

# Progress for Providers

Checking your progress  
in using person centred  
approaches

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# Progress for Providers

## Checking your progress in using person centred practices (Managers)

### Introduction

Progress for Providers – Checking your progress in using person centred approaches (Managers) is a self-assessment tool for managers to use individually and with their team. It accompanies the original Progress for Providers – Checking your progress in delivering personalised services.

The National Disability Insurance Scheme (NDIS) heralds a significant shift in the provision of disability support. People with disability will have increased power to exercise choice and control in the pursuit of their goals and in the planning and delivery of supports.

The concept of control and choice in everyday life is consistent with the United Nations Convention on the Rights of Persons with Disabilities (2006). Upholding the human rights of people with disability is at the core of the change, and embedding a rights-based approach for all practices within the sector is critical.

Using person centred approaches helps people with disability to have more choice and control in their lives, and for staff to provide the best support they can in ways that reflect what is important to the person. Working in this way is not necessarily about doing more, but doing things differently.

There are many different tools and approaches that are used by organisations in their efforts to work with people in a person centred way. Many of these have been developed and refined over a number of years in consultation with interested parties around the world. Others have been adapted from original person centred planning efforts. Some, while called person centred, don't actually embody either the values or the practices that those steeped in person centred approaches would consider essential.

In Progress for Providers (Managers), the tools and approaches referred to primarily come from person centred thinking skills. Person centred thinking skills are a set of skills that are values based, yet highly practical in nature. They come from the work of The Learning Community for Person Centred Practices, an international organisation with the primary focus of helping people to have positive control in their lives.

Person centred thinking skills provide a way for organisations to demonstrate how they are working with people in a person centred way, which is why they are the primary approach referred to throughout Progress for Providers (Managers). This is not to suggest that this is the only way, however organisations are urged to ensure

that their own approach is both values based, and practical in nature, otherwise measuring genuine progress will be difficult.

Person centred thinking tools have been included in Progress for Providers (Managers) to assist managers in tracking their progress by providing concrete examples. An Explanation of Terms has been developed to clarify the meaning and/or context of the terms used throughout this resource. This includes an explanation of the tools referred to in the examples. If the tools and / or approaches in the examples differ to those practiced by the organisation, the Explanation of Terms may assist managers in making comparisons and identifying progress.

For this resource to be implemented effectively there must be connections between it and the organisation's broader strategic directions and approaches. This is to say that application of the practices suggested in Progress for Providers (Managers) at a frontline level, need to be supported throughout the organisation. This resource will be effective in organisations that have a clear understanding of person centred practices, and have a quality management system in place that supports this. With the different emphases in different sections, there may appear to be some duplication. This is deliberate to ensure that different elements of person centred approaches are implemented in a multitude of ways, at all levels and functions of the organisation.

This tool is relevant for services working with both adults and children with disability. Progress for Providers (Managers) recognises the importance of seeing and understanding the support network around a person including family. This tool can be applied by organisations working with all people with disability, regardless of their level of communication and / or capacity.

Progress for Providers – Checking your progress in delivering personalised services, has already been made available as an organisational self-assessment tool. For more information visit the project page on the NDS website.

## How to use Progress for Providers - Checking your progress in using person centred approaches (Managers)

Progress for Providers – Checking your progress in using person centred approaches (Managers) can be used:

- By yourself, for individual self-reflection.
- With your manager, to agree individual goals.
- With your team to agree team and individual goals.
- With other managers, for example as a practice group, or as part of an organisational development program.
- As a follow up to using Progress for Providers – Checking your progress in delivering personalised services.

Progress for Providers (Managers) is divided into four sections looking at:

- Person centred thinking skills and approaches.
- Supporting people to have choice and control.
- Creating a person centred culture within teams.
- Action planning tools.

This document also has an Explanation of terms included at the back. There is an electronic action summary sheet available through NDS that will collate results for you.

If you are a frontline manager, all the sections will be relevant to you.

