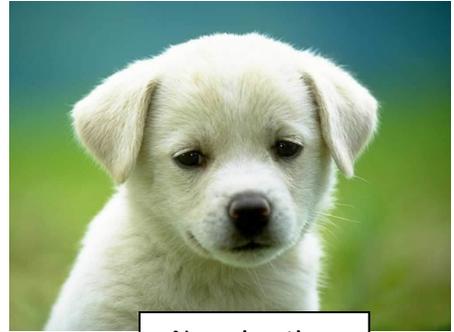
No animation

Core Concepts To Cover

- To get people engaged by showing the puppy
- To prepare people to practice the skill

Where To Use Judgement & Creativity

- How you introduce the puppies

Not Your Typical Responsibility

-

Tips To Address Concept

- It is helpful to leave this slide up while people are doing the activity (people relate to the puppy)

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

This is a transition slide to a quick activity using the puppy.

Transition

The next slide is the Working/Not Working sheet to determine how a puppy would impact your life at this moment in time. You can leave up the puppy slide or you can move to the next slide (but people will want you to come back to the puppies!)

Purpose:
- ✓ A quick activity to get people thinking about working / not working
- ✓ To introduce the idea of perspectives

Time: 3 minutes

Workbook Page:

Core Concepts To Cover
- Gather information from the group
- Identify common ground

Where To Use Judgement & Creativity
- How you gather the information (large group discussion, flip chart)

Not Your Typical Responsibility
- To have everyone participate

What makes sense or does not make sense about you bringing home a puppy right now.

	What works/makes sense	What doesn't work/doesn't make sense
Perspective of new puppy owner		

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No animation

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

- How many of you would keep the puppy?

Suggested Script to Address Concepts

Tell people that there is a truck coming to the training venue at the end of the day and when they leave to go home today, they will all get a puppy to bring home. (people will have strong reactions to this – either ecstatic or fearful – have fun with them)

Based on their life circumstances at this moment in time, what works/makes sense; what doesn't work/make sense with having that puppy? Start with work/make sense and get the group to shout out answers (energy will most likely be high so repeat the answers and make sure you manage the group energy so people hear). Keep it light hearted and keep people moving. Spend approximately 3 minutes on this. Then move on to doesn't work / does not make sense.

After you have generated the lists with the group, ask how many people would like a new puppy and how many people are still saying something on the order of "Hell will freeze over"? Point out that there seemed to be a lot of agreement about what items should be written down. How come we arrive at different decisions?

What they should see is that no situation is all good or all bad. What determines what people do is the value that people give to the items. For one person, the value of some of the items in the 'makes sense' column, creates a balance that tips toward having a puppy. For others, the items in the 'doesn't make sense' column cause them to decide that having a new puppy is not worth it.

Transition

The next set of slides show breaking things down to different perspectives and is and provides a frame of reference for the upcoming story.

Purpose:
- ✓ Give people a visual of what the working/not working chart looks like. As well as written instructions for how to use the skill/tool.
- ✓ To teach people how to use working/not working to organize information to prepare for action planning

Time: 1 minute

Workbook Page:

Core Concepts To Cover
- Instructions on how to use the Working/Not Working skill works

Where To Use Judgement & Creativity
- No need for Judgement and Creativity

Not Your Typical Responsibility
-

Used to organize perspectives
about a specific issue **or**
to get a snapshot description of NOW

What's Working	What's Not Working/What Could Improve
What does the person say is working?	What does the person say is not working or could be better?
What does the family say is working?	What does the family say is not working or could be better?
What does the staff person/teacher/therapist (etc) say is working?	What do they say is not working or could be better?

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No animation

Tips To Address Concept
-

Own Examples To Use

Questions For Debrief/Discussion
- No debrief needed. This is an instructional transition slide

Suggested Script to Address Concepts

Review what to put in each section.

Point out that it's the person's life so their perspective should be at the top (the first row).

