

Person Centred Thinking and Planning in Dorset..... The Stories So Far.....



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Person Centred Thinking and Planning in Dorset.....

The Stories So Far.....

Introduction:

Over the past two years there has been much person centred activity in Dorset. Growing on the original start made with the introduction of person centred approaches and person centred planning, Alison Short has been focussing on the practical use of the person centred thinking tools. The following is the story of the work undertaken by people working in services across Dorset as they have grown their person centred learning and work with the people they support, their families and their friends.

With a description of the training, coaching and mentoring involved in the work across Dorset and with the use of stories that bear witness to the impact it has both had and continues to have, the following account demonstrates small steps, giant strides, and lots of lovely gentle steps in between.

‘ Person centred planning is about how you work with people, not just a method or set of tools’

Using Person Centred thinking and planning is all about the ‘what makes sense’ translated into everyday lives. This is the story of learning to listen very carefully to people and those they value in their lives, understanding the important messages in the stories and descriptions uncovered and finding ways together to make the ‘what works’ happen.

Introducing Person Centred Thinking



For people being supported by services, we need to ensure the pervasive presence of person centred thinking. If people who use services are to have positive control over their lives, if they are to have self directed lives within their own communities, then those who are around the person, especially those who do the day to day work, need to be actively using person centred thinking skills. Only some people need to

know how to write good person centred plans, but everyone involved needs to have good skills in person centred thinking, in the value based skills that underlie the planning.

There are a number of reasons for this. Teaching and supporting the use of person centred thinking skills will mean that:

- **It is more likely that plans will be used and acted on and that the lives of people who use services will improve**
- **There will be a number of ways to get plans started**
- **Updating the plans will occur “naturally”, needing less effort and time**

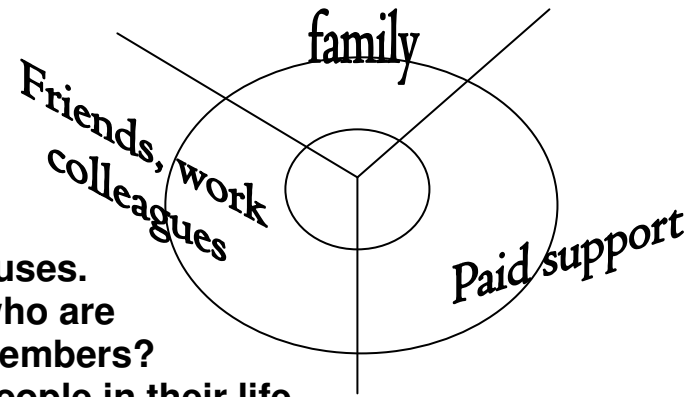
What has happened in Dorset so far.....

Coaches and mentors now exist across residential services, day services and supported living services for people with a learning disability in Dorset. The people involved learned how to use the tools of person centred thinking in their day to day support of people across the area. A call for stories of positive change led to telephone calls, interviews and the exchange of information – all of which , described in the following account of the tools and their application, illustrate just what a difference is being made out there.

Person centred means doing things in a way that the person wants and which helps them to be part of their community. If someone is at the centre of something it means they are the most important person.

Department of Health ‘Valuing People’ 2002

Relationship mapping



Relationship mapping has many and varied positive uses. It asks a number of questions to help people think: who are the people in their life? Who are their loved family members? Who are the true and trusted friends? Who are the people in their life in paid employment to support them? Who do they know and meet in their everyday life?

Having mapped out current relationships (and sometimes remembering people no longer on the map but who remain of great importance) the person can think about what this means to them both now and in the future. Would they like to have more friends? Do they meet up with and spend enough time in the company of people who enjoy or have an interest in similar things? Are their current relationships sustainable given the current map? How might consistent, supportive people be fostered in their life?

Inviting people identified in a person's relationship map to join them in their life planning is another great use of this person centred tool. The following account illustrates how having such an understanding of the important figures in a person's life contributes to getting to the heart of the right story.....and how by getting the right story we find a quicker route to getting it right for the person.

A story of Relationship Mapping in Dorset:

'A particular gentleman who travels in by taxi to attend the day service, having usually been a very happy person, had begun to show some very different and odd behaviours. A gathering of people identified in his Relationship Map included his regular taxi driver. This was a man who had been in his life for a long time. It was well known that their relationship was solid: built over time with care. During a discussion about reasons why the behaviour might be occurring, the driver volunteered some crucial information about changed seating arrangements in the car. The group explored whether this might be what was upsetting the man. As a result the taxi driver sought permission to let the man go back to his original seat (in the front). In addition, at the driver's suggestion, the gentleman was encouraged to carry only one of his large collection of leaflets at any particular time. That deeper understanding was invaluable. In no time at all things had settled back to their former and usual state. The taxi driver was key. What if he had not been at the meeting?'

The story also illustrates how the Relationship Map can be used to begin building a person's Circle of Support. We have grown used to thinking about the people who are in someone's life through direct family relationship and service involvement. The people that are present in other ways, like the taxi driver in the story, can sometimes hover around on the edges when meetings happen, actions are planned and decisions are made. Importantly, in the above story, it was by asking the man and his close support carer about all the people they could think of involved in his life, that the taxi driver was so clearly identified as important (using the Relationship Map to guide thinking and recording). Bringing the right people together for reviews can be the precious first steps to a Circle of Support.

One residential service in Dorset began using the Relationship Map to encourage the development of small (but growing) Circles of Support. Once the green shoots of a Circle have become established, with careful nurturing it can often take on a life of its own. Supporting the involvement of the right people, and then using the range of person centred thinking and planning tools, is key to setting good foundations.

Growing a Circle of Support:

'We had noticed for a long time that whilst her mum would come to her reviews, it was always much harder to find a way to encourage her brother and sister to be a part of things. We began by talking with mum about person centred thinking and planning and how a Circle of Support would be a really good way of making sure that the right people, the people she really valued and wanted on board with it, could work much better. Mum really enjoyed the informality of the approach and once she had seen that it was all ok and could really help her daughter, she was keen to make sure other family members came along to be part of the new style person centred review. The person and her mum did the first Relationship Map, using photo's of family, friends and support staff. The family came en-mass, We then began helping the person to have regular gatherings of her Circle of Support. This kick started an involvement and closer relationship with people important in her life that continues in a variety of ways to this day.'

Coaches and mentors at the same day service as in the first story, have used what they have learned about another person to help grow a Support Circle, with a view to helping her have helpful relationships in her day to day life at home:

Nurturing a Circle helping it grow

'This lady lives on her own and there was a concern about how she was doing at home - it was difficult for anyone to help as she was determined not to let any support people over her threshold. She was pretty much on her own! Using the Relationship Map to think about other people in her life, we made contact with the Housing Officer for the Housing Association with which she has her tenancy. Well, he came on board with the ideaand that was the best start ever. A real friendship has grown up between them and they are sharing time in a variety of different ways ...she's got someone who she can spend quality time with. And wonderfully, this has moved some of the concerns on in a way that would never have been possible before. With a worry about her potential to do things that could pose a fire risk, the Housing Officer worked with her to have a visit from the Fire Service. Another offshoot from people putting their heads together to think creatively led to her family organising for her to have a person come and help her with her housework - a private arrangement that has made a real difference. Now she has another person to build a friendship with..... slowly, slowly we are hoping and watching and waiting for this to grow.....'



Appreciations

A really good place to start with a person to help them think about their life, whether on an individual basis or when surrounded by a group of people they have gathered together to help them with their planning, is with 'Appreciations'.

