Workshop Four

Welcome Round:
Share how you are feeling today and something positive that has happened since we last met.
Review last session's work: Add any new information you learned from others that know and care about yourself or your family member with a disability

Review important to and important for:
From the last session: discuss and develop information about what is important for the person in order for them to stay healthy and safe and be a valued member of his/her community.

Describe what good support looks like:
Good support is crucial to achieving a good life. We all need support, from receiving a kind word from a friend to direct support to be able to eat and be clean, everyone needs support. Getting the right kind of support in a way that makes sense to us can make all the difference to ensuring we have a good day. The key is "support in a way that makes sense to the person receiving the support." Often people will automatically provide support in a way that makes most sense to them – for example, someone who moves through the world quickly may support others faster than is appropriate for the person receiving the support.

Finding out how a person wants to be supported is paramount in providing good support. Understanding a person's non-verbal queues helps us to learn this. It is helpful to think about what other people need to **say and / or do** to support the person. Getting to the detail of what someone needs to actually say and the steps they need to take will help them to understand what good support is and to get it right.

Here are some examples: (thanks to www.learningcommunity.us)

The best way to help support me in walking is to walk behind me and hold me from behind.
I can drink from a cup with a lid and straw, but someone needs to get it for me and hold it for me.

When helping her get dressed, make sure you give her choices of 3 of each:
- tops
- bottoms
- shoes
- hair accessories

Lay them on the bed (the three choices of the item). Ask her which one she wants to wear and watch her eyes to see what she is choosing.

If Brittany doesn't have her communication device or if you need a quick response…
- Ask **yes or no** questions or give her a choice between 2 things
- She can raise her arms for yes or no or in making choices between two things
- Tell her which arm is yes and which arm is no or which arm is which choice

Supporting Seizures for Dean:

- Normally has 7-9 a month, lasting 15-30 seconds (rarely up to 1-2 min.). Signs - both arms rise up and sometimes shake, both legs stiffen, head goes forward, eyes open wide, sometimes eyes flutter, sometimes he makes a snorting sound. You should - not do anything other than making sure his arms or legs don't hit anything. If in bed he should be turned on his side with pillows behind for support. Afterward - his eyes stay to the side and he breaths at a faster rate.
- Make sure you tell Kathy (Mum) how long each seizure lasts and if it's different than his normal seizure as she needs to record this data.
- You also may see some seizure type activities where his head and eyes are stuck to the left. Some time his head also twitches and some times it doesn't. If you turn his head it will go right back to the left. Let Kathy know about this if you see it and about how long it lasts. Some times it lasts 2-3 hours.
- You MUST let Kathy or Diane, RN know if his eyes roll back in his head

Activity:

We want to write about what good support looks like to the person with a disability. Look at the important to and for list developed in the last workshop. Discuss what good support looks like to either get what is important to the person or support what is important for them to stay healthy, safe and valued.

What others need to know / do to support ……

Characteristics of good supporters:

When people require support from others and are to get it in a way that makes sense to them, then figuring out who is the best person to give the support is crucial in helping people to have good days. We do this by looking at the characteristics of people that provide the support. When the characteristics (personality) is matched well to the person getting support with the activity they are doing things go much better.

Start by looking at the relationship map, completed in workshop 1:

- Who is closest to the person?
- Who does the person enjoy spending time with?
- Who helps make the person have a good day?

What characteristics (personalities) do these people have in common? These are the characteristics that ***must be present*** in the person's life.

Looking at life in general:

- Who does the person avoid?
- Who does the person dislike spending time with?
- Who is the person with when they are having a bad day?

What characteristics (personalities) do these people have in common? These are the characteristics that ***must be absent*** in the person's life.

Examples:	
For Brittany: • Enjoy the outdoors • Lots of energy • Enjoy being silly • Spontaneous • Creative • Bubbly	For Joseph: • Have high Stamina • Be willing to learn • Enjoy the outdoors • Be close to his age or like to do things people of his age like to do • Loves interacting with people • Likes sharing personal space • Laughs a lot & loves to sing

Activity:

Write up the personality characteristics of people that would support you or your loved one best.

Characteristics of people that support ….. best:

What is working and what is not working?

ADHC, (2012). *Lifestyle Planning Policy* Version 1.1 Accommodation Support Directorate, Family & Community Services, ADHC - http://www.adhc.nsw.gov.au

The way that we see things in life really depends on how it affects us, and how we're involved in it. What makes sense to one person can seem ridiculous to another. It's not that one person is right and another is wrong – how you see something will depend on where you're looking from, acknowledging these different perspectives is a crucial part of the What's Working/What's not working tool.

Different people involved in the person's life, often hold a lot of different opinions – there can be differences between what the person wants, what their family wants, & what paid staff want. Sometimes these differences are easily resolved, but often people stick to what they think is right, and don't listen well to each other in trying to resolve disagreements. The What's Working/What's not working tool helps people find solutions more easily, because once everyone feels listened to by recording their own view, there's no longer a need to 'win' the argument.

This tool supports action planning that is based on the current reality, and helps the person to move towards the life that they want.

What's Working/What's Not Working tool helps us to figure out?

- What everyone agrees needs to stay the same
- What everyone agrees needs to be different
- What things people disagree on that will need to be discussed.

When setting actions, looking at the upside as well as the downside helps to think about whether those things that are working need actions in order to maintain or enhance them, as well as those things that need changing.

If the person can't tell you with words what is working and not working in their life, record your best guess based on what they are telling you with their behaviour – e.g. Josef is always calm and does not hurt himself for at least 3 hours after his massage – a best guess could be that massage is working well for Josef at the moment. If after massage is the only time that people see Josef calm and not hurting himself, but he only gets massage once a month, another best guess could be that people don't understand why he hurts himself/don't know what to do about it, or simply not having massages often enough is not working for him.