If people have difficulties focusing on the person's perspective because they are caught-up with their own, sometimes, starting with them, capturing their information first is needed so that they can then step back and think about the person's perspective. In these situations, leave the first row blank for the person and come back to it after other people have shared.

Transition

The next slide will be to introduce a story to have people practice the skill

Purpose:

✓ To practice using the Working/Not Working skill

Time: 10-15 minutes

Workbook Page: 10

Video

Garth Brooks video

What is and is not working from different perspectives:
- Brandon
- Mother
- Father
- Coach

	What is working	What is not working
Brandon		
Mother		
Father		
Coach		

3 slides
VIDEO - Slide 3

Core Concepts To Cover

•

Where To Use Judgement & Creativity

•

Not Your Typical Responsibility

•

Tips To Address Concept

• Have video and sound ready to go – minimized in another window so all you have to do is press play once you've opened the window up

---

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Slide 1
Tell the participants the following:
- You are going to watch a quick video
- In this video a young man will make a decision at the beginning of the video
- During the video you will see that there are three more people with very different perspectives about the young man's decision.
- Tell people you want them to make a working / not working chart with each person's perspective– show them the next slide.

Slide 2
Ask the group to draw this chart out on blank piece of their workbook or paper- to take down notes of the different perspectives they see on the video. Assign a different perspective to different tables and ask them to 'be that perspective' for the activity.

Remember to emphasize that they are <u>not judging the perspectives</u> of the people they are merely noting what it appears to be is working and not working for them when it comes to the young man's decision.

We would never use this skill without actually asking people directly what their perspective was.
In the case of people who don't use words to communicate, we can ask the people who know them best for their best guess and then it needs to be written that way – "our best guess of what is working or not working"

Tell them that this is how the working not working is used – it is a snap shot in time- and should only be used with a <u>promise to bridge to action</u> from what we learn.

<u>Tips</u>:
Have video and sound ready to go – minimized in another window so all you have to do is press play once you've opened the window up- test your video and sound before the day starts and again right before getting to this part.
Have the same chart pre-drawn on a flip chart – use this to collect answers from the group at the end of the video.

Transition

The next 2 slides will provide information on things to keep in mind and how to use this skill/tool.

Purpose:

✓ To review the key elements of the Working/Not Working skill

✓ To review how to use it

Time: 5-10 minutes

Workbook Page:

Core Concepts To Cover

- What Digging Deeper means (slide 1)
- Key components of Negotiation Skills (slides 2 + 3)
- Discussing common ground
- Addressing disagreements and the work to get past them

Where To Use Judgement & Creativity

- Examples used to illustrate the concepts

Not Your Typical Responsibility

-

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3 slides
3 animations – slide 3

Tips To Address Concept

- A helpful article on a reported study that claimed accurately reflecting perspectives in mediation was more important than empathy: www.sciencedaily.com/releases/2008/04/080422115014.htm

-

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Slide 1
Review the key points on the slide.
- Peel the onion: ask participants what they think this means. These key points are to stress that vague or 'surface' information is not helpful and that understanding what people are saying is important. This is the only way that they will feel heard and that best collaborative problem solving will take place.
- The facilitator using this tool needs to feel comfortable asking questions and getting clarification.
- Peeling the onion to get to the core of what people are telling us- always ask the question behind the question

Slide 2
The skill is rooted in mediation, which has three key components:
- Everyone has an opportunity to share their voice – many times we are saying the same thing but express it in different ways which leads to misunderstanding one another
- We identify where there is agreement – finding common ground
- When there is common ground it is easier to move forward and take action

In order to make this happen, we must be unconditionally constructive – meaning it's about the facts, rather than opinions. To do this we must work in partnership.

This helps us figure out the things we need to keep the same and what are the things that need to change. From there we can identify actions to move forward.

Emphasize the bridge to action- Working and Not working should not be done if there is not an agreement that actions will be developed from what is discovered.

Slide 3
Common ground can be used to develop goals and objectives that help people move toward the lives they want and to assist with negotiation where there are disagreements.

