

Progress for Providers

Checking your progress
in using person-centred
approaches

Training and professional development

Tick one box ✓

1 All training is based on legislative requirements. I make sure that we meet the minimum legal and funding requirements.

2 I recognise that I need to find training and professional development opportunities for my team that reflect the needs and rights of the people supported, and will motivate the staff. All staff are required to complete induction training. This is centred around compliance and safe working practices.

3 I have started to think about how I can introduce learning and professional development opportunities to staff that will reflect the needs and wishes of people supported, and also engage and develop the team member. I have begun to look at what is working and what is not working for staff. I am also researching what is available.

4 We have prioritised training needs and identified professional development opportunities. This is aligned with each team member's personal development plan. Training and professional development reflect the needs and wishes of people who receive a service and have been agreed with team members. Person centred thinking and approaches are central to our approaches to training. We comply with all legal and funding requirements.

5 We provide professional development and training opportunities to all staff which reflect the goals identified through their personal development plan. Opportunities focus on increasing choice and control for people supported and delivering person centred support. Within a few months of starting with the organisation, new staff have completed induction training that includes using person centred thinking and approaches to deliver our purpose. Training content and materials are reviewed so as to be up-to-date and consistent with best practice.

Comments

Supervision

Tick one box ✓

1 We struggle to find time for regular supervision and it is seen negatively by some staff. We do not have ways to conduct supervision with staff who work remotely. I set the agenda and make the arrangements for staff supervision if and when it does occur.

2 Supervision is conducted in an ad hoc manner and has no connection to the personal development plan. I am aware that staff support and supervision practices need to be reviewed. I am not sure how I can change the current arrangements.

3 I have started to think about involving people who receive a service and families in staff supervision. I have talked to people and staff about how we might go about this. Most members of staff have supervision meetings.

4 All staff have regular supervision, and people supported and/or families usually contribute through sharing their views with me before the supervision session. Supervision results in actions that are documented. I have started to use person centred thinking tools and approaches in supervision sessions. Supervision is seen as a positive experience and not just about things that need improving.

5 Each team member, including remote staff, has regular, planned, individual supervision. Supervision includes giving staff specific feedback on what they do well, as well as what they can improve on (for example, coaching staff to develop their skills in working in a person centred way). There is a clear link between training and supervision and what people do when they are at work (for example, when staff attend training I expect to see a difference in their work and this is discussed in their individual supervision). The views of people supported and families are very important in the supervision process, and people are asked to provide feedback before supervision. Supervision is clearly linked to and builds on personal development plans.

Comments

Performance planning, support and development

Tick one box ✓

- | | | |
|---|---|--|
| 1 | None or very few of my staff have a personal development plan. I set the agenda and assign objectives if and when it does occur. | |
| 2 | Organisational policies specify that all staff have a personal development plan, but in practice this is not occurring consistently. Staff who do have a personal development plan generally do not contribute to the agenda or development of goals. There is minimal reference to the personal development plan from the previous year. I understand that people who receive a service should be given the opportunity to feed back on the support they receive from staff. I am not sure how I should go about this. | |
| 3 | I have a strategy in place to ensure that each member of staff has a personal development plan. These plans are sometimes reviewed through supervision throughout the year, but not consistently. I have started to talk to each team member about human rights and how they are using person centred thinking tools and approaches in their work. Where possible, I seek the views of people supported and their families to inform progress. | |
| 4 | All staff have a personal development plan. Staff are asked to reflect on what they have tried, what they have learnt, what they are pleased about and if they have any concerns. We then agree what actions need to be taken from all the information gathered. We have a variety of ways for people who receive a service and their families to contribute their views to staff performance planning and support discussions. | |
| 5 | Each staff member has a personal development plan. Personal development plans include feedback from people supported and their families about what is working and not working. Personal development plans outline clear goals and actions that build on strengths, focus on working in a person centred way, and further develop skills. Positive feedback is seen as an essential aspect of this process. Actions and goals are reviewed at regular supervision meetings throughout the year. | |