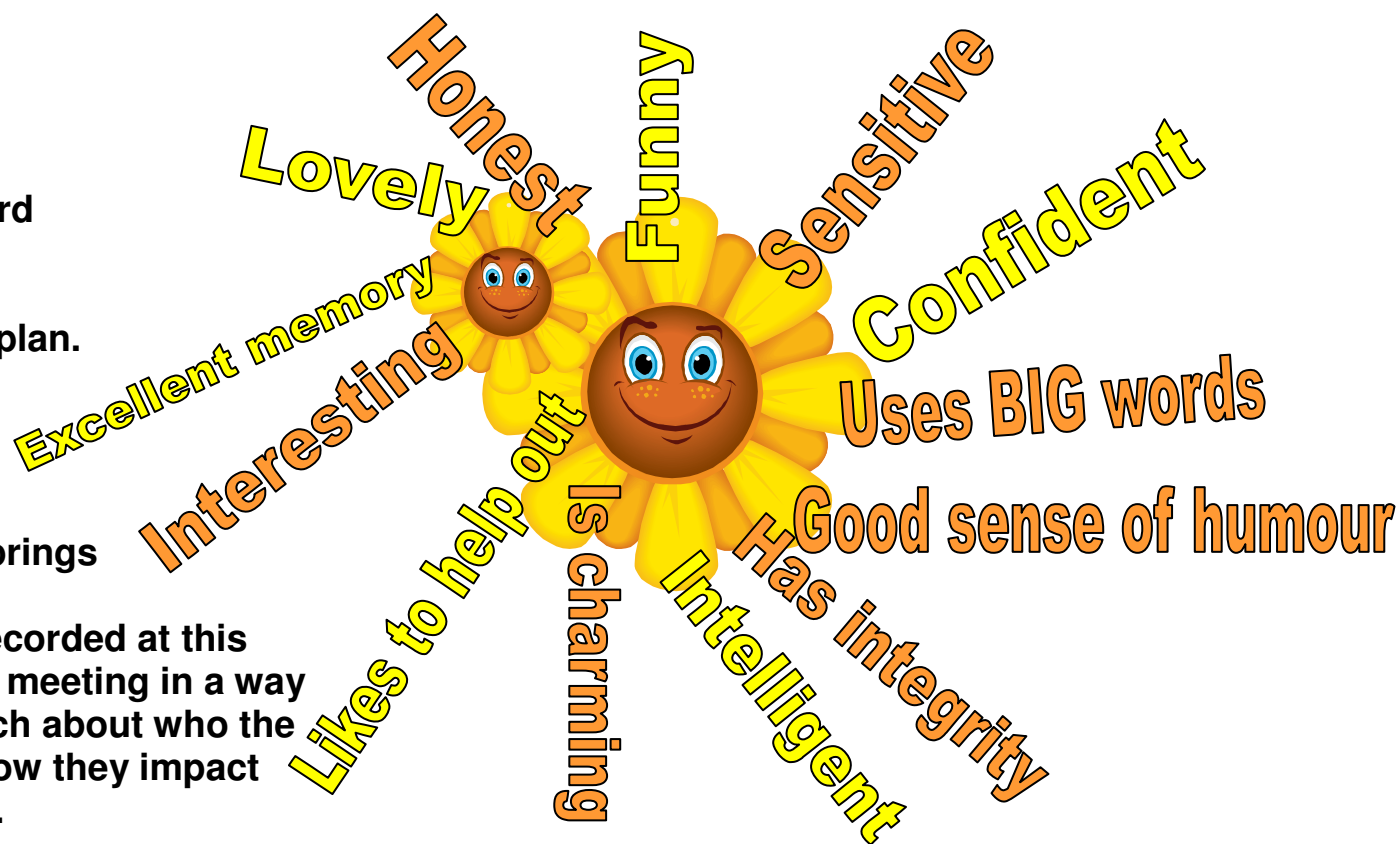
Many of the person centred planning tools we have available to us (eg MAP, Personal Futures Planning and Essential Lifestyle Planning), include a time to think about ' who the person is: what do people like and admire about them and what are their gifts and talents?'

The introduction of the person centred review process across services in Dorset has given the coaches and mentors opportunity to facilitate and record the many positives people have that may have got lost along the way. Appreciations uncover and bring into focus people's attributes: helping us to think about how their life is at the moment and to get creative about the things they enjoy and are good at in their day to day lives.

The following example shows imagination and creativity – the appreciations have been collected and recorded with understanding and thoughtfulness for the person concerned:

This visual record is adapted from one woman's person centred plan.

It very cleverly brings together all the appreciations recorded at this person's review meeting in a way that tells us much about who the person is and how they impact on other people.



Communication Chart

Making sure that all people in a person's life, and all the people they get to meet, have a good understanding of the ways in which they communicate is essential. For many people, it is only through this deeper level of understanding of communication that they can achieve the number and quality of relationships so very important to them. Additionally, they need people to understand them, so that they can get the quality of support they require.

Using the person centred review process can take planning various directions. In the first of the following examples from Dorset a clear action, planned as an outcome of the review meeting, was the need to establish an agreed understanding of this person's preferred communication style, methods and meanings. Ensuring that the messages conveyed through verbal and non-verbal expression are understood is clearly important in ensuring that this particular person remains comfortable and supported in the right way at all times. In the second example given we can see that, for the person concerned, choice and ability to have their preference heard and respected is equally important. However, for this person the Communication Chart also shows that inclusion and participation in the social scene really must be acknowledged by those around him. He is listening out for the banter: getting the jokes and wanting to be part of the shared amusement. Exercising choice is so important, but the Communication Chart enables us to focus on the social person too. Once again we arrive back at the importance of relationships!

Example 1: Communication Chart

What Is Happening Where/When	When ***** does this	We think it means	And we should
<p><u>Making Choices</u></p> <p>Anywhere, anytime</p> <p>Give ***** choices in activities, what to drink etc. Also when asking her a question</p>	<p>Turns head to the right and raises eyebrows, several times in quick succession. Sometimes it may take ***** some time for her to answer</p> <p>When ***** turns her head to the left and looks down or does not respond at all</p>	<p>"Yes" when it happens quickly ***** is trying to get the point across</p> <p>We think ***** is trying to communicate "No" or is unsure of what you are asking</p>	<p>Give ***** time to respond, approximately fifteen seconds plus</p> <p>Keep the questions and choices simple, but ask a range that require a "yes" or "no" response</p> <p>As above</p>
<p><u>Personal Care</u></p> <p>During personal care/in the bathroom/before being hoisted on to the bed</p>	<p>Starts salivating, opening mouth wide, *****'s arms are moving more</p> <p>As above, but may verbalise anxiety</p>	<p>***** Is anticipating being hoisted</p> <p>***** is uncomfortable, panicking about being flat on back, due to producing more saliva</p>	<p>Reassure *****: be fairly quick, lots of verbal reassurance</p> <p>Be swift to roll ***** on side, rub back to help saliva flow, reassure constantly with confidence, not panic and finish care as quickly as and as safely as possible</p>
<p><u>Activities/Course</u></p> <p>Anywhere, any activity</p> <p>Just before transport arrives and ***** is getting ready to go home</p>	<p>Moves arms more, pushes head back into head rest, looks angry, starts salivating</p> <p>As above</p>	<p>***** may need to get out of the room. Is beginning to get panicky.</p> <p>***** is too hot - does not like the crowded room as people prepare to go home</p>	<p>Take ***** somewhere quieter, be confident with not too much fuss: try over wedge. Also with not too much fuss</p> <p>Not prepare ***** for transport too early, as staff feel she does not like being hot. Take cover off, get out of room, go somewhere cooler. Reassure. Be confident.</p>

