

Competencies for Person-Centred Thinking Tools

The Learning Community for Person-Centred Practices

Core Person-Centred Thinking Tools to be included in all training

Community mapping

Competency: Community mapping

What is it? (Skill)

This person-centred thinking tool is a way to map out where the person spends their time (outside of their home). It is a way to think about what it would take to extend the places where the person goes; what is working and not working about where they go; where they can contribute to community life; and what opportunities could be created to connect and develop relationships. This information is important when looking at the person's 'perfect week'.

What do I need to know? (Knowledge)

- The importance of inclusion, contribution and being part of any given community and how this connection supports a person's health and wellbeing.
- What is possible (locally and nationally) to help a person develop connections, friendships and a deeper link with their community.
- How assistive technology and web-based resources can be used to support and enhance community involvement.
- How to define community e.g. community of interest, geographic community, Third spaces.
- Where this information contributes to a one page profile, person-centred plan or support plan.
- How to use this information to identify opportunities for people to use for themselves and for others to support them to strengthen and extend connection and contribution in the communities that matter to the person.

What do I need to do to gather information and use it? (Behaviour/Attitude)

With an individual

- Decide on the best way to gather the information with the person and their allies – it could be at a person-centred review, person-centred planning meeting, Planning Live with a specific focus on community mapping.
- Find out what the person thinks about what makes a good or a bad day for them and/ or talk to the people that know the person well that have been identified in the relationship circle. You will be able to find out from the good day and bad day some of the places that a person goes and who they meet.

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- Spend time with the person doing the things that matter to them and having conversations about this where possible.
- Find out about the different places where the person spends their time.
- Record this (writing, pictures, photos) on the community map under the following sections:
- Places where I am a member.
- Places where I am a customer.
- Identify patterns or themes together with the person or with their allies:
- Where are the places that the person's connections can be strengthened? What could they now do and who can help?
- Where are there connections that can be made? What could they now do and who can help?
- What is working and not working for the person about where they go at the moment?
- Are there places where they can use their gifts or share their interests? What would it take to make that happen?
- What would need to happen to change what is not working and build on what is working?
- Supporting the person and their allies to see what is possible using problem-solving tools like traditional, radical, and different; solution circles to generate options that builds and uses what has been discovered from community mapping.

Within a team

- Use team meetings to map out the community places, people or organisations locally that share the same values and principles that you may benefit from working together in partnership.
- Look at different ways to do this, for example use a team diary or a log book to record all the places and people that the team come in contact with over a two month period and use this information to start the mapping exercise.
- Use different approaches to help team members understand that importance of community in developing relationships, for example, help team members to reflect on the last 2 friendships that they made and to understand what factors lead to this and how this information can help us understand how to implement what we are finding.
- Use team meetings to gather and share each team member's community map in a way that feels comfortable for the team. This can draw on information that is contained in the relationship circle. This can be used as a foundation to

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extend into team community mapping, for example use a 'passion audit' to explore hobbies and interests of the team and that of the people who are being supported to look at how the community maps connect and where there are new opportunities to strengthen connections.

- Help staff reflect on what they are learning about themselves and how this relates to what they are discovering about the people they support. This ensures that the focused effort on team development remains linked and aligned to the purpose of supporting others to move towards lifestyles that matter to them.
- Use this information within a team person-centred plan.
- Review in team meetings, supervision, and at Person-Centred Team review.

What does 'good' look like (Standards)

- Clarity of information about who the people and places are that are included in the community map, their name and the relationship to the person. Photos could be included or links made to video clips of the person's community map so people who are using this can get a better understanding of their involvement in community.
- Inclusion of the date of when the community map has been completed.
- SMART actions that reflect how the community map has been used to inform thinking about the person's connection and contribution to their community, and what is going to happen to strengthen and extend that.
- There is a date to review how it is being implemented and someone is responsible for making sure this happens.

How can I demonstrate that I understand and practically apply the tools correctly? (How can this be assessed?)

The person can describe, by giving specific examples:

- How the person was directly involved and central to the process.
- How clear links have been made back to the appreciation section of the One Page Profile so that gifts and interest can be built upon and used as an introduction to new people and places.
- How a person's own local knowledge has been used to contribute to what we are learning about what is possible for a person who we are supporting.
- How they work with the person to identify who else needs to be involved.
- Different ways that the information can be gathered from other people (individually and in a group).

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- How this information has been/could be used to develop and inform Perfect Week alongside using the information generated from using Good Day and Bad Day.

What connects to this?

One-page profiles, person-centred plans and support plans, other tools – Perfect Week, relationship circle , Good Day Bad Day, Appreciation, Passion Audit , Community Building.