To help with action/goal planning -

- The left-hand column helps with identifying those things that you wish to maintain or enhance.
- The right-hand column shows things that need to change.
- A way to help people create meaningful goals or plans and not "stupid goals" – can give an example.
- Point out that disagreements often turn up on the diagonals. This is where we need to focus our energy to help make it work for everyone.

Let people know that this has 2 of the core principles of negotiation built into it –

- If you have carefully written down everyone's perspective, they feel listened to.
- If you point out where the same items appear in the same column but different perspectives, you have started with common ground.

Transition

The next slides provide examples and the different ways that the working/not working chart can be used.

Purpose:
- ✓ To demonstrate and practice finding common ground and bridging to action
- ✓ To provide other examples

Time: 5 minutes

Workbook Page:

Core Concepts To Cover
- To discuss common ground
- To address Disagreements and the work to get past them

Where To Use Judgement & Creativity
- Examples used to illustrate the concepts

Not Your Typical Responsibility
-

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3 slides

Tips To Address Concept

- A helpful article on a reported study that claimed accurately reflecting perspectives in mediation was more important than empathy: www.sciencedaily.com/releases/2008/04/080422115014.htm

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Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Slide 1

- Have the table up on the screen.
- Tell the group that together, you will be practicing finding common ground and bridging to action.
- Ask the group to identify things that are common in the What is working column. As people identify commonalities between perspectives, show them how to 'cluster' them in the list by placing a small symbol or coloured dot beside the items, use different symbols/coloured dots for different items. See below. (two options shown in trainers notes document– symbols or highlight)
- Then ask the group how they would help this girl's team to bridge this information to action planning.

Slide 2

This is an example of how this tool can be used for evaluating someone's work. This is similar to a 360degree evaluation.

Provide an explanation and example of how you've used it.

Slide 3

This is the graphic in their workbook. Point out the arrows at the bottom of the Working column and at the bottom of the Not Working column. Remind people that both columns can lead to actions.

Point out that regardless of the template used, you add as many different perspectives as necessary.

Transition

The next slide is

Purpose:

✓ To introduce the Learning Log and show people how to transfer the learning.

Time: 2 minutes

Workbook Page: 16

Capturing learning - Learning Log
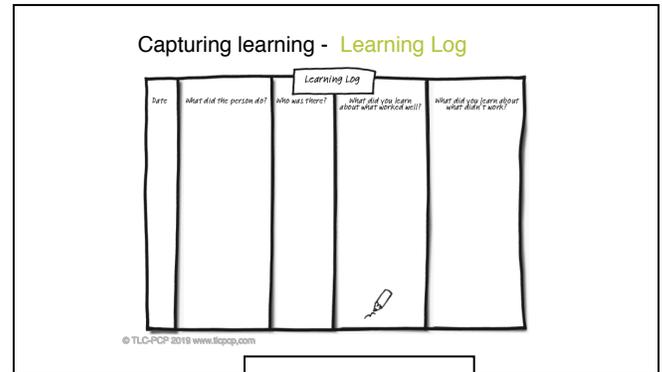
No animation

Core Concepts To Cover

- Learning Log as progress notes
- Good data collection tool that can be used in variety of ways

Where To Use Judgement & Creativity

- Examples used to illustrate concept

Not Your Typical Responsibility

-

Tips To Address Concept

-

Own Examples To Use

Questions For Debrief/Discussion

Suggested Script to Address Concepts

Review the headings for each column with the group.

Learning logs can be used to replace some progress notes (or whatever your audience calls them). Progress notes tend to be one of 2 kinds:

- the minimalist type that could be done with a rubber stamp – e.g. "went for coffee, enjoyed himself, slept through the night."
- The novelist – "As I took Charlie out the door, the wind stirred the leaves…

Neither do a good job of recording learning – one is too short with too little content; the other is too long with any learning being buried in the narrative.

The learning log is a skill masquerading as a form. It is a way to journal learning.