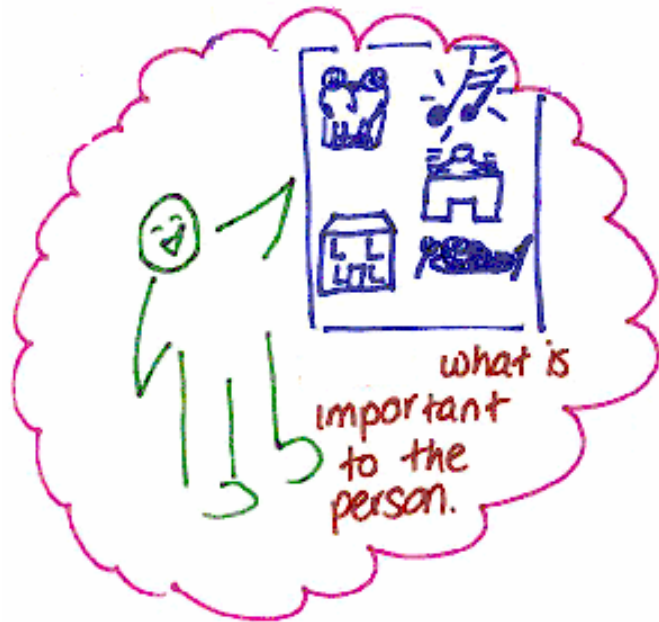
Example 2: Communication Chart

What Is Happening Where/When	When +++++ does this	We think it means	And we should
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Stories from Dorset
January 2011

<p><u>Making Choices</u></p> <p>Anywhere, anytime asking +++++ a question or using objects of reference to enable +++++ to make a choice</p>	<p>Stretches his right arm and directs it upwards, or at an object of reference ie. Tea or coffee</p> <p>Keeps his arm down</p>	<p>He is saying YES to a question or he has chosen what he wants</p> <p>+++++ is saying NO</p>	<p>Act accordingly or if unsure, try asking or showing again</p>
<p>Using a step by step switch with multiple choices or whatever you are wishing to enable him to choose.</p> <p>Explain to +++++ that when he has made his choice he should look at you by saying '+++++ when you have made your choice press the switch and look at me'</p>	<p>Presses the switch and looks at you and at particular choice ie. Drink, activity</p>	<p>He has made his choice</p>	<p>Respect his decision'</p> <p>If unsure try again.</p>
<p>+++++ is out of his chair ie. On a mat or a bean bag</p>	<p>Shouts and calls out, raises his right arm (it is shaking)</p>	<p>He is warning us of something happening or someone is too close to him and he is getting nervous</p>	<p>Act accordingly, reassure him and give lots of praise for raising awareness</p>
<p>Anytime, anywhere</p>	<p>Laughs</p>	<p>He has really understood the humour around him</p>	<p>Include him as much as possible in conversation, jokes etc</p>

What's Important To a Person and What's Important For Them



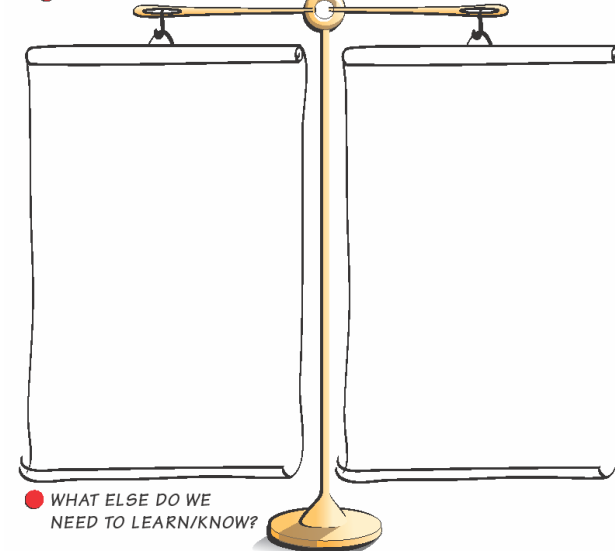
fantastic life can give us all important clues as to what really is important, especially those things that absolutely must be there (or not there) to ensure they have a good life (based on their terms not ours!)

How do we learn about what's really important to someone? Particularly should that person have very different ways of communicating from those we are used to? Closely observing what a person does and says through both non verbal and verbal interactions can give us much useful information. What's important to a person shines through once we all start thinking together. Using as many of the questions built into the range of person centred planning tools as possible will enable us to think about the themes and patterns that tell that important story. For example, we might think about the rhythms and routines that go to make up a person's day. What does a good day look like and what does a bad day look like? What would their life be like if we could wave a magic wand and have their wishes granted? Drawing a picture of a

SORTING IMPORTANT TO/FOR

● IMPORTANT TO?

● IMPORTANT FOR?





Coaches and mentors across Dorset have been using the ‘Wishes/Dreams’ questions to help people build a rich description of what a fantastic life for them would look like. The following story is a wonderful example of how focussing on dreams and aspirations can be the inspiration for all kinds of support – such an easy and straightforward way to listen and connect to what’s really important to a person:

‘When I asked him to tell me about his hopes and dreams for his life I never imagined it would lead us to where we are now! Here is a man who is really well valued by his local community, living independently and very much wanting it to stay that way. Being independent is so very important to him. He treasures his flat that he now lives in on his own after many long years of service life. Well we all heard that loud and clear! And then there was the question of this friend of his – a long standing friendship that, despite her move to Canada, has stayed well alive. A chance conversation last Christmas, when she was back in the UK on a visit, had sparked in him the possibility that he could visit her in Canada. Were we going to listen? Could we help make it happen? Well it was some tall order! I kind of took the lead because I really wanted this man who is always so willing to help others, putting their needs ahead of his own, to have something for him for once! Well we are nearly there. In two weeks time I shall be taking him to the airport. Canadian Airways have agreed to support him on the journey and he will be met by his friend when he lands. The travel agents have been great and Dorset CC have been a great support to me – ‘cos it has meant going ahead and doing things that wouldn’t normally be part of my job. We have put together a great One Page Plan/Health Support plan that is going with him – all the people in the chain of support will know exactly how to support him well. From relationship mapping (looking at who could/would help), like and admire information to Important To and Important For detail - he and I worked together to make sure all the bases were covered! But it was listening to his dreams that really pointed us in the right direction of what truly matters to him! And look where he’s off to!’

Having that good life of course can only happen for people if they are also supported with the things that help them to stay well, healthy and safe. This will include all important thinking about them being able to be a part of the community in which they live. These are the things that are Important For them in their daily life.

