# Competencies for Person-Centred Thinking Tools
## The Learning Community for Person-Centred Practices
Core Person-Centred Thinking Tools to be included in all training

## Sorting important to/for (one page profiles)

### Competency: Sorting important to/for (one page profiles)

### What is it? (Skill)

This is the fundamental person-centred thinking skill. What is important to a person includes only what the person says with their words or behaviour. What is important for people includes those things that we need to keep in mind for people to support them to be healthy, safe and part of their community. The balance between these is recorded on a one-page profile (what is important to, and how best to support the person), alongside what people appreciate about the person.

### What do I need to know? (Knowledge)

- Why one-page profiles are important and how to use them and make sure they stay updated and relevant.
- Why it is important for staff to have one-page profiles and how these are used within organisations (for example, matching staff).
- The three headings used in a one-page profile, and which others you could also use in particular situations.
- Different formats and ways to present one-page profiles and the pros and cons of these.
- When it may be useful to have multiple one-page profiles and the pros and cons of this.
- The range of different ways you can gather information for a one-page profile with individuals or in teams (for example how information from working not working , 4+1, and learning logs can be used to develop information about what is important to and for someone).
- How to structure and facilitate conversations that gather information with and for the person.
- How to have a conversation that avoids questions that are closed, questions that only offer a fixed choice of answers (e.g. would you like to live in a house or flat?), questions that have a built in answer (e.g. wouldn't you like to live with us?).
- How to gather information about what is important to and for the person from other person-centred thinking tools (for example, what does what is working and not working from the person's perspective tell us about what is important to and for the person) or from a person-centred review.
- How to sort the difference between the information gathered into important to a person, with that information that is important for (how best to support or what other people need to know or do).

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- How information regarding risk and health and safety can be incorporated into the important for/ how best to support section.
- How to describe the balance between important to/ for and what it takes to maintain this balance (for example, what actions may need to happen? What else may we need to learn?).
- How to identify questions to answer/ things that need to be learnt in order to move towards clarity of detail or resolve issues.
- Where this information goes on a one-page profile, person-centred plan or support plan.
- How to move from the information that is gathered to the next stage - analysing what is working and not working about what we know about what is important to/for a person and then taking action.

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

## With an individual

- Thinking with the person (and their circle/ team) about what you want to learn and what is the purpose of the planning you are doing (one-page profile, support plan or person-centred plan).
- Use a relationship circle with the person to learn who to talk to.
- Think about different ways to gather information, for example how to get information from professionals such Occupational Therapy and GPs, and how this can be incorporated into the important for/ how best to support section.
- Identify anything that the person already has about their life that could help them to express who they are and for others to learn from this e.g. scrapbooks, photos albums, Timelines on Face book.
- Use a range of person-centred thinking tools e.g. good day/bad day, to give the details to inform what is important to/for a person.
- Decide on the best way to involve and gather information from each person identified in the relationship circle, and to be prepared to learn things that you did not anticipate.
- Contribute what you know about the person in their person-centred review (person-centred planning meeting, Planning Live, etc.).
- Support the person to review what people are saying about them and how/ where to use it.
- Think with the person (and their Circle/team) about how the information about important to/ for can be used more in their own life and to contribute to others/community.

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## Within a team

- Be able to explain to a team what one-page profiles are and how they can be used by the team (for example, in matching, in recruitment, in supervision, as the beginning of a team plan or team foundation poster).

- Use team meetings, training sessions and/or individual one-to-one sessions (supervision) to begin to develop one-page profiles through a range of exercises, for example developing a team timeline or history tracking and illuminating the high and low points that the team has experienced. This can then be used to start conversations between team members with a focus on identifying themes about what is important to each team member and what is important to them as a team.  It will also start to identify what best support look like for individual team members and for the team as a whole.

- Be able to use compliments and suggestions that are made about the team to develop what others appreciate and admire about sections in one-page profiles.

- Be able to review individual team member's one page profiles, and identify where more information is needed and what additional detail is required. Be able to work with team members to enable them to add this information.

- Use this information within a team person-centred plan.

## What does 'good' look like (Standards)

- There is a picture of the person as part of the One Page Profile, ideally in colour.
- Strong positive statements (not 'usually' or 'sometimes' or 'likes or dislikes').
- The statements in the appreciation section would be seen as valued by others.
- Clear, everyday language with no jargon or 'service speak'.
- It is possible to gain a good sense of who the person is from the detail and clarity of the information. It is detailed enough to get a snap shot of the person so it provides a strong starting point to get to know the person.
- You can take the names and photos off the one-page profiles and immediately still know who the person is.
- It contains all the sections – Like and admire, important to and how best to support.

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

In using one-page profiles with individuals the person being assessed can describe, by giving specific examples:

- How the person has been involved in developing the profile, who else was involved and how (e.g. family, friends, health professionals).
- How they have integrated information from using other person-centred thinking tools e.g. Good Day Bad Day and other information (for example Facebook, photo albums, videos).
- How this information is included and sorted in a one page profile, person-centred plan or support plan, e.g. only information that a person is saying with their words and behaviour is included in the important to section.
- How the one-page profile is being used now, and how it will be developed in the future and kept up to date (e.g. using learning logs).
- There is a date to review how it is being implemented and someone is responsible for making sure this happens.

By reviewing the one-page profile:

- There are the 3 core sections.
- Reading it makes you feel like you know the person – you could act on the support information on the profile.
- It is in easy-to-read and understand language (no service speak or words like 'access').
- That the section about how best to support doesn't contain information about what the person can do for themselves.

## What connects to this?

One-page profiles, person-centred plans and support plans, other tools e.g.  Good Day Bad Day, Appreciation, Perfect Week. Personalised Care Planning within health.

## Advanced – further information and enhanced skills.

- Explore different ways to design One Page Profiles  – see Celebrating Families.
- How this information has been used to help develop a person's CV and to look at employment opportunities.
- A Practical Guide to Delivering Personalisation - Person-Centred Practice in Health and Social Care.

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- Use examples and formats found on www.thinkandplan.com and www.thinkaboutyourlife.org.
- Developing Stay Well Plans as part of the important to /how best to support that specifically addressed health requirements.
- As greater detail is gained, the important for / how best to support can be organised into sub sections e.g. how to be successful in supporting me at meetings, at work, at outpatient appointments.
- Conversations for Effective Support Planning with Older people  - www.supportplanning.org.
- Supporting and complementing Dementia Care Mapping.
- Supporting and complementing the Recovery model in mental health.

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