If you are a middle or senior manager, the first and third sections will be most relevant.

You choose the statement in each section that best corresponds with your progress to date (statement **1, 2, 3, 4** or **5**).

For example:

- If you are **Getting started** you are likely to tick the first one or two statements.
- If you are making **Some progress**, then perhaps the third statement.
- **Good progress** is likely to mean that you would tick the fourth box.
- **Excellent progress** would mean that you are ticking the fifth statement.

This resource is a self-assessment tool that should help you identify what you are doing well and what requires improvement. While you can use it to promote the merits of your services, this is not the intended purpose, and may limit your capacity to use it for genuine improvement. As an example, if not all elements of a statement are true for your organisation or team, it is likely to be more beneficial to consider how improvements can be made on these specific elements, rather than ticking the statement as complete.

## Actions and resources

Once you have assessed your progress as a manager, and/or as a team, you can use this information to develop an action plan.

The action plan should describe how you are going to develop and change to move towards statement five (excellent progress). There is a blank action summary as part of this book. You may want to focus on a few actions in more depth. There are detailed action planning pages for this from page 30.

NDS has compiled a list of further information to assist frontline managers and organisations, providing links to a range of resources that could help inform your action plan. These resources may include publications, examples from providers and funding bodies, podcasts and web resources, courses and free downloads.

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## Section 1

### Person centred thinking skills and approaches

#### Knowledge, skills and understanding

Tick one box ✓

1	No one in my team has any understanding or experience of person centred thinking tools or approaches.	
2	I know that we need to develop our skills, knowledge and understanding of person centred thinking tools or approaches. I have not developed any plans to do this and am not sure how to begin.	
3	I have a plan to develop our understanding and some of the team have begun to use person centred thinking tools or approaches. We have started to look at some of the information available on person centred thinking (for example, Michael Smull's podcasts).	
4	I am using person centred thinking tools and approaches myself, and all the team know and are successfully using several of these skills. I have a one page profile and so do each of the team, and we are using this in our work together. Staff understand that it is not just about the tools they use but the listening and thinking that go with it.	
5	We all have our own one page profile and we use this to inform our practice. We are all confident and capable of using person centred thinking tools or approaches. Staff can describe specific, practical person centred practices that they use (why and how you can use them and the benefits to the person) and talk about their experience and the outcomes achieved. As a manager, I model enabling people supported to have as much choice and control as possible in their lives. I proactively use person centred approaches in all areas of my work.	
Comments		

## Supporting individual development in person centred thinking tools and approaches

Tick one box ✓

- |   |  |  |
|---|--|--|
| 1 | The organisation has no process in place to reflect on how we work and how to support staff to develop their skills.   |  |
| 2 | I recognise that all staff need ongoing support and opportunities to build their skills and knowledge, and a way for their progress to be monitored. I am not sure how to go about this.   |  |
| 3 | I have started to talk to each team member about how they are doing in using person centred thinking tools and approaches in their work. This is on an ad hoc basis.   |  |
| 4 | I talk to each team member about how they are developing their skills in using person centred thinking and approaches and how I can support them in this. This is planned and occurs on a regular basis. I have a record of the progress that team members are making (for example, using the person centred thinking rating scale).   |  |
| 5 | Each staff member has a regularly reviewed personal development plan that includes how they are developing their competence in using the person centred thinking tools and approaches. This includes celebrating successes and problem solving difficulties. I ensure that each team member reflects on their practice and is accountable for this. We use a range of ways to ensure each team member has individual support in using person centred thinking tools and approaches (for example, peer support, coaching and person centred thinking, as a standing agenda item for supervision). There are mechanisms for recording and sharing best practice across the organisation. |  |