Across Dorset there are many examples of how this information is being collected and worked out with the person and the important people in their life. One staff member working in a day service describes how he and one person he supports went about it:

Getting to the Important To and Important For:

'I had a good look around at resources being used around the country – looking for something that would work well for the person I was supporting. I eventually went with an adapted version of the 'Listen to Me' workbook:

<http://www.helensandersonassociates.co.uk/media/12627/listen%20to%20me%20workbook.pdf>

The book went home with the person for him and his family to look at and do together. Alongside this I asked a social work student to work with the man over time to help him go through it in his own right. A sort of independent assistance to encourage him to think and say based on what really matters most to him. To help him see the meaning of doing it, I also showed him photographs of other people working through their booklets, describing some of the things they said and what was done as a result of people listening to the important messages. I knew that there would be far greater possibility of him participating if we used visual methods of recording. After the information had been gathered in the booklets he and I worked together to build an Art Wall of 'What's Important To' him and 'What's Important For' him. His involvement was absolute throughout. We got right to the heart of who he is'

The 'Listen to Me' workbook is now regularly being used across Dorset to gather really rich information in a way that supports high levels of involvement, with as much as possible the lead being taken by the person in relation to their own planning. On several occasions an independent support person

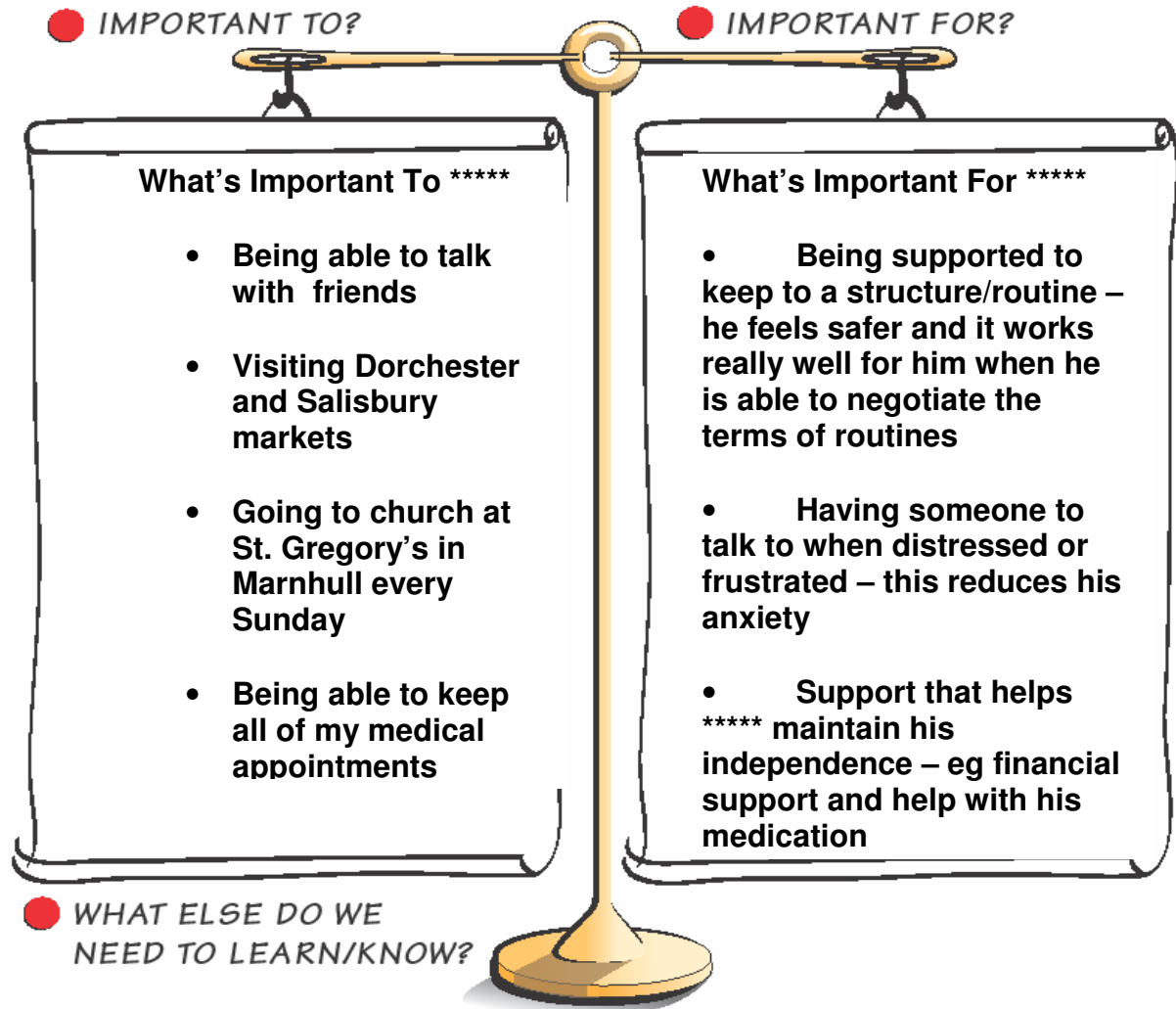
**(facilitator) has helped the person to gather the information this way. Discovering new things about a person, hearing them give voice to thoughts and ideas because they have felt able and have had the time to put them out there, has been a steep learning curve for many people involved. In relaying stories of change as a result of using the person centred thinking tools, service staff report having realised quite how much their familiarity can lead to misrepresentation if they don't take the time to listen carefully and they don't value and respect what they learn.
A vote in favour of independent advocacy support and facilitation perhaps?**



Person centred thinking and planning looks for balance of what's important For a person with what's Important To them. We need to be clear about the support a person needs in order to stay safe and well whilst getting to live their life in the way that makes best sense for them (ie is based on what we know is important to the person). Once we have an understanding of that balance and the implications, we can then look at how all of that stacks up against the current situation by asking 'What's working?' and 'What's not working?'

The Important To and Important For information are essential components of a One Page Plan, examples of which are explored later in this account. In knowing whether we have captured the right information, we should be able to gain a real sense of who the person is; their personality and interests - these should shine out of the Important To statements and information. Colour, graphics, photos and personal statements are great supports to ensuring a person's personality stands out on the page. Statements should also include detail. For example, if an activity is mentioned, it should say who with, when and where rather than just expressed as a general statement using terms such as 'likes' and 'enjoys'. Rule of thumb – the richer the detail the better and about the person not others!

SORTING IMPORTANT TO/FOR



Above is an example of Important To and For information being developed in Dorset.

There are emerging examples of how people in Dorset are using information gathered about ‘What’s Important For’ a person to develop detailed plans of support relating to their complex health needs. The resulting ‘Stay Well Plans’ form the basis of good health care support actions, ensuring both relevance and consistency. Important To information is incorporated into the Stay Well Plans to ensure good support within the context of a life that works well for the person ie is on their terms and makes sense to them. The following example demonstrates how, from out of an initial One Page Plan, thinking and planning can grow into person centred support plans and actions.

A Stay Well Plan For +++++

What Helps Me To stay Well	What Contributes to Me Becoming Unwell	Action Plan to Stay Well
<ul style="list-style-type: none"> • Appropriate support with eating and drinking – refer to guidelines • Sun protection- shelter, hats & creams for my sensitive skin • Good communication between mother, home support, day support & transport regarding any concerns about me • Time every day out of my chair to stretch & have physio on my prone board • Hydrotherapy • Care of feet • The opportunity to have and make choices 	<ul style="list-style-type: none"> • Being in a noisy room at mealtimes • Being rushed when eating or drinking • People making me laugh when I am eating • Exposure to the sun without adequate protection • Anxiety when a particular person is too close to me • Too little physio, hydrotherapy & prone board time • Frustration & anxiety when I am unable to communicate my feelings & choices 	<ul style="list-style-type: none"> • Staff use at all times of my Eating and Drinking guidelines (SALT/key worker to ensure all staff know them) • Good communication and recording in respect of all my care – including all the relevant people • Extra support for my mum to help her understand any concerns people may have about me eg trips to the doctor • Chiropody appointments • Ensure switch work, inclusion & one to one communication time