Comments

Meetings

Tick one box ✓

- | | | |
|---|--|--|
| 1 | We have occasional team meetings but not everyone attends or contributes. | |
| 2 | There are frequent team meetings. I set the agenda and chair the meeting. There is little structure to the meeting and they are not as well attended as they could be. | |
| 3 | I schedule regular team meetings. The meeting tends to focus on the provision of information and does not often include problem solving or celebrating successes. | |
| 4 | We have regular structured team meetings which are documented. Actions are decided on as a group, recorded and followed up on. They are well attended and most people contribute. | |
| 5 | Our team has regular, productive team meetings that everyone can contribute to. Team meetings include sharing what is going well and problem solving difficulties (for example, practicing using person centred thinking tools like working/not working, 4 +1 questions, to solve problems). | |

Comments

Section 4

Action planning

On the following page we have included an action plan. You can use your score to plan your next steps. Look at each section and what the next statement suggests you may want to work towards. You can use this to record what you are going to do to achieve this, who will be responsible for this, and when you want this to be achieved.

Action plan

Top priority

Why is this your top priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Action plan

Next priority

Why is this next priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Action plan

Next priority

Why is this next priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Action planning summary

Section	What do we want to work towards? (the next statement in the section)
Section 1 – Person centred thinking skills and approaches	
Knowledge, skills and understanding	
Supporting individual development in person centred thinking tools and approaches	
Supporting team development in person centred thinking tools and approaches	
Section 2 - Supporting people to have choice and control	
Seeing the person as an individual and appreciating strength and qualities	
Understanding the person's history	
What matters to the person now	
Working towards the outcomes that the person wants for the future	
How the person wants to be supported	
How the person communicates	
How the person makes decisions	
Acting on what the person is telling us	
Supporting the person in their friendships and relationships	
Supporting the person to be part of their community	
Section 3 – Create a person centred culture within teams	
Clear purpose	
An agreed way of working that reflects values	
Staff know what is important to each other and how to support each other	
Staff know what is expected of them	
Staff feel that their opinions matter	
Rosters – staff are thoughtfully matched to people and rosters are personalised to people who are supported	
Recruitment and selection	
Enabling risk	
Training and development	
Supervision	
Performance planning, support and development	
Meetings	

Explanation of terms

Action plan

The action plan section of an individual or team plan clearly states what people are going to do to “make things happen”. Action plans often contain a breakdown of who is responsible for what in relation to an individual’s goal or in the case of team planning, goals related to the team. In some cases actions may simply be related to things that need to happen in order to change what is not working for someone.

Good practice action plans should:

- State what needs to be done in a clear enough manner that someone not involved in the planning could read it and know what is happening/ needs to be done.
- Ensure that large goals (for example, overseas travel, moving house) are broken down into smaller components.
- Have a clear completion date and avoid vague statements such as “ongoing.”
- Specifically state the named person responsible (both their name and role) or who is taking the lead. Statements such as “all staff” can result in situations where rather than all staff taking responsibility, in fact no one does.

Appreciation books

Books dedicated to recording what people appreciate, or like and admire about someone. These can be for people receiving support, for staff, or for families. They can be as simple as a blank notebook or journal with a heading and photo of the person. They can be made using a variety of creative mediums, for example, scrapbooking, patchwork, DVD, or collage. There are no set ways for how to develop appreciation books or what they should look like. They are simply a way to record and celebrate great things about the person.

Appreciation books

Coaching

Coaching uses a process of inquiry and discovery to build an individual’s awareness and responsibility, and provides them with structure, support and feedback to further develop skills.

Communication chart

The communication chart is a simple but effective way to capture how someone communicates through his or her behaviour. Capturing how someone communicates, and using this information, can help to relieve some of the frustration felt by the person when not understood. It also makes it easier for new people in the person's life to get to know and understand them. Communication charts usually capture information about what the person says or does, what we think it means and how people should respond to the communication. It also lets people know if what the person is communicating means something different depending on the environment or time of day.