Advanced – further information and enhanced skills

- How the tool helps people to think about their networks and people in their life that may be able to offer, ideas, knowledge, resources, and support as part of solutions to problems they may be encountering.
- How this links to approaches like Just Enough Support.
- A Practical Guide to Delivering Personalisation - Person-Centred Practice in Health and Social Care.
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Use examples and formats found on www.thinkandplan.com and www.thinkaboutyourlife.org.
- Links with Inclusion Web - The Inclusion Web forms part of the Inclusion Web Resource Pack, published by the National Development Team for Inclusion (NDTi). Further information available at www.ndti.org.uk <<http://www.ndti.org.uk>>.
- Essential Lifestyle Planning: A handbook for Facilitators (2001) and Essential lifestyle Planning for Everyone (2005) Michael Smull and Helen Sanderson.

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What is working/not working

Competency: What is working / not working

What is it? (Skill)

This is an analytic and problem-solving process that looks at a situation from multiple perspectives. It is a way to capture and analyse what is working or making sense within that situation as well as what is not working and needs to change. By doing this from different perspectives it is easy to see where there is agreement, and where there are differences that need to be addressed. Hearing ‘what is working’ as well as what is ‘not working’ creates the opportunity to reflect on and celebrate what is positive and going well, and asking how this can both be built upon and protected. Working/not working from different perspectives is central to the person-centred review process.

What do I need to know? (Knowledge)

- How this person-centred thinking tool serves as a bridge between what is learned, and action planning.
- How to encourage and facilitate analysis of multiple perspectives with individuals, and with groups and teams, which leads to a clear comparison of how the person wants to live and how they are actually living.
- How this information can inform changes that can happen with and for the individual; how this information can inform changes that are needed in the structure, policies and procedures used by organisations that support people; and what this says about wider changes in the systems that support people e.g. universal and community supports.
- How and when to use this approach e.g. as soon as someone has a one-page profile, in person-centred reviews, when people are stuck.
- How and when this can be used with a team, for example as an evaluation tool for how a team is progressing with agreed projects.
- Moving from what is working and not working to developing clear outcomes and actions.
- Where this information goes on a one page profile, person-centred plan or support plan.

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What do I need to do to gather information and use it? (Behaviour/Attitude)

With an individual

- Make sure that you find ways that each person's perspective can be recorded either directly e.g. Person-Centred Review or by gathering information individually and then looking for themes.
- If you need to make best guesses on behalf of the person, make sure that these are checked out afterwards with the people who know the person well, before action is taken.
- Prioritise and explore what is not working, starting with the person's perspective and identify what needs to happen to change what is not working.
- Clearly record what needs to stay the same and what needs to change – after looking for common themes. Celebrate what is working and ask what needs to happen to protect this and build on it, so that it is not inadvertently changed.
- Generate a list of questions to answer and issues that need to be resolved as part of the action planning process alongside using working /not working to move to action.
- Ensure that this is added to their one-page profile/support plan.

Within a team

- Use at team meetings to identify an issue and then move to action after working not working has been used to look at all perspectives involved around the issue.
- Help staff reflect on what they are learning and acting on about themselves and how this relates to what they are discovering about the people they support. This ensures that the focused effort on team development remains linked and aligned to the purpose of supporting others to move towards lifestyles that matter to them.
- Use one-to-one/person-centred supervision to explore what is working and not working for a team member based on their one-page profile.
- Use this information within a team person-centred plan.
- Use this tool to develop each team member's One Page Profile – what does what is working and not working tell us about what is important to the team member and what good support looks like.
- Use to review in team meetings, supervision, Personal Development meetings and at Person-Centred Team review.

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What does 'good' look like (Standards)

- Clarity of information about who has contributed and when.
- Inclusion of the date when the working/not working has been completed.
- There is clarity in the detail of information recorded – it is unambiguous and a clear separation of each perspective is made.
- The SMART action plans directly build on what is working and address what is not working.
- Information about what is working/not working is used to inform and extend what is important to and how best to support the person (one-page profile or person centred plan).
- There is a date to review how it is being implemented and someone is responsible for making sure this happens.

How can I demonstrate that I understand and practically apply the tools correctly? (How can this be assessed?)

- The person can describe, by giving specific examples:
- How small but important areas of disagreements are resolved.
- How you tease out and explore situations and find common ground in any disagreements.
- How areas of a person's life that are working are paid attention to and used to develop ideas for the future, and used to help inform solutions for those issues that are not working.
- How the heading can be made personal to take into account the use of language and preferred language, communication styles and systems of a person being supported e.g. Children and young people may have different ways to describe this as compared with older people.
- How the resulting action plan addresses issues like -How will we know how well we are doing ? How will we share, and record what we are learning about the person? How can we share the successes and barriers of implementing this plan with others as needed?
- How they have used this tool with individuals and with groups and teams.

What connects to this?

One-page profiles, person-centred plans and support plans, other tools – relationship circle, Person Centred Conflict tool – when we disagree.

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Advanced – further information and enhanced skills

- How this links to approaches like Just Enough Support.
- A Practical Guide to Delivering Personalisation - Person-Centred Practice in Health and Social Care.
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Use examples and formats found on www.thinkandplan.com and www.thinkaboutyourlife.org.
- Essential lifestyle Planning for Everyone (2005) Michael Smull and Helen Sanderson.
- Working Together for Change.
- Person Centred Reviews.
- Appreciative Inquiry.