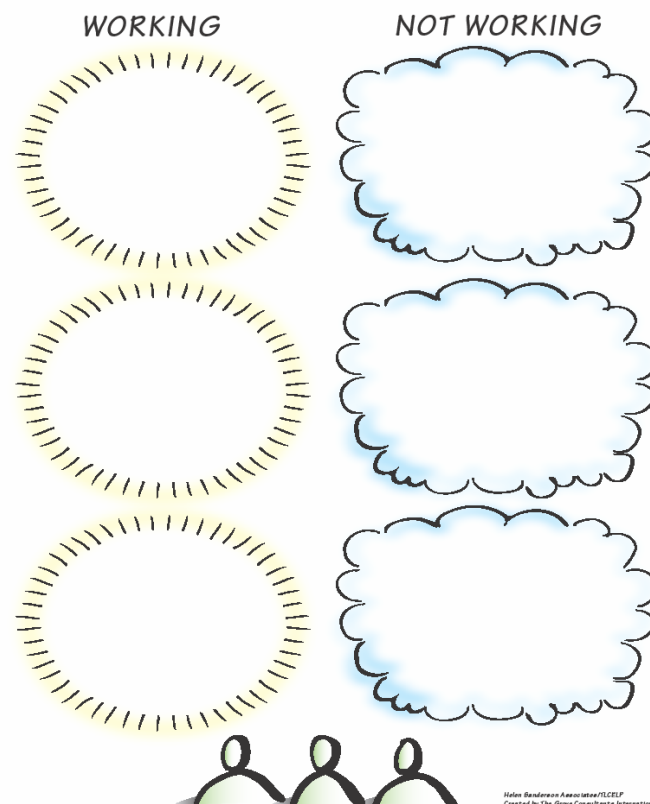
Using the 'What's Working and What's Not Working?' Person Centred Thinking Tool in Dorset

This tool helps us to look at how a person's life is working out for them. Are their supports working in a way that recognises what's important to the person as well as what's important for them? Do the person's lifestyle and preferences work well within the context of other people's lives? Are there issues to resolve where perspectives and opinion differ?

The tool works by looking at a snapshot in time and analysing an issue or a situation across different perspectives.

It is a way to analyse a situation so that you capture what's working/making sense within that situation. From this you can determine what needs to stay the same. It is also a way to analyse a situation to see what's not working and, therefore, what needs to change. One of its functions is to help us understand where there is agreement between perspectives and where more exploration and negotiation needs to take place. It also provides a sense of direction upon which we can build action plans.

One story in particular demonstrates how, by using the person centred thinking tools eclectically according to the circumstances, great results can be achieved. The story of 'N', who regularly attends a day service in Dorset, threads it's way through the document showing how, from the initial discovery of What's Important To and For 'N' and what was making sense and not making sense in his life, the support team found creative solutions. They then continued to use



the Matching Staff Tool and the Decision Making Agreement to further change and improve on his day to day experience.

N's Story – Using the person centred thinking tools with 'N':

'N' seemed to be fairly stuck in predictable, routine behaviour – every day seemed to be about his DVD's and books. Attending the service five days a week, this man had also collected a bit of a reputation for being a challenge to those he spent time with.

Gathering some really good information together, the team at the day service began to look much more closely at 'What was working and What was not working', given what they understood in relation to what they had discovered was important To and For him. As a result the team acknowledged that assumptions had been made – it had generally been assumed that it was his preference to look at DVD's and books. Realisation that, in fact, it was the very thing that often lead to his frustration, and thus the creation of his negative reputation, grew as people made use of the person centred thinking tools. They began working out how to help and support him in a person centred way. It was agreed that the team would increasingly offer him a wider range of choice of activity to do with his time at the service. Staff used the Learning Log to record outcomes of the choices being offered and a detailed Communication Chart to ensure consistency of understanding in relation to his responses and interactions. As activities were offered and participation grew the team continued using the 'What's Working and What's Not Working' Tool - both from his perspective and from the point of view of others involved. And so the learning continued to grow.

Discussions leading to new opportunities have dramatically changed the way 'N' now spends his time during the day. He is having far more in the way of positive interactions with people and seems to really like the staff he is supported by. On a Wednesday he now

walks out to the woodshed to join the group – only going back when he needs to use the toilet or get himself a cup of tea. He then happily returns back to the shed.’

Person centred thinking tools offer us a great way to structure good discussions. They help us ask the right questions at the right time. They help us keep the right focus, staying clearly on track with the person concerned. The thinking tools don't deny issues or problems, what they do is make us work constructively at solution finding. They help us work our way through and out the other side of issues.

Using Learning Logs to reflect on the support we give

Learning Logs provide us with a simple, but effective, reflection tool that helps us to see things how they really are. They give us the information that helps us collect evidence towards an understanding of What's Working and What's Not Working for a person. Without such person centred tools in action we can fall into traps – like making assumptions about what's occurring or formulating theories based on goals determined by the service system.

Learning logs are being used on a daily basis at one service in Dorset. The logs have enabled staff to record activity sessions in a different format and really begin to identify particular items that are working or not working. Taking what they have learned they are then able to translate understanding into action thus developing and monitoring each individuals progress.

<i>Activity: What, Where, When, How</i>	<i>Who was there?</i>	<i>What worked well about the activity?</i>	<i>What didn't work well about the activity?</i>	<i>What did you learn? What should continue What needs to be done differently?</i>

The Learning Logs help staff recognise the importance of reflection – gaining an understanding that can then be shared across different people, supports and settings. This is illustrated in the following account by a member of staff at another day service:

How Using Learning Logs Can Really Work:

‘An example of how a learning log has been of benefit to one of our clients was for an individual who had just started some voluntary work in a Nursery. This particular person was asked to read a story to one of the children and it wasn’t known by those helping him that he could not read. This potentially could have made him feel like giving up his job. His confidence could have plummeted. However, rather than all giving up at the first hurdle, people used the Learning Logs to carefully consider positive solutions and outcomes. They supported him find out what words he could read and recorded information in the logs. Constant reflection and learning along the way helped staff to establish techniques, encouraging him to have the confidence to deal with further similar situations. They helped him sort and choose books he could quite happily read sections of and thus achieve – not fail.’

In another example the learning logs were put to good use, over a length of time, to work out across different activities and settings the best approach to helping grow one man’s participation:

Learning Logs taught us not to rush or nag!

‘For 18 months I worked with this one chap and for that whole time he just wouldn’t engage in anything. One day during an art session I was busy working with other people we support and as they were completing their work their art pieces were placed on a table behind me. It just so happened that I had also left some glue and scissors on the table too.....and when I turned round to speak with the chap in question there he was busy making the final adjustments to a wonderful work of art..... all the other guys art work cut into great shapes and lovingly glue to the table top!

Using the Learning Log I was able to understand that crucial to his participation in an activity were:

- lots and lots of visual clues
- a verbal explanation
- being able to do his own thing in his own time and last but by no means least
- the absence of nagging!

Most importantly the further use of Learning Logs helped both myself and others supporting this gentleman to reflect on how apparent ‘power battles’ had been contributing to his absence of participation. We became much better able to see where the mini battles were repeatedly playing out thus preventing his involvement in activities on offer.