Comments



## Supporting team development in person centred thinking tools and approaches

Tick one box ✓


- |   |  |  |
|---|--|--|
| 1 | We don't give time during our meetings to how we're doing in using person centred approaches. When we do meet, we solely focus on processes and procedures.  |  |
| 2 | I recognise that it is important that we meet and reflect about how the team are doing in using person centred approaches, but we struggle to prioritise this or find the resources to allow this to happen.   |  |
| 3 | I make sure that we meet regularly and set aside time during team meetings to reflect on person centred practice. Sometimes this includes how we are using person centred thinking tools and approaches in our work.   |  |
| 4 | I use person centred thinking tools and approaches in our team meetings. We work together to develop our understanding of person centred thinking tools and approaches, and reflect on successes and challenges.   |  |
| 5 | We have a strong culture of reflective practice around our experience of using person centred thinking tools and approaches. We have a variety of ways to support team members to develop their skills in using person centred practices (for example, standing agenda item in team meetings, sharing best practices and problem solving, practice groups, person centred thinking tool of the month). The information is collated to inform organisational training and development planning. |  |

Comments

## Section 2

### Supporting people to have choice and control

#### Seeing the person as an individual, and appreciating strengths and qualities

Tick one box 

1 We have information about the person's support needs which is usually provided by whoever has requested or funded the service. This information is focused primarily on needs. Staff struggle to describe the person in a positive way, and feel uncomfortable doing this.

2 We recognise the importance of seeing the person as a whole person, including their strengths and qualities, but we don't usually record or share this.

3 We have a commitment to see the person as a whole person, and to develop ways of gathering a range of information about them in their support plan. This includes recognising their strengths and qualities.

4 We collect person centred information about each person we support. This includes recording the person's strengths and qualities (for example, in a one page profile). We do more than just record this information. We also try to use it through ongoing conversations with the person and in the way we provide support.

5 We know and have a record of each individual's strengths and qualities. We have found a variety of ways to communicate these to them and people important to them (for example, appreciation books or one page profiles). We actively use this information to support people to develop relationships and become contributing citizens. We describe people positively, and individually, as a matter of course. We encourage others to do the same. We see this information as belonging to the person, travelling with them across settings and services.

Comments

## Understanding the person's history

Tick one box ✓

- |   |  |  |
|---|--|--|
| 1 | All we know about the person comes from the individual's support plan, funding body or our recent experience of supporting them. If we know anything about their history it is more likely to be in the context of negative experiences of behaviour.  |  |
| 2 | We understand the value of knowing the person's history and background in a balanced way, so we can support them better. We do not have any way to do this at the moment. Beyond essential information, history that we do know is shared verbally if at all, and is not recorded.   |  |
| 3 | We have a commitment to finding out about the person's history and have started to work with a few people to talk about their history and record this.   |  |
| 4 | We have recorded histories for most of the people we support. We have different ways to share this information, and are working towards recording histories for everyone we support.   |  |
| 5 | We know and have a record of each individual's personal history in the amount of detail that works for them. This is the person's history and not a history of services. This is recorded in a way that works for the person (for example, on a history map, life story book, timeline, scrapbook, memory box or DVD). We always use this information as the foundation of current and future approaches to support. |  |

Comments

## What matters to the person now

Tick one box ✓

1	We know and focus on how to keep the person healthy and safe. We do not know or record what is important to each individual beyond basic information about their schedules, likes and preferred activities. This information is not reviewed as the person changes.	
2	We understand that we need to recognise what is important to the person. We are looking at how to support the person to express what is important to them, and to ensure these things are consistently present in everyday life. We are looking at how to record this information.	
3	We have started to use some person centred thinking tools and approaches to gather information about what is important to the person (for example, 'good day and bad day', relationship maps and learning about the person's preferred routines). This information is starting to change how we support people.	
4	We have information about what matters to most of the people we support. This is recorded and regularly updated (for example, in a one page profile or detailed information about what is important to the person). Team members actively use this information to support people.	
5	We know what is important to each individual we support. This is clearly recorded and contains specific, detailed information including relationships, routines and interests (for example, everybody we support has a one page profile or a person centred description that is used as a living document that changes with the person). Staff intentionally work to make sure that what is important to the person is happening in their day-to-day life, and identify where there are obstacles to achieving this (including where it is the organisation's own procedures and practices that cause these obstacles). We have a process for addressing obstacles within the team and more broadly within the organisation (for example, through team meetings, supervision, individual planning or strategic planning).	
Comments		

