

Competencies for Person-Centred Thinking Tools

The Learning Community for Person-Centred Practices

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

Roles and responsibilities (The doughnut)

Competency: Roles and responsibilities (The doughnut)

What is it? (Skill)

The doughnut is a tool that helps staff, not only see what they must do (core responsibilities), but where they can try things (judgment and creativity) and also identifies what is not their responsibility. Clarity around roles and responsibilities for those who provide support is very important for positive change to occur in people's lives and for staff's wellbeing.

What do I need to know? (Knowledge)

- Where it has come from (it was based on the work of Charles Handy – “doughnut principle”).
- When and how it can be used – for example to inform job descriptions, around a particular situation.
- That it is a strong implementation tool and needs to be used alongside what you are discovering and recording with and for people about what you like and admire about the person, what is important to them, and how best to support them.
- Why this person-centred thinking tool is important in understanding and enabling risk.
- How the tool helps to create clarity about boundaries that reinforces an essential aspect of organisational culture: accountability.
- How this can support positive risk-taking through understanding roles and accountability in a constructive manner.
- Where this information goes on a one page profile, person-centred plan or support plan.
- How it helps the person/their family to direct the areas of life that they do and do not want support from staff/the service, and how this support must be provided.

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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 roles and responsibilities and increasing the choice and control that the person has in their life.
- Think about a situation or dilemma that has been identified as part of working/not working about supporting the person to think about what are their core responsibilities, what can they contribute and do.
- Support the person to understand how their decisions can effect what they are responsible for, and where others may or may not be able to use their judgement and creativity e.g. due to their paid role.
- Help the person to understand and identify the parts of their life that others will not get involved in.
- Decide where and how to act on this (create specific, accountable actions) and record it (for example in the person's one page profile or person-centred plan/support plan, or in staff job descriptions/contracts).

Within a team

- Use team meetings to gather and share the members' understanding of roles and responsibilities in a way that feels comfortable for the team.
- Use this information within a team person-centred plan.
- Use in team meetings and supervisions to help staff know when they can be creative without fear of consequences and what they have to get right – core responsibilities.
- Use a team member's One Page Profile to explore what good support looks like from the team and their manager in relation to roles and responsibilities.
- Use this information to develop individual job descriptions and ensure they are regularly reviewed within one-to-ones and team meetings.
- Decide ways to implement the learning – what actions need to be taken by whom and agree where and how this needs to be recorded and shared.
- 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 about how the person has participated.
- Inclusion of the date of when the tool has been completed, who has contributed, and what action is now being taken, and date of review.
- There is enough detail for people who were not present to understand what this means.
- It results in actions and the information is added in the relevant plans – for example one-page profile or person-centred plan, or team 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 examples:

- How they decided to use the doughnut.
- Who they involved and why.
- How they decided what was core and where people could use their creativity and judgement and the role this plays in supporting a good balance between what's important to and for the person (when used in relation to directly supporting someone).
- What actions were set as a result of doing the doughnut – what difference did it make?
- Where the information was recorded/added to, for example person-centred plan or team plan.

What connects to this?

One-page profiles, person-centred plans and support plans, other tools – communication chats, decision-making profiles and agreements, working not working.

Advanced – further information and enhanced skills

- 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.

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- Use examples and formats found on www.thinkandplan.com and www.thinkaboutyourlife.org.
- Essential Lifestyle Planning: A handbook for Facilitators (2001) and Essential lifestyle Planning for Everyone (2005) Michael Smull and Helen Sanderson.
- Using the information developed in the relationship circle to help with approaches like Support Decision Making - see Paradigm (2008) – A Guide to Supported Decision Making: A Guide for Supporter. It can help people to think about who can support a person with decisions and this can be recorded. It can be developed in the decision - making profile and agreement.
- Supporting and complementing? use of Recovery model.
- Person Centred Risk.
- Contract Development.
- Individual Service Funds.