The learning trickled over into other arenas. For example, in drama, people learned to leave his contribution towards the end in turn taking activity. He can take part – we just needed to learn how to help it happen’

Using the Matching Staff Tool

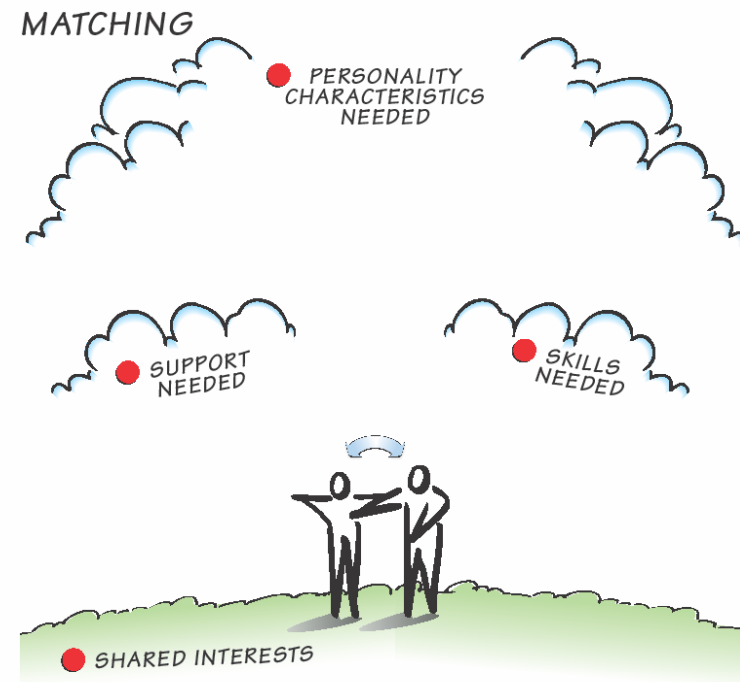
This tool is specifically designed to help people think about what kind of paid support they want and need when recruiting team members.

Matching characteristics of support staff to the person's needs, the tool works by building a structure to look at what skills and supports are needed. This allows for recognition of the particular personalities and traits that will make best sense in the circumstances.

Matching staff to support a person has four headings: supports wanted and needed, skills needed, personality characteristics needed and shared common interests.

A really important part of this is where personality characteristics are recorded. Who of us would want to spend any length of time with someone that we just can't seem to gel with?

Achieving a good match according to the detail collected in this way will certainly contribute to a person's quality of life and will work towards increased continuity and stability of staff.



In the following example of the use of the Matching Staff tool, the team at a Dorset day service used it to explore the best people to support one gentleman to take part in a variety of activities:

Support Needed and Wanted	Skills Needed	Characteristics/Personality	Shared Common Interests
<ul style="list-style-type: none"> • Self-care tasks ie bathing • Awareness of routines • Time and space to de-escalate • Understanding of some of my behaviours, implementation of distractions & coping strategies 	<ul style="list-style-type: none"> • Cooking skills • Creative • Consistent support • Good mimicry of whistles 	<ul style="list-style-type: none"> • Sense of fun • Calm but confident • Patient • Non-judgmental • Positive outlook • Imaginative • Consistent in support delivery • Encouraging • Gentle • Tactile 	<ul style="list-style-type: none"> • Trains • Water activities – swimming • Music • Spending time in the garden • Having fun

Matching the characteristics listed with people already available in the staff team makes an immediate difference, but it's the longer term use of the tool within the framework of recruitment and retention that ensures the quality and consistency of support that is sought. In the above example it is easy to see how useful this information became – existing members of the team were able to determine both in themselves and in their colleagues the best matches for this person. It offered up the opportunity for team members to explore the gifts, skills and characteristics they each bring to the rich pool within the team, making the most of what each person brings in the delivery of a quality service and enjoyable days for the people supported.

Continuing the story of 'N', we can see how the matching staff tool can also lead to a reduction in challenges and the restoration of positive reputations.

N's Story – Using the person centred thinking tools with 'N' (continued):

'Some of the challenges presented to staff relating to 'N's behaviour required some thinking about - which we did using the person centred thinking tools. In an effort to do something positive about 'N's pattern of inappropriate behaviour towards female staff, the team used all that they were learning about 'N' to complete a Matching Staff matrix. They initially considered the support needed by 'N', given the plans emerging from the Working/Not Working information. This led them to look at the skills support staff would need to have. In addition they considered the personality characteristics that seem to work best for him and the shared interests that would 'oil the wheels' of his relationships with staff. With the ability to be fair but firm, the support people best matched to 'N' needed to be organised and clear in the messages conveyed to 'N' at all times. A patient and calm demeanour was identified as one of the really important qualities, as was the ability to maintain a positive and encouraging approach. Staff at the day service noticed that 'N's growing interest in going to woodwork and the increased opportunity to be supported by men was really working well for him. He also began to take part in the conservation work and slowly but surely the challenges he posed to female staff reduced as his life took off. He's now happy and relaxed. Joining in and enjoying his time with the people he works with and those who support him.'

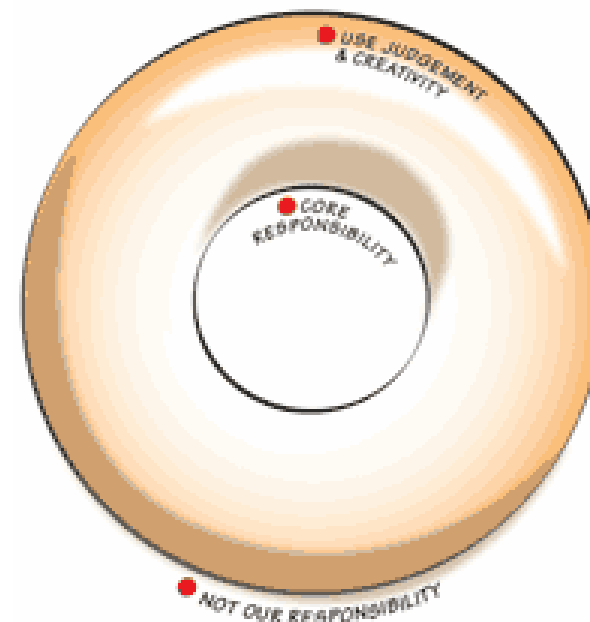
The Doughnut – understanding where our responsibilities both begin and end

In amongst all of the person centred thinking, learning and support that is happening in Dorset, one key question often posed is that of responsibility. In terms of getting person centred support right for people it is crucial that all involved have a clear perception and understanding of their roles and responsibilities. The Doughnut is a person centred thinking tool that helps paid support work out what it is that they must do (ie their core responsibilities). It also helps them see where they can try things out using their judgement and creativity: at best without fear so that people's lives can expand not contract with the potential impact of a risk averse approach. And finally it clearly specifies what is absolutely not staff business at all.

The Doughnut, a simple but effective tool, can clarify the roles of different professionals and/or agencies in the life of a person, can inform a family support plan and can clarify roles and expectations in a team plan.

Many of the coaches and mentors out there in Dorset have been commenting on how useful they are finding the person centred thinking tools in the diverse range of different situations. The Doughnut is clearly one such versatile tool - as the following story provided by a manager at one Dorset service illustrates:

THE DOUGHNUT



Using person centred thinking to support staff teams

I had the idea that the Doughnut could be very useful in supervision sessions I have with team members. If a person has not had the opportunity to think about their roles and responsibilities in this way ie what's clearly their responsibility and what they don't get to have a say in at all, then quite often the boundaries can become blurred.