## Working towards outcomes that the person wants for their future

Tick one box ✓

1	We provide support based on the person's individual support plan and funding. We are unsure what people want for the future.	
2	We realise that in order to support people effectively we should understand their aspirations for the future. However, we are not sure how to do this, or whether it is really our role.	
3	We are trying different person centred approaches to enable the person to think about their future and we have recorded goals for some people. We are working on our role in supporting the person to achieve their goals.	
4	We have made good progress in ensuring that everyone we support has an opportunity to think about their future by using person centred thinking and planning. There are clear outcomes that each person is working towards.	
5	We have an understanding of what the person wants for their future – including dreams, hopes and aspirations. We have gathered this information from the person and from those who know and care about them (using person centred thinking, planning or person centred reviews). There are specific, measurable and achievable outcomes that we are working towards with the person to achieve. We are clear about our role, and we review progress with the person. The information is used to develop a plan and to hold the team and organisation to account.	
Comments		

## How the person wants to be supported

Tick one box ✓

1	We have established policies and procedures for how we provide support. As a result, we support everyone in the same way.	
2	We know that to support people effectively we need to find out how they would like to be supported. We are not clear on how we can do this or how to record the information. Currently, our approach is not flexible enough to allow this to happen. We are task-orientated rather than people-orientated but we want to change this.	
3	We acknowledge the importance of finding out from the person what good support looks like for them individually. We have begun to explore how to do this and have developed a plan to gather this information for each person, using person centred thinking tools and approaches.	
4	Everyone in the team is clear about what good support looks like for each person. We have started to record this (for example in one page profiles or an individual support plan). Staff understand what this means for their practice on a day-to-day basis and are using this information to inform how they support people.	
5	Each person has told us how they want to be supported, and we act on this. This is clearly recorded, detailed, specific to the person and used by staff to deliver individual support. The information includes the support people want in their routines, in their relationships and interests, and how to help people to be healthy and safe. We review staff performance based on their ability to provide support in the way that the person wants. We receive acknowledgment from the person that we are providing support in the right way for them.	
Comments		

## How the person communicates

Tick one box ✓

1	We support the person by following our policies and procedures. We do not specifically record how the person communicates.	
2	We realise that we need to understand more about how each person communicates. We are unsure of how we can achieve this.	
3	We have started to capture information about how the person communicates (for example, communication charts, communication profiles). Staff are beginning to understand that all behaviour is communication and that communication is a basic human right. Staff are developing their skills in observing, recording and communicating with people.	
4	We have clear information captured about how the person communicates and how best to communicate with them. This applies to the majority of the people we support. Staff have a growing understanding of their own role in effective listening and communication.	
5	We know and respond to how the person communicates and how best to communicate with them, particularly if they don't use words to communicate. This is clearly recorded (for example, on communication charts or profiles). Staff know what the person means when they behave in certain ways and how they should respond to this. All staff consistently use this on a day-to-day basis and update the information regularly.	
Comments		

## How the person makes decisions

Tick one box ✓

1	The person is not involved in or empowered to make significant decisions about their life.	
2	We realise that the person has a right to be involved and included in any decisions about their life, we also recognise that this could help people feel more in control. We do not know how to support this yet.	
3	We assist the person to become more involved in decision making, both on a day-to-day basis and with more significant decisions. We have introduced different approaches to help the person make decisions if they need additional support (for example, decision making agreements, providing information in accessible formats). We involve those who are important in the person's life to support this.	
4	The support we provide centres around the right of the person to make decisions about their life. The use of tools to assist this, such as decision-making agreements, is common and we have many written examples of people making decisions about what is important to them. We are struggling to ensure that this is for all people, regardless of their abilities. Staff support people to record their decisions.	
5	Staff know the decisions that are important to the person, how to support the person with these decisions, how the final decision is made and who else to involve. This is recorded, for example, in a decision-making agreement. Where needed, we make sure the person gets representation or assistance (for example, advocacy, interpreters, supported decision making processes, accessible information, etc). We assist the person to develop and maintain circles of support. We have supported some people to make decisions that challenged us. We have developed an understanding of how to manage this. The decision-making information we capture links in with our approach to risk.	
Comments		