[Communication chart template](#)

Communication profile

A one or two page snapshot that covers important information about preferred communication methods, the best way to communicate with the person, and any other key information for successful communication. This is a simple, easy to read document that allows new people (staff or within community) to make a positive start to communicating with the person without having to read detailed files or speech pathology reports. Communication profiles are helpful when the person does not use words to communicate, when speech is unclear, or if the person's communication can be ambiguous. Rather than using standardised headings, communication profiles should only capture information relevant to the person, and should be free of jargon or technical language.

Circles of support

Describes a group of people who come together with the intention of providing support to an individual or family to work towards their goals. Members of an individual's circle of support are usually involved in a volunteer capacity and may offer input in a particular area or expertise, take on actions or simply provide another perspective. Recent work on community circles has begun to explore the notions of paid versus voluntary involvement in an attempt to make circles available to more people.

[Article on community circles](#)
[Community circles clip](#)

Community map

Supports people to capture what is happening in the person's local community – places, people and things to do. When thinking about community connecting and supporting people with opportunities it is often first helpful for people to have a thorough understanding of what is actually available in their area.

Complaint

A complaint (also known as grievance) is when someone you support lets you know that they are not happy about something that has or hasn't been done. It could be about something a staff member has personally done or not done, or something at your service. Complaints can be made in words, writing or using alternative communication.

Decision making agreement/profiles

Decision making agreements and decision making profiles look at what support someone needs to make decisions in their life, and ensures that they have as much power and control as possible in how these decisions are made. These tools are not about discerning whether or not someone has the capacity to make decisions. Rather, the focus is on how the person must be involved in decision making, who makes the final decision and what conditions are needed to ensure the person is in the best position to make decisions.

Decision making examples

Donut (Doughnut)

The donut was originally developed by Charles Handy, *The Empty Raincoat* 1994. The donut is a tool that helps staff get clear about their roles and responsibilities. This tool helps people see what they must do, where they can try new things or use their own creativity and judgment, and what is not their responsibility. Developing a donut is often useful when staff members are unclear about their responsibilities when supporting someone in a particular situation, or when people are concerned about a risky situation. The donut tool should encourage staff to use their initiative and "think outside the square" without being worried that they will get into trouble if they get it wrong. The donut sort should help to get a better balance of what's important to and important for the person, even if the sort is being used to gain clarity about a situation regarding health and safety.

Donut example

Good day/bad day

A person centred thinking skill that uses simple information about the things that make either a good day or bad day for a person. This information helps others to learn more about what is important to someone and how they want to be supported. Using this skill can also help the person and those around them to think differently about how they may want to spend their time in the future. It can also be used as a starting point for action planning by asking the question “what will it take to have more good days and less bad days?”

This exercise is often used with teams as part of developing staff one page profiles or a person centred team plan.

Good day/bad day example

Human rights

Human rights are universal legal guarantees protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity.

Human rights principles

There are four important general principles of human rights. They can be remembered by the acronym FRED.

- Freedom – We all have the right to be free. Like all of us, people with disability have the right to have their own things (home, clothes etc), the right to freedom, choice of work and to be safe.
- Respect – We all have the right to be treated with respect. Like all of us, people with disability have the right to be respected. People have the right to have their choices respected and to have their family, culture and religious beliefs respected.
- Equality – We all have the right to be treated equally. Like all of us, people with disability have the right not to be discriminated against, including on the basis of disability, or treated unfairly. People with disability have the right to the same opportunities to make choices that we would all ordinarily expect. They have the right to participate in the community, and access the same facilities and services as others.
- Dignity – We all have the right to be treated with dignity. A person must not be physically or mentally abused or neglected, or subjected to cruel, inhuman or degrading treatment. It is important that people with disability are treated with dignity when provided with personal care and other disability services.

History map

A tool that provides a simple way to record and share information about an individual's past. This tool can be used to record as much or as little of the person's past as they want to share and can help others to get to know and understand the person better. Exploring things that someone has done in the past can also help to generate new ideas about what the person might want to do again or things they want to avoid. See also: Recording histories

History map example

Important to /important for

The first and fundamental person centred thinking skill is to be able to learn what is important to someone, what is important for them and the balance between the two. This is a principle that underpins the achievement of person centred change.