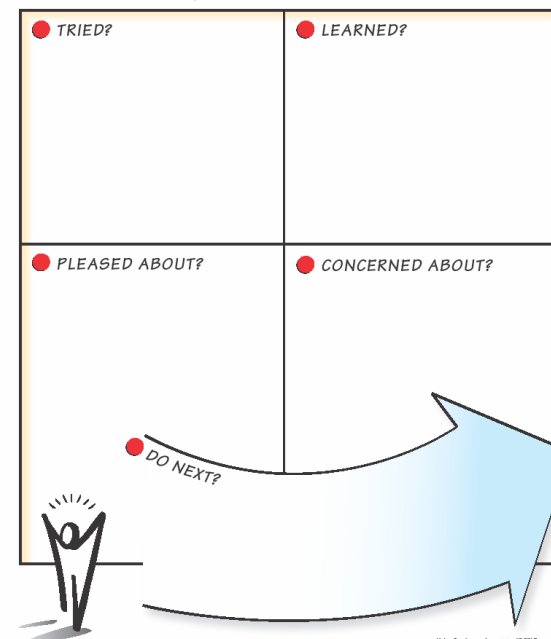
Using the Doughnut regularly in supervisions, on a general basis and in thinking about their direct support role with individual's attending the service, has really helped both them and me to see what it is we are there for and what our roles in people's lives are. Staff are now able to see where their responsibilities both begin and end'

Likewise teams across Dorset are now regularly using the **Four + One Questions** tool too to support team thinking and development:

Four + One Questions

In any event or gathering of people this simple but effective reflection tool enables people to discuss and determine whether they are doing what they set out to do and what impact they are having. The questions can be asked at any point. What have we tried, what have we learned, what are we pleased about and what are we concerned about lead to the all important debate: What are we going to do next?

FOUR + ONE QUESTIONS



Using the Decision Making agreement

This is a tool that can be used to:

- **Think about how much power and control people have in their lives.**
- **Clarify how decisions are made.**
- **Increase the choice and control people have in their lives.**

It works by helping us to think about decision making towards increasing the number and significance of the decisions people make.

Similar to the Communication Chart , person centred information collated from the person themselves and people who know and love them, it is really important to gain clarity. What is learned is then used to increase opportunity for people to exercise personal power and control:

My Decision Making Profile

Name		Who helped with this profile		
Date		When we will review this profile		
How I like my information	How to present choice to me	How you can help me understand	When are the best times to ask me make a decision	When is not a good time to ask me to make a decision

List of decisions and how I make them

Decisions in my life	What I want to happen	How I must be involved	Who makes the final decision

The people supporting ‘N’ are looking at ways in which his positive engagement in activities can be increased, looking out for the slowly emerging signs that he is taking more control in his own life. They are using the Decision Making Agreement to build on and expand his participation in his day to day choice and control. As is the way with the person centred thinking tools – using the one that makes best sense at each and every step of the way grows change. The pace of change is determined by the person. The nature of the change is determined by what we have heard and learned.

Developing One Page Profiles

Bringing together the developed information into a first One Page Plan has been a popular approach in Dorset. Learning to use the person centred thinking tools helps capture the information for inclusion on a One Page Plan. Whilst by no means as rich and full as the all important detail of a person centred plan, crucial messages can be conveyed in a short space of time and in a way that conveys them with high impact. One Page plans written well and driven by person centred values can prove to be an important first base. One page plans can be used when time is short and someone needs to learn quickly. One page plans point in the right direction. And from a One Page Plan we should always be aiming to get richer, deeper descriptions, insights and understandings.

A One Page Plan should always include the following detail relating to the person: What those who know the person like, admire and appreciate about them, what’s important to the person and how other people can best support them.

One Page Plans must essentially convey a positive sense of who the person is, leading to clear and concise information as to how the person can be supported well. There needs to be in sufficient detail to ensure that someone who doesn't know the person very well could easily grasp important information. As a result of the One Page Plan the reader should know exactly what they have to practically do and how to do it in a way that supports both choice and preference (ie what's important to the person). Growing the One Page Plan into a greater understanding of What's Working and What's Not Working can then lead to effective action planning. Rich information continues to grow, using the person centred thinking tools to ensure that the focus and outcomes are absolutely about the person and what makes sense to them and the important people in their life.

A good example of how a one page profile has helped one Dorset person, is demonstrated in the following account. The person had to go into hospital and their One Page Plan went with them:

A One Page Plan and support when in hospital:

'This particular person has Multiple Sclerosis and short term memory loss. When he goes into hospital he finds it really tough trying to communicate with staff - even about the most basic of his needs, never mind other really important stuff about choice, preference and good ways for him to be supported . Over the years this man has been in and out of hospital for ongoing treatment. It has never been anything other than a traumatic experience for him. Regularly incontinent, unable to ask for help to get there he would then start to hear voices as his distress grew.

This time though was completely different. By having his one page profile this hospital staff were able to read his important information quickly. They gained an immediate sense of his personality, what's important to him and the best ways to approach him and support him. In return, his confidence in their ability to care for him dramatically increased - he knew that they had the right information about him to make his stay there work well and at least be something hw could go through without getting distressed' (and unwell). In addition, neither his parents didn't have to anxiously repeat information to each and every person having contact with their son in an attempt to offset the inevitable'.

Getting to the heart of the person involves careful thought about the language and descriptions used when recording plans. The person centred thinking coaches and mentors in Dorset have been looking at some of the common ways in which plans may, in error, do less than they might have done simply by the way that things have been written. One of the common mistakes is for profiles to just describe the current status quo. Although it is important to describe those things that someone is currently happy with in their life, it is essential that we recognise and acknowledge all that we learn about a person even though it may provide a challenge for services and people in a person's life to effect some radical change.

Sometimes descriptions can be written in such a way that it allows things that are really important to the person to be either excused or avoided. For example, were we to record 'It is important to give a person the opportunity to go swimming 'if possible'' we immediately imply that inhibiting factors (eg staff time, money, transport) can be good reasons for not achieving the activity. As such, supporters could be absolved of the responsibility of tackling problems and inhibitors. They would only need to deliver on the promise 'if possible'. Yet this does not change the fact that swimming is important to the person. Straightforward descriptive language which acknowledges the importance of swimming to the person can change the terms. Reading 'the person must go swimming at least once a week, preferably on a Thursday with their friend (named)' completely alters the responsibility we have to make it happen. The next page gives an illustration of a One Page Plan for a person (not in receipt of services but in equal need of recognition of the detail by those around them!):

What's Important To Paula

Family - that her children are well and happy

Her mum, brothers & sister

Fairness/justice

Honesty - people being straight and open

To know that she has done a good job/get good results

Being organised

Having a good laugh now and again

Debate and discussion



PAULA'S ONE PAGE PLAN

What people like and admire about Paula

- A good sense of humour!
- Energetic
- Passionate about certain things in life
- Cares about people
- Works hard
- Down to earth
- Likes a party!
- Can put on a good spread

What's Important For Paula

To have times at work and time with family and at play! A good work/life balance

Clear, effective, straightforward communication

Regular sleep

A good diet (including a healthy amount of alcohol!)

Being told she can say 'NO'

Regular chance to get outside and walk

How to support Paula well.....

- Make sure that she has heard what you need to say to her - by repeating it (put it in writing so she can see it!!)
- Remind her...remind her....remind her - she can be forgetful
- Check whether she is on her time off or not - if she is and it can wait...let it wait
- Do what you say you are going to do
- If she forgets to say 'thank you' sometimes - don't let her get away with it..... tell her she has forgotten!
- Don't read things into her that aren't there - if she has something to say to you she will say it.....
- Keep her informed and up to date - text, phone and e-mail
- If she asks you to do something but the person you support has something on that takes priority - explain this and then go do what you have to do....she won't mind!
- Don't let the person down that you support.....
- Say what's on your mind!

Moving on from a One page Plan to a much richer picture of who a person is with detailed descriptions of what support they need to live happy, healthy lives on their terms, can happen through the use of person centred planning tools. Or as a result of the updating that occurs at person centred reviews.

Person Centred Reviews in Dorset.

The person centred review process, taking over from the more traditional, service centred review, has been warmly welcomed by the Dorset people training as person centred thinking coaches and mentors. Using the review meeting as a starting point, most people have grown the use of the person centred thinking tools out of the action planning resulting from the review.

'After years of traditional reviews, we have at last found a way to have a proper discussion about the person's future. It's great. It's only focused on the person – nothing else!'