- The learning log records the learning as it happens and meets the requirements for documentation. **We have learned that those who fill it out have to be trained and that someone has to take the learning from the learning log and get it into the plan / action plan**. Where this is happening, those who are doing the day to day work feel listened to and see their learning making a difference.
- Make sure to tell people that it is a powerful SKILL but doesn't work for everyone in every situation. E.G. the 54th time you have taken someone out for coffee at the same place you will not be learning new things very often – that would take "new eyes" – or for something new to happen.
- In some areas, typical progress note systems are almost "hard wired" into the system. In these scenarios- changing the progress notes systems can be among the last change that occurs. In these systems, using the Learning Log to record learning outside the typical use for progress notes can be very helpful. For example: someone we support is starting a new job and we want to learn more about how to improve supports in that new scenario or someone we support wants more community connections, we have developed a plan with them to explore and find his or her community – the learning log can help capture what we might try again and what else we might do to encourage connections.

Let's look at an example before we try it for ourselves.

Transition

The next slide looks at Charlie's example

Purpose:

✓ Work through Charlie's learning log to demonstrate.

Time: 5-10 minutes

Workbook Page:

Charlie's Learning Log

No animation

Core Concepts To Cover

- Good data collection tool that can be used in variety of ways
- A way of <u>capturing learning</u>, not just capturing what you did

Where To Use Judgement & Creativity

- Examples used to illustrate concept

Not Your Typical Responsibility

-

Own Examples To Use

Tips To Address Concept

-

Questions For Debrief/Discussion

- Ask what they liked about the Learning Log and found helpful. What are some challenges they see with using something like this?

Suggested Script to Address Concepts

Charlie, as you can see, is someone who likes to do a lot of things. Some additional information is that he is someone who requires total support and doesn't use words to communicate. Take a moment and look through his Learning Log and then we will talk about it and see what information we can pull out that would help us in supporting him.

As a large group, let's look at the entry on "hot tubbing" (it's actually more like a therapy pool)
- What can you determine is Important To Charlie? (and no – we did not pick up strangers to join us on our way there lol – there were people already in the hot tub when we got there)
- Important For Charlie?
- What supports are needed to take him "hot tubbing"?
- What can you identify as instructions for supporters?
- Where would you incorporate this information so it is used?

If there is still time, tell the large group to consider the information in the Learning Log again. Ask them to look for information that holds some potential for helping Charlie develop relationships with people other than paid staff.

Sample a few of the large group to share what they have discovered in the learning log and what they might try next. Notice that Charlie's interests, and the level of welcome available in the places he goes are leads to growing relationships and possibilities for community contributions/connections.

Remind people that it is a powerful SKILL but doesn't work for everyone in every situation. E.g. the 12th time you have taken Charlie for that walk you will not be learning new things very often – that would take "new eyes".

Ask what they liked about the Learning Log and found helpful. What are some challenges they see with using something like this?

Transition

The set of slides focuses on the Matching Supports skill/tool.

Purpose:
- ✓ The purpose of the matching exercise is to demonstrate that the match between the person using services and the person providing services is important.
- ✓ The purpose of the Matching SKILL is to organize information that will aid identifying a good match for a particular person.

Time: 5-10 minutes

Workbook Page: 17

Characteristics of
People I like to spend time with

Characteristics of
People I don't like to spend time with

Characteristics of
People I like to work with

Characteristics of
People I don't like to work with

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No animation
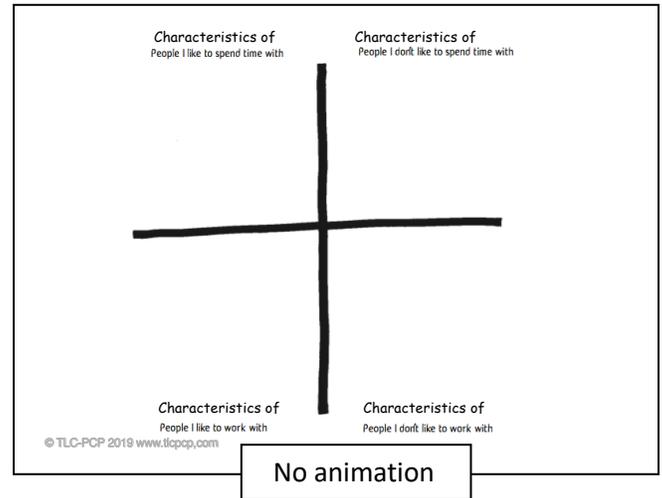
Core Concepts To Cover
- To have people experience what it's like to have a good match and what it's like to have a terrible match