## Acting on what the person is telling us

Tick one box ✓

- |   |   |  |
|---|---|--|
| 1 | We do not know what is working or not working for the people we support. We only hear about this when a grievance is raised or formal complaint is made. Complaints are viewed negatively within the team.  |  |
| 2 | We want to learn about what the person thinks is working and not working in their lives. We are not sure how to do this and are fearful we will not be able to respond and make the changes they want. Staff struggle to think about how we will gather this information from people who have complex communication needs.  |  |
| 3 | We have started to routinely ask the person what is working and not working from their perspective. This is about their life and the service they receive and forms part of our planning process (for example, as part of a person centred review). We see complaints as a mechanism for learning about what is not working for the person and act on them accordingly.   |  |
| 4 | Staff are confident in supporting the person to tell us what is working and not working regardless of how they communicate. This happens for everyone at least once a year and there is an action plan developed from this. We organise a meeting or review when the person lets us know that changes need to be made. We have created a system that will gather this information so that we can plan improvements in the way we provide support.   |  |
| 5 | We have a process for discovering and recording the things that need to stay the same and what needs to be different from the person's perspective. We have clear actions (with a date and a named person responsible) to change what is not working. The action plan is regularly reviewed and this information helps to inform change in the organisation. We know the person has the right to raise grievances or make complaints, and staff actively support the person to do this when required. |  |

Comments

## Supporting the person in their friendships and relationships

Tick one box ✓

1	The only relationships the person has outside of family are paid staff and people who use our service at the same time as them. We don't see it as our responsibility to support the person with relationships, nor do we think we are funded to do this.	
2	We realise that the person might want to meet and make more friends. We are fearful that this could expose them to harm and risk and we are not prepared to accept responsibility for this. We are not sure how we would begin to find out what relationships are important in the person's life.	
3	We have started to work with the person to consider how we can support them to build and maintain relationships. We are still worried about risk and how to manage this. We have started to understand that we have a role in helping the person to develop circles of support. Staff are putting a greater focus on the person's interests and friendships and how this may link in with their local community.	
4	We have tried a number of approaches to support people with their friendships and relationships. We know who is already important in the person's life (for example, by using a relationship map). The person now has opportunities to meet new people who are not paid to be with them. We are focused on learning how to assist the person to develop and maintain circles of support based on the new friendships they form.	
5	We support the person to form new relationships and friendships in their community (outside of staff and any other people who live with the person). We know who is important to the person and support them to develop and maintain these relationships. This is recorded (for example, on a relationship circle). We have a strategic approach to friendships and relationships. Staff members see this as a key part of their role.	
Comments		

## Supporting the person to be part of their community

Tick one box ✓

1	It is not our job to connect the person in their community.	
2	We think it would be good if the person was out and about in their community more, but we can't see how to do this within our current resources.	
3	We are committed to exploring how the person would like to be part of their community, and we have started thinking about how to do this with a few people. We have tried some tools to help us do this (for example, community maps, recording strengths and qualities, and presence to contribution).	
4	We support the person to go out and be part of their community where possible. We use person centred thinking tools and approaches to help the person to think about their opportunities and choices, and to support staff to think about their role in the process.	
5	We know the places in the community that are important to the person, and other places they may like to be part of. This is recorded (for example, on a community map). We have a specific, measurable plan to enable the person to be fully part of their community, and make a contribution (for example, through using presence to contribution tool). This is regularly reviewed and there is evidence that people are becoming part of their community in a way that makes sense to them.	
Comments		