Activity:

Complete the working / not working framework from different perspectives. Always from the person's perspective first, then others, it is best to ask others their perspective than guess. Look at the themes of what is working and discuss what needs to happen to ensure these stay they same or are enhanced, look at the themes of what is not working and discuss what needs to change. Develop some actions that reflect the agreed decisions.

	What's working? Makes sense, needs to be maintained/enhanced. Upside right now	**What's not working?** Doesn't make sense. Needs to change. Downside right now.
From _____ (person's name) **Perspective:**		
From _____ (family, supporter's name) **Perspective:**		
From _____ (family, supporter's name) **Perspective:**		

From the above discussions, what agreements have been made?

Action to be taken	Who	When

Harmonising the Four Things Worth Doing – Based on the book: Now the two in One by Judith Snow and Jack Pearpoint

This is a 5-step solution focused framework. Go through the five steps on a Dream, goal or issue you currently have. Use the template below or draw up on a poster.

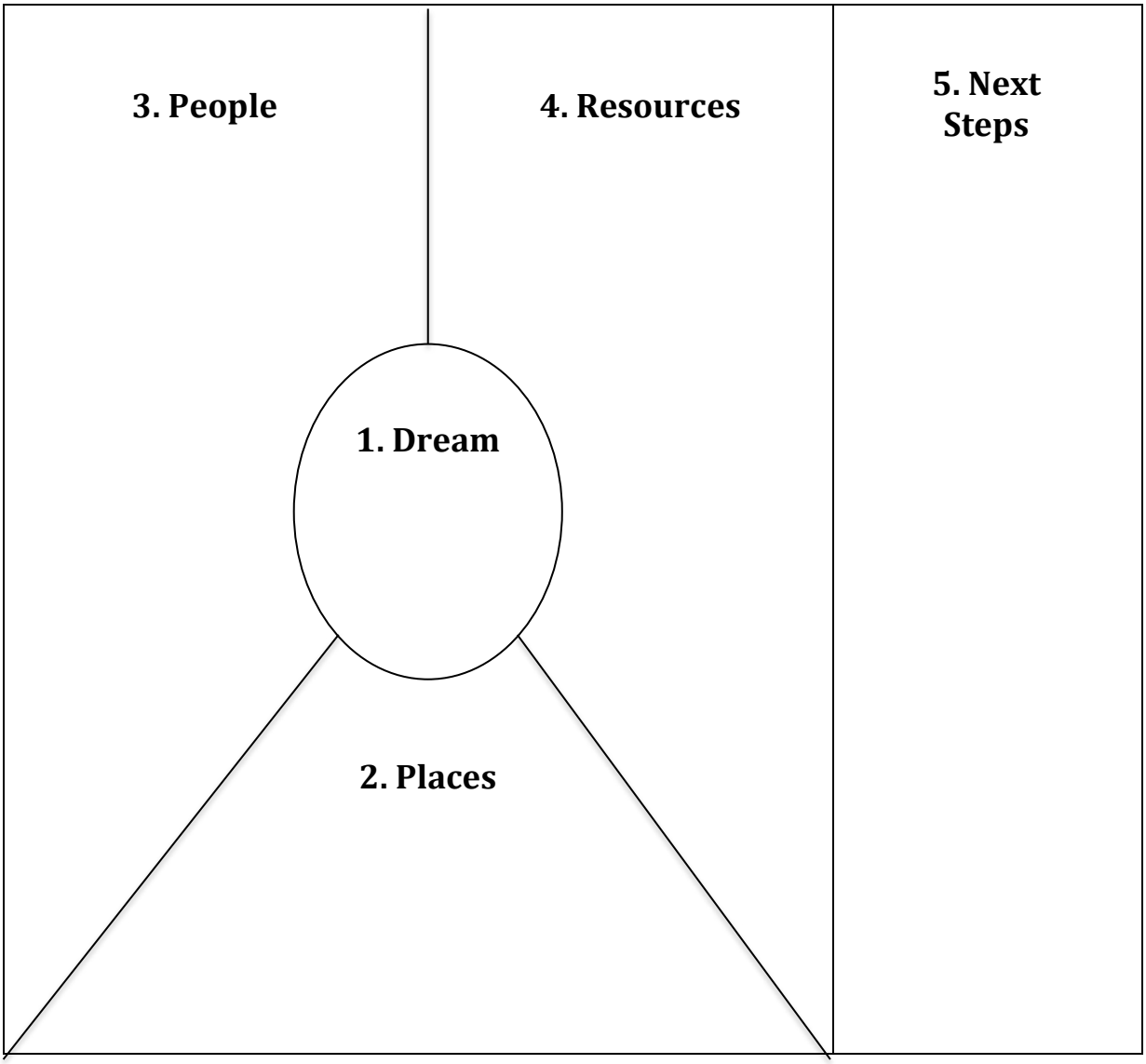
Dream: All activity must be based in a vision of what the person is inspired to accomplish.

Places: Everything in life takes place somewhere. Attention to the selection of places for a dream to be explored is essential.

People: the "right place" will bring knowledge, insight and resources to a dream that other people have no awareness or facility with.

The resources: that are actually required to move a dream toward fulfilment are often very different from the resources we imagine will be needed when we first start.

Next Steps: When the necessary resources are not present, or the person is denied access to them, the question of how to obtain these resources becomes the "Dream", and the cycle of alignment is repeated to reveal new "Next Steps".



Things to think about and do until we meet again:
Share with the person with a disability and others that know and care, what you have learned about; What others need to know and do to support, characteristics of supporters, what's working and not working from others perspectives. Gather information given by others to bring back to the next workshop next.

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