Where To Use Judgement & Creativity

Not Your Typical Responsibility
- If people fully participate and write in each quadrant

Tips To Address Concept

- Let people know that you are going to facilitate an activity with them and then introduce a skill/tool.

- Encourage people to get something written in all the boxes. Watch out for the people who get side-tracked into talking about who rather than writing about characteristics. Also watch out for the people who are stuck. Tell them that there are no right or wrong answers and encourage them to at least find 4-5 things in each section.

Own Examples To Use

Questions For Debrief/Discussion

- Sample the group for a few characteristics in each area. Point out the difference between people and how we each have different preferences.
- Ask for a show of hands: How many people have the same lists for both 'hang out with' and 'work with'? How many people have different preferences?

Suggested Script to Address Concepts

Ask participants to turn to this page in their workbook.

Ask them to add the words 'Characteristics of' as shown on the slide (if using older version of the workbook)

For the sections on 'people you like to work with', emphasize that this is about **co-workers** and not people they support.

Ask participants to begin to describe the characteristics of people they prefer for each quadrant. Give people 4 minutes at first, and then as you wander around be prepared to add time. Encourage people who are slower to move on to other sections, adding the most important to each section.

If they are having trouble with it ask them to think of the people they know that fit in each section and think about what their characteristics are.

Have fun with them – tell them 'don't add the name of people you don't like to work with, as they might be sitting next to you' lol

Sample the group for a few characteristics in each area. Point out the difference between people and how we each have different preferences. Ask for a show of hands: how many people have the same lists for both 'hang out with' and 'work with'? How many people have different preferences?

Transition

The next slide provides people an opportunity to identify characteristics that they want/don't want of people in their lives.

Purpose:

✓ Activity for people to understand the importance of matching and good support

Time: 5-10 minutes

Workbook Page:
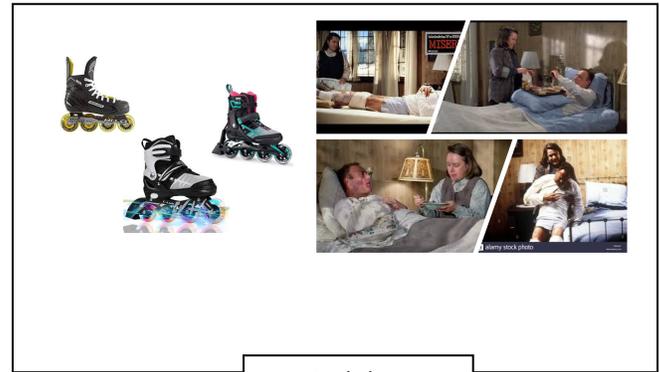
2 slides

Core Concepts To Cover

- The scenario
- Person experiences the comfort of having a good match
- Person experiences not having a good match

Where To Use Judgement & Creativity

-

Not Your Typical Responsibility

-

Tips To Address Concept

- Remember people are getting tired by this point of the training and things need to keep moving to get finished.
- The Matching activity is designed to create discontent and helps if you channel all the times of being short-staffed and challenges faced in those situations.

-

Own Examples To Use

Questions For Debrief/Discussion

-

Purpose:

✓ Debriefing for matching support activity

Time: 5 minutes

Workbook Page:

How would you feel?
What would you do?

No animation

Core Concepts To Cover

•

Where To Use Judgement & Creativity

•

Not Your Typical Responsibility

•

Tips To Address Concept

•
•

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Ask participants how they would feel and what they would do to show how they feel

If it is a small group, go around and ask each person what they would do. In a large group get a sample of opinions.