## Section 3

### Create a person centred culture within teams

#### Clear purpose

Tick one box ✓

- |   |  |  |
|---|--|--|
| 1 | We have an organisational mission statement created by the senior manager/management team/director. We have not considered how the mission statement should be reflected in the way we work.   |  |
| 2 | We think it would be helpful to think about our purpose as a team, but I am not sure how to go about this. Our team mainly functions in isolation.   |  |
| 3 | We have begun to talk with staff about our purpose as a team, and to think about how we can record and share this.   |  |
| 4 | We are clear about our team's purpose and how this fits with the organisation's mission statement. The team has developed this together with people supported and their families.  |  |
| 5 | The organisation's mission statement informs the team's purpose. Everyone understands the connection between the mission and their individual purpose and role. All team members know their purpose in relation to the people they support, their team and the rest of the organisation. This is recorded in a way that the team has decided upon and is shared with others. The team's purpose informs the work of the team, and there is evidence of this in practice. |  |

Comments

## An agreed way of working that reflects values

Tick one box ✓

1	We don't really think about values, we just get on with the job.	
2	We realise that we need to explore our values and beliefs as a team. We know how this can inform our practice.	
3	We have started to think together about our team values and how we work together. We have identified what is working and what needs to change.	
4	We have agreed our team values and developed an action plan that addresses what needs to change. This has been done in partnership with the people we support.	
5	The team has a shared set of values and beliefs that underpin an agreed way of working. Our values include working in ways that ensure the people we support have maximum choice and control in their lives. This is clearly documented (for example, ground rules, team charter, person centred team plan, team procedure file, etc). The team regularly evaluates how they are performing against these agreed ways of working by getting information from different perspectives, including from the people we support.	
Comments		

## Staff know what is important to each other and how to support each other

Tick one box ✓

1 My team do not know each other very well and often feel isolated from one another.

2 I know my staff but do not necessarily know what is important to them. I have started to work on ways that I can help the team know more about each other. This includes what matters to them as people and how we can support each other at work (for example, starting with one page profiles for everyone).

3 I am learning what is important to my team and how best to support them by using person centred thinking skills and approaches with one another. We are all aware of what is important to, and how to support each other, and we are working at putting this into practice.

4 My team and I have all recorded how best to support each other and what is important to each of us. We have an agreed way to make decisions as a team, and know the best ways to communicate effectively with each other. We are starting to explore the different strengths and qualities of each team member and how we might use them to improve the support we provide.

5 We know and act on what 'good support' means to each person in the team. This information is recorded (for example, in a person centred team plan). We regularly reflect on what is working and not working for staff as a team, and what they can do about this. We have a culture where we appreciate each other's strengths and qualities and use these to support our work wherever we can. We find ways to ensure that staff who work remotely feel connected to one another, as well as the rest of the team and organisation. We actively celebrate cultural diversity within the team and work to understand and honour specific cultural needs and preferences.

Comments

## Staff know what is expected of them

Tick one box ✓

1	I think that each team member has a general sense of what is expected of them.	
2	All staff have a generic job description and work within organisational policies and procedures.	
3	I know that staff need to have a better understanding about what their set responsibilities are and where they can try out ideas and use their own judgement. We have started to have discussions in the team about this.	
4	Most staff are clear about what is expected of them and where they can make decisions themselves. There are still some grey areas that we need to explore more. We are using person centred thinking tools and approaches (for example, the doughnut) in clarifying expectations and decision making.	
5	Staff know what is expected of them. They understand their core responsibilities and where they can try new ideas in their day-to-day work. Staff are clear about their role in the lives of the people we support. Staff know what they must do in their work with the people they support, with their colleagues, and with any administration or finance responsibilities. Staff know how to use person centred thinking tools and approaches to deliver their core responsibilities. They know where they can use their own judgment and try new ideas or approaches, and record what they are learning about what works and does not work when this occurs. Roles and responsibilities are clearly recorded (for example, in a doughnut) and this is reflected in job descriptions.	
<p>Comments</p>		