What is important to a person is what they say through their own words and behaviours about what really matters to them. What is important for people are the things that help people become or stay healthy and safe or valued members of their community.

The balance between the two is the compromise that all of us experience in life: between wanting to eat chocolate and maintain weight, and between having lazy evenings and wanting to get fitter at the gym. We all need to find a balance so that our lives are not just about staying healthy and safe and doing things for others or doing whatever we want without thinking about consequences.

Important to and for example **Important to and for clip**

Induction training

Training (also known as orientation or on-boarding) provided to new employees to induct them into the organisation. Induction training usually covers basic information staff need to perform their role as well as key information about the culture and values of the organisation.

Matching tool

If we are to improve the quality of people's lives one of the most powerful things we can do is get a good match between staff and the people they support. This tool helps us to think about the activities / interests in the person's life and look at matching staff according to personality, shared interests and skills so that people enjoy the time they spend together. The matching tool makes a distinction between skills that can be taught versus characteristics that are inherent to the person and cannot be developed through training.

Matching staff example

One page profile

One page profiles capture what people like and admire, what's important to the person and what others need to know and do to support them. They are a great way of giving new people crucial information to understand without it needing to take a long time. They are especially helpful when there are new or occasional staff that may never have met the person before and may not meet them again. One page profiles are also a way of ensuring that important information is captured and shared so that we don't just rely on what is passed on verbally.

100 one page profiles
One page profile clip

Person centred approaches

Ways of working where the central focus and the subsequent work is on the person as an individual. This could be a strategy or method of working but the key aspect is that the individual and not the organisation or system is at the centre.

Person centred approaches clip

Person centred thinking

A set of practical, yet values based tools and skills that have been developed over time that:

- Help find ways to support the person rather seeing the person as broken and needing to be 'fixed';
- Work for humans;
- Work at every level of the organisation; and,
- Help to build organisational cultures of learning and accountability.

Person centred thinking skills were developed by The Learning Community for Person Centred Practices and are used in several countries around world within the areas of disability, aged care, mental health, chronic health conditions.

www.learningcommunity.us

Person centred thinking rating scale

A scale developed to support staff to reflect on their use of person centred thinking skills. It names some of the main skills and tools that staff might use alongside individuals and asks them to score themselves on their use, sense of confidence and competence. The purpose of the rating scale is to encourage staff to reflect on their skills so that they can set actions to work on areas they are not confident in using, or to seek help from others. The rating scale can help to take use of person centred thinking skills and approaches from occasional use to habit.

[Rating scale template](#)

Person centred review

A way of facilitating planning meetings and reviewing plans using some of the person centred thinking skills. The information leads to actions and can be used to develop a living description and a one page profile. The person centred review process is a way of making sure that there is a person centred approach to planning with individuals even when there are time constraints and the planning might happen because the service requires it.

[Person centred reviews clip](#)

Person centred risk

A person centred approach focuses on people's rights to have the lifestyle that they choose, including the right to make 'bad' decisions. The approach described here uses person centred thinking tools to help the person and those who care about them, think in a positive and productive way about how to support them to achieve the changes they want to see, while keeping the issue of risk in its place. This in essence is a process to gather, in partnership with the person, the fullest information and evidence to demonstrate that those involved have thought deeply about all the issues. Decisions are then guided by what is important to the person, what is needed to keep them healthy and safe and on what is required by law.

Person centred risk article

Person centred supervision

A process that creates a respectful and supportive environment so that supervision is positive and productive for those involved.

The process includes practical strategies and tools that promote listening and creative thinking, and build on people's strengths so that individuals come away from supervision feeling understood, supported and motivated, with a clear direction for action.

See also: Supervision

Person centred team plan

Person centred team plans utilise person centred thinking skills with staff to explore and answer the following:

- Why are we here?
- Who are you and how can we work together?
- What are we here to do?
- Who is going to do what, when and where?
- How well are we doing?
- What else can we try?
- How can we record and share what we are learning?