Now ask them how they would feel and what they would do if it turned out that they had to stay in the casts for the next 3 months. What if it was for the rest of their lives?

Talk about how much choice the people who use their services have in who works with them and if they know what characteristics that those who are using services would look for. Tell them that we have found that paying attention to "matching" has several positive benefits –
- Where there is a good match, staff are much more likely to enjoy their work. Even though they are still paid inadequately, people who are paid inadequately to have fun stay longer than where there is a bad match and people are being paid inadequately to "put up with".
- Where there is a good match, person-centred plans are more likely to be implemented as the "inclinations" of the supporters likely match what is found in the plan.
- A good match will decrease the frequency of challenging behaviours.

Where people are supported in groups, matching may have to be done over time, as vacancies occur in staff and as those who make up the group is adjusted. In the meantime, if matching cannot take place for the entire support team, maybe it can occur for specific support activities i.e. who assists me with bathing, doing crafts, going shopping, going to the hockey game, etc.

Transition

The next set of slides looks at the characteristics to look for when matching and provides Alan's example.

Purpose:
- ✓ To provide participants with helpful questions for exploring and learning personality characteristics preferences.
- ✓ To provide an example

Time: 5 minutes

Workbook Page:

3 slides

Core Concepts To Cover
- What to look for when matching

Where To Use Judgement & Creativity
- Examples provided

Not Your Typical Responsibility
- To spend a lot of time on this
-

Tips To Address Concept
-

Own Examples To Use

Questions For Debrief/Discussion
-

Transition

The next slide provides is the start of the wrap-up which includes the final skill/tool (4+1 questions).

Purpose:
- ✓ To provide a visual of how person-centred thinking skills/tools can be used together.

Time: 2-5 minutes + 8 minutes if you show the video

Workbook Page: 20

2 slides

Core Concepts To Cover
- Skills and tools can be helpful individually or together
- Appreciations, important to and how to support (the components of one-page profiles) + working/not working and action planning = Person-Centred Reviews (which is a process for person-centred planning)
- PCT skills / Reviews inform Person-Centred Support plans (which includes available funding to support and how this will be used)

Where To Use Judgement & Creativity
- Examples provided

Not Your Typical Responsibility
- To spend a lot of time on this

Tips To Address Concept

- If people don't know what the Person-Centred Review process is, offer to show the video on the next slide if time permits.
- **If time does not permit** showing the video, tell them that the follow-up information will provide a link to a short video.
https://www.youtube.com/watch?v=wxe-tB6wOz8&t=4s

Own Examples To Use

Questions For Debrief/Discussion

-

Purpose:

✓ To illustrate the process of using SKILLS to create a description that is then used and updated.

Time: 1 minute

Workbook Page: 19

Learning Wheel

No animation
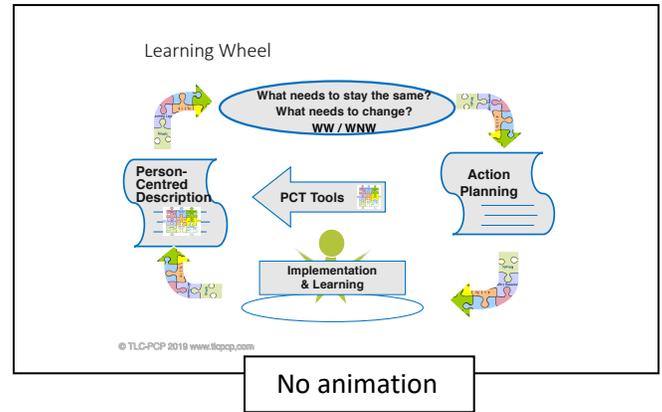
Core Concepts To Cover

• Each step of the learning wheel

Where To Use Judgement & Creativity

• No Judgement/Creativity

Not Your Typical Responsibility

•

•

Tips To Address Concept

•

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Just talk your way through the slide starting in the centre with PCT tools, then left at person-centred description, then moving clockwise i.e.:

- The person-centred thinking SKILLS can be used to create a person-centred description; by looking at what needs to stay the same and what needs to change you are creating an action plan; by implementing the plan you learn and have the information needed to update the plan.