## Staff feel their opinions matter

Tick one box ✓

1	I make all decisions without involving the team. I chair team meetings and set the agenda. I set the agenda for supervision and personal development planning.	
2	I recognise the need to find a way to listen to my staff team, value their opinions and engage them in decision making. I am trying to improve how I do this.	
3	Staff are able to have some involvement in setting team meeting agendas and contributing their views. I still make most of the decisions.	
4	I regularly meet with my team and discuss issues that they raise (in team meetings and other day-to-day opportunities). They contribute to team meeting agendas and make suggestions for supervision discussions. Some staff make suggestions for new ideas or changes. We are starting to use person centred thinking tools and approaches to listen to each other (for example, one page profiles, important to/for, what's working/not working, good day/bad day exercise, 4 + 1 questions).	
5	Staff feel that their opinions are listened to. Team members are asked for their opinions and consulted on any issues that affect them. Team members feel confident in suggesting new ideas or changes to me. We regularly use person centred thinking tools and approaches to listen to each other's views and experiences.	
Comments		



## Rosters - staff are thoughtfully matched to people and rosters are personalised to people who are supported

Tick one box ✓

1	I write staff rosters based upon staff availability. The roster meets the requirements of the organisation. There is a system for staff and people supported to make requests.	
2	I have identified the preferences of some people supported and the staff (for example, using the matching tool and one page profile). I write the rosters and take these preferences into consideration where possible.	
3	I have a record of the preferences of all people who receive a service as well as staff. Some people who are supported are matched to staff with similar interests but the organisation's needs still take priority.	
4	My team and I know what people's preferences are, how they like to be supported and what is important to them. These preferences are acknowledged in the way that the roster is developed, so that we get a good match between the person and the staff who support them. Roster structure and shift times reflect how people want to be supported.	
5	Decisions about rosters are based on who the person wants to support them. If I need to make this decision, it is based on which staff are best matched to the person, taking into account common interests as well as personality characteristics, necessary skills and experience. Rosters are developed around the support the person wants, the activities they want to do, and who they want to support them. Attention is given to specific cultural needs of both the person and individual staff members when looking at rosters and planning leave throughout the year.	
Comments		

## Recruitment and selection

Tick one box ✓

1	Staff are recruited based on formal job descriptions that have been developed by the organisation.	
2	I know I should involve the people who receive a service in recruitment, but I am not sure how to go about this.	
3	I have started to look at 'good practice' examples of ways to involve people supported in recruiting their staff. We have started to explore how we can develop job descriptions that reflect what is important to the people we support.	
4	We have worked with people supported and identified ways for them and their families to be involved in the recruitment and selection of their staff. This happens some of the time. We have developed personalised job descriptions and advertisements. These are based on what is important to the person and how they want to be supported. We use person centred tools and approaches (for example, the matching tool) in our recruitment processes.	
5	Our recruitment and selection process demonstrates a person centred approach. We recruit people who can deliver our purpose, and are well matched to the people supported. We select people based on their values, beliefs and characteristics, not just their experience and knowledge. Job descriptions and advertisements are individualised to the person supported wherever possible. It is standard practice for people supported to be involved in recruiting their own staff, in a way that works for them.	
Comments		

## Enabling risk

Tick one box ✓

1	I encourage my team to make sure people are safe and do not take risks. We adhere to all required legislation. We don't talk about rights based approaches to risk.	
2	I am aware that I need to encourage my team to understand and practice rights based approaches to risk, and become less risk averse. I am not sure how to do this.	
3	I am working with the team to help them take a responsive and person centred approach to risk. We are starting to use this in some situations.	
4	We use a person centred approach to risk most of the time. Staff have a clear understanding of this approach through training and support. We involve the person, their family and others in thinking through risks and we link this in with decision-making information. I ensure everything is documented and adheres to the relevant legislation.	
5	We recognise people have the right to make decisions and choices, and that some choices involve risks. We support a person's