Personal development plan

A personal development plan (also known as an appraisal or performance appraisal), is a plan developed with individual staff members that may include the following elements:

- new skills they want to learn to help them do their jobs better
- areas of work where they need further learning
- larger aspirations for their career
- an action plan and goal setting

Personal development plans are often conducted annually and may form the basis for an individual's supervision and / or professional development.

Presence to contribution

Helps when thinking with people about what they do on a day-to-day basis and the opportunities these present for getting involved, meeting new people, making connections and contributing to their community.

Presence to contribution example

Progress for providers - Checking your progress in delivering personalised services

A self-assessment checklist developed for senior managers and leaders of any service to check the organisation's progress in responding to personalisation. For more information visit the project page on the NDS website. Members only.

NDS members page

Recording histories

When we talk about recording an individual's history using a person centred approach it means having some information about the person's past that is captured in a way that makes sense to them. For some people it may be a history map, for others it may be a box of important objects related to their past that they like to share, or a photo board of important people and places. When histories have been recorded in a person centred way, they will have a story telling feel to them, rather than a list of services, incidents and reports. Recording histories should be lead by the person without censorship, so there may be sad or negative elements included.

Recorded histories can act as a safeguard against the person losing contact with those who are or have been important to them, and should generally ensure that crucial information is not lost. This is particularly important if the person does not use words to communicate, or has difficulty communicating.

Relationship map/circle

The relationship map records who is in the person's life. It can be used to help services discover who is important in the person's life and support the person to reflect on who they might want to involve in planning meetings. A relationship map can also be used to help people identify where existing relationships may be strengthened, maintained or renewed, especially when they are reliant on others to make contact with people.

Relationship map example

Representation

A person that speaks for or acts on behalf of someone else, typically with an advocacy role.

Rights based approach

A human rights based approach involves a consideration of both what you are going to do based on the principles of human rights and then how you are going to do your work in ways that promote these rights. The human rights of the person should always be taken into account and be part of any process or decision-making.

Implementing the human rights based approach

See also: Human rights principles

Supervision

Supervision (also known as one to one time, job consultation, reflective practice, giving effective feedback), provides planned, structured one to one time between staff members and their managers, or in some instances with an external supervisor. Supervision is an opportunity to provide feedback and support as well as ensuring that the staff member is carrying out the responsibilities that are part of their job. While supervision is most commonly carried out face to face, when staff work in remote locations, phone meetings or video conferencing may also be used. Importantly, ad hoc 'catch ups' are not an effective substitute for planned, structured supervision. Supervision may form part of an individual's professional development.

Support plan

A plan that describes what is important to an individual now and in the future and the support they need from others in order to achieve this. Support plans also have clear actions attached that clearly state what the person / service providers and others will do. Support plans can help individuals to think about how to spend hours / funding and can have a budget allocation attached to them.

Support plan examples

Supported decision making

A process of supporting someone to make decisions, particularly when they are labelled with severe or profound intellectual disabilities, or other significant cognitive impairments.

Listening to those rarely hear Supported decision making

Team charter

A document developed collaboratively that clarifies team direction and purpose and helps to create focus within the team. Team charters often include information on the goals and expectations of team members.

What's working/what's not working

A person centred thinking skill that supports action planning that is based on the current reality and captures information from different perspectives. Using this particular tool can help people to reflect on the current reality and also ensure that people feel listened to.

What's working /what's not working is a person centred thinking skill that can be used at all levels of the organisation, in situations where action planning is intended and different perspectives/points of view need to be captured and taken into account.

Working not working example

4 + 1 questions

1. What have we tried?
 2. What have we learned?
 3. What are we pleased about?
 4. What are we concerned about?
- + 1 Given what we know now, what next?

These questions help people to pause and reflect before moving to action, and provide a structured way to ensure that previous efforts and learnings are not lost. The structure also helps people to keep focused on moving forward rather than becoming stuck on the "issue". This tool can help with developing plans or tracking the implementation of plans, either in an individual or team context.

4 + 1 example