Transition

The next set of slides introduce the last skill/tool, 4+1 questions which is also used for the wrap-up.

Purpose:

✓ To explain what information to gather with the 4 +1 questions SKILL so people can practice

Time: 2 minutes

Workbook Page: 21

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4 + 1

What have you tried? 1	What have you learned? 2	What are you pleased about? 3	What are you concerned about? 4
What did you do? When did you do it? Who else was there?	What did you learn from your efforts?	What did you like about what you tried? What went well? What worked for you?	What challenges did you encounter? What didn't you like about what you tried? What didn't work for you?
+1 – Given your learning what will you do next?			

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No animation

Core Concepts To Cover

• Review of each question

Where To Use Judgement & Creativity

• Examples to illustrate how the skill can be used

Not Your Typical Responsibility

•

•

Tips To Address Concept

• Encourages everyone to participate and listen and learn from each other.
• Can bring forward issues and options that might have been otherwise overlooked.
• When it is time to move forward the group has a picture of their collective learning to draw on
• Reinforces a positive habit – that of valuing mindful observation and learning
• This tool is also a big time saver in meetings. They will see this in a minute when you use the 4+1 to evaluate their experience over that last 2 days.

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Explain how the 4+1 is used to collect and evaluate – learn from – everyday situations.

Emphasize that the 4+1 is always done by first posing a question that we are seeking to answer.

Briefly review the information sought in each section. Emphasize that a descriptive approach to what was tried is most useful – Example: exploratory questions could also include the question – Who else was there?

Transition

The next slide provides an example for Liz before people have the opportunity to practice this skill

Purpose:

✓ To provide an example of the skill being used with someone in services

Time: 6 minutes

Workbook Page:

What we have done to address Liz's malnourishment

What have we TRIED?	What have we LEARNED?	What are we PLEASED ABOUT?	What are we CONCERNED ABOUT?
● Healthy frozen meals ● Daughter cooking a week's worth of food for her ● High protein shakes 2x a day	●She doesn't like processed food ●Will almost always eat daughter's home cooked food ●Protein shakes work really well ● If she is having a really bad day, might only drink one shake at best	● She is steadily gaining weight ● Found at least two options that work for her ● She is committed to eating when she can	●Stress on daughter to cook and drive 5 hours round trip every weekend ●Only eating once a day ●Will lose appetite again if depression comes back

+1: Keep doing protein shakes; find someone local to cook occasionally; keep asking "what did you eat today, not just "did you eat today?"

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1 animation

Core Concepts To Cover

• Review key points in each column

Where To Use Judgement & Creativity

• How you bring the story to life

Not Your Typical Responsibility

• To read everything on the slide

•

Tips To Address Concept

• Once you have reviewed the info to the 4 questions, ask the group to generate ideas on what they might try if they were part of Liz' team.

• Then show them her team's plan.

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

The story behind this:
- This is an older lady who uses mental health services who has very major depression.
- She is a physically tiny person. When she is healthy, she weighs about 115 lbs on a 5'4 frame.
- When her depression is really severe, she loses her appetite and stops eating.
- A few years ago, she was very unhealthy and she lost a tremendous amount of weight, leading to serious malnourishment. She almost needed to be hospitalized for an NG tube for nutrition; but the team of people who support her (daughter; nutritionist; psychiatrist; general doc; therapist) began working on a plan for her to stay home (which was what she really wanted to do) and see if the issue could be addressed at home.
- This 4+1 was done about 6 weeks after the clinical malnourishment was identified.

Review the information for the 4 questions with participants.

Ask the group for ideas of what they might try for the +1 (next steps) based on this information. This involves them and stresses the importance of generating next steps and action plans. Once they have provided answers, share Liz' teams' next steps.