QUOTED BY DORSET COACH/MENTOR

Bringing the range of person centred thinking tools into the review process ensures that all involved stay firmly focussed on the person concerned. It's their review. And at the end of it there should be actions planned that are firmly rooted in what makes sense to the person (ie understands and acknowledges both what's important to the person and what's important for them).

One particularly notable story of change in Dorset, as a result of a person centred review;

'As we went through the review it became obvious to all of us there that the person felt really strongly about wanting to do something different than being at the day service all day, five days a week. We used all the information we were gathering through using the person centred thinking tools, to work out what else they wanted to and could do. The review had highlighted to us that this needed to be the main focus of our work and support . Within six months the person had moved to a totally different situation – something that suited them so much better. Outdoors and active. The review helped this happen. This time we all had to listen. This time we all took notice and acted'

‘One particular woman’s review showed that she was living exactly how she wanted to be living. Seeing mum regularly, working in a proper paid job in a kitchen and living with people she counts as her friends and the people she chooses to live with, the review did a great job of telling everyone – no change. Don’t fix it if it ‘aint broke’

The review process allowed all concerned to explore this lady’s current situation, look for any indication that the people in her life through family and services had overlooked anything really important, and then fine tune any of the support arrangements currently in place.

The Continuing Work of the Coaches/Mentors in Dorset

The coaches/mentors have many stories of how the introduction of the person centred thinking tools in Dorset have opened up opportunities for team discussions and debates regarding the way in which supports and services are provided. Who are the loved ones and the friends important in a person’s life? What part can we play in helping the person to have a rich and varied (and well supported life) based on what we know and have learned interests them and makes their life a good one? Is the person living in a way that works well for them? ie The right people in it? The right activities? The right pace? Are their home and work environments the right ones?

Teams are also using the reflection tools to quickly identify when ideas and approaches are not working well, and are monitoring and adjusting supports designed with the person and outcomes relevant and valuable to them in mind.

The impact of the tools continues to be evidenced across Dorset. Teams are now becoming involved in learning about person centred risk assessment. Staff are reporting a growing ability to support and enable people to experience life in a broader, more enriching way by building a picture of what’s

important to a person balanced with what's important for them. Risk has become less a reason why not to and more an issue of how do we ensure good support is planned for and provided so this person can extend their life in the way they want and can (just the way many other people do) expect?

The current climate as we near the end of 2010 could pose a potential threat to the ongoing success of the outcomes of using the person centred thinking tools in Dorset. Indeed, there already some service complexities in the offing that are distracting and time consuming for those people trying to roll out the use of the tools far and wide across the range of stakeholders involved. Yet equally, so too does this challenge suggest potential opportunity!

References and Acknowledgements:

Grateful thanks are extended to all coaches, mentors and people with learning disabilities involved in services across Dorset that kindly contributed their time and stories for this document.

A massive thank you is also extended to Alison Short – for all help, support, training and co-ordination that has resulted in the person centred thinking and planning tools now out there and in regular use across services in Dorset

Gratitude is extended to Helen Sanderson Associates - www.helensandersonassociates.co.uk – A rich source of information, training resources and graphics supporting the dissemination of person centred thinking tools across the UK

And with very special thanks to the Learning Disability Partnership Board, Dorset County Council – for enabling and supporting the development of this document.

Appendix 1.

List of Tools and descriptions:

Relationship mapping

A relationship map or circle is a good way of identifying and capturing who is important to a person. It asks a number of questions to help people think: who are the people in their life? Who are their loved family members? Who are the true and trusted friends? Who are the people in their life in paid employment to support them? Who do they know and meet in their everyday life?

Having mapped out current relationships (and sometimes remembering people no longer on the map but who remain of great importance) the person can think about what this means to them both now and in the future:

- What are the main patterns and themes in the relationships network?**
- What areas of relationship are missing? What would be important to build?**
- Are there old friends or acquaintances from the past, with whom the focus person would like to reconnect?**
- Would they like to have more friends?**
- Are there friends or acquaintances from the community that can be invited to join the planning circle?**
- Where could community members who would like to get to know this person be found?**
- Do they meet up with and spend enough time in the company of people who enjoy or have an interest in similar things?**
- Are their current relationships sustainable given the current map?**
- How might consistent, supportive people be fostered in their life?**

Inviting people identified in a person's relationship map to join them in their life planning is another great use of this person centred tool.

Appreciations

Many of the person centred planning tools we have available to us (eg MAP, Personal Futures Planning and Essential Lifestyle Planning), include a time to think about ' who the person is: what do people like and admire about them and what are their gifts and talents?'. Appreciations uncover and bring into focus people's attributes: helping us to think about how their life is at the moment and to get creative about the things they enjoy and are good at in their day to day lives.

The Communication Chart

This is a tool which enables a much clearer understanding of a person's communication whether that is through words, behaviours or in other ways. The tool helps those involved with the person to explore the nature and meaning of the range of communications they observe the person to make. What happens, when it tends to happen, what we think it means and we then do in response are the key questions that underpin observations and understandings.

For many people, It is only through this deeper level of understanding of communication that they can achieve the number and quality of relationships so very important to them. Additionally, they need people to understand them, so that they can get the quality of support they require.

What's Important To a Person and What's Important For Them

Sorting the Important To and Important For information , using person centred thinking, ensures that we have captured the right information – the information that truly relates to the person concerned. From the information gathered we should be able to gain a real sense of who the person is; their personality and interests, their needs and preferences.

'What's Working and What's Not Working

This tool helps us to analyse a situation to capture what's working and making sense within that situation. From this, you can determine what needs to stay the same. It is also a way to analyse a situation to see what's not working and therefore, what needs to change. One of its functions is to help us understand where there is agreement between perspectives and where more exploration and negotiation needs to take place. It also provides a sense of direction upon which we can build action plans.

Learning Logs

Learning Logs provide us with a simple, but effective reflection tool that helps us to see things how they really are. They give us the information that helps us collect evidence towards an understanding of What's Working and What's Not Working for a person. This is a recording tool that takes a situation wide perspective in relation to events and circumstances. This detail offers all concerned to think about their part in activities and outcomes, with support being altered and revised according to observations and outcomes.

The Matching Staff Tool

This tool is specifically designed to help people think about what kind of paid support they want and need when recruiting team members. Matching characteristics of support staff to the person's needs, the tool works by building a structure to look at both what skills and supports are needed. This allows for recognition of what particular personalities and traits will make best sense in the circumstances. Matching staff to support a person has four headings: supports wanted and needed, skills needed, personality characteristics needed and shared common interests.

The Doughnut

The Doughnut is a person centred thinking tool that helps paid support work out what it is that they must do (ie their core responsibilities). It also helps them see where they can try things out using their judgement and creativity: at best without fear so that people's lives can expand not contract with the potential impact of a risk averse approach. And finally it clearly specifies what is absolutely not staff business at all.

Four + One Questions

In any event or gathering of people this simple but effective reflection tool enables people to discuss and determine whether they are doing what they set out to do and what impact they are having. The questions can be asked at any point. What have we tried, what have we learned, what are we pleased about and what are we concerned about lead to the all important debate: What are we going to do next?

The Decision Making agreement

This is a tool that can be used to:

- **Think about how much power and control people have in their lives.**
- **Clarify how decisions are made.**
- **Increase the choice and control people have in their lives.**

It works by helping us to think about decision making towards increasing the number and significance of the decisions people make. Information collated with the person and the people who know them well is recorded to gain clarity and retain valuable information as to how a person can be well supported to manage their own affairs.