The rest of the story: by January 2011 she had gained 12 pounds and was doing much better. There is still a concern that when the depression returns there will be issues, but this has helped to identify ways to address that.

Transition

The next slide provides a visual of how this skill/tool can be organized on paper for self-reflection.
The slide following this, provides people an opportunity to practice the skill, followed by a wrap up for the day.

Purpose:
- ✓ To have people practice the 4+1 Skill from a practical standpoint
- ✓ To gather helpful information for the group if it is a group that typically works together.

Time: 10-20 minutes (depending on the size of the group)

Workbook Page:

No animation

Core Concepts To Cover
- Instructions to complete the activity

Where To Use Judgement & Creativity
- Walk around to support people as needed

Not Your Typical Responsibility
- To force people to participate

Tips To Address Concept

- Encourages everyone to participate and listen and learn from each other.
- Can bring forward issues and options that might have been otherwise overlooked.
- When it is time to move forward the group has a picture of their collective learning to draw on
- Reinforces a positive habit – that of valuing mindful observation and learning

Own Examples To Use

Questions For Debrief/Discussion

-

Suggested Script to Address Concepts

Ask participants to think about the two days of training and answer the questions on post-it notes. Participants can have more than one answer per question. If so, they need to write each question on a separate post-it note.

Steps
- Ask them to post their answers on the flipchart paper on the walls (have these prepared ahead of time).
- Ask a few people to theme the info (get one volunteer per sheet). Explain to participants that you will be wrapping up a few things with them as the volunteers take care of "step 2" of this tool. Ask the group to complete the evaluation form and to clean-up the tables, ask if there are questions from the 2 days, ask them to review their skills chart and personal action plans, etc. This will show participants that this tool can save valuable time in meetings.
- Once the info is themed, bring the group's attention back to the flipchart paper on the wall. Review the info (themes) as you would when using the tool.
- Explain that the size of the themes can be an indication of the priority for the group or simply that there are more details. Explain that the facilitator only reviews the themes and that if the group wants/needs more detail, then the specific post-it notes can be explored further.

If time permits… Use the dot voting approach to demo how to identify priorities (3 dots, up to a max of 2 on priority item), ask group to vote on their priorities.

If not, jump to the following step…
- Help the group identify a few actions for their top priorities – demonstrating how this method can help get to action planning quickly. Ask them for ideas that address Level 1 and Level 2 changes.
- Ask who in the group will take responsibility to bring this information back to the organization leaders for review and action planning. (If training is being done with 1 organization).

People are usually concerned about staff buy-in. Let them know that you will show them one final video that will help with this.

Transition

The next slide is a wrap up video and finishes the training on a high and motivating for participants.

Purpose:

✓ To help participants think about next steps.
✓ To help participants understand how to group momentum for positive change.

Time: 5 minutes

Workbook Page:

VIDEO

Core Concepts To Cover

• Buy-in and building momentum
• Change agent and change target

Where To Use Judgement & Creativity

• No Judgement/Creativity

Not Your Typical Responsibility

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•

Tips To Address Concept

•

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

This slide is optional.

Use this slide if the group is mostly made up of:
- People in leadership roles (team leaders, supervisors, managers, potential Person-Centred Thinking coaches, etc.)

Before showing the video, let participants know that it has been two days filled with a lot of information and that the use of the skills/tools need to be intentional and start with them modelling the use.

After the video, emphasize that the video showed the effect of being the leader that persists in walking the walk and the importance of finding first followers and supporting them.

Transition

Next slide is simply the contact info and websites.

Purpose:

✓ Encourage people to identify what they can do to make Level One Changes when they leave the class

Time: 2-10 minutes

Workbook Page:

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youtube.com/user/helensandersonHSA

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2 slides

Core Concepts To Cover

• T

Where To Use Judgement & Creativity

• No Judgement/Creativity

Not Your Typical Responsibility

•

•

Tips To Address Concept

•

Own Examples To Use

Questions For Debrief/Discussion

•

Suggested Script to Address Concepts

Transition

The next slide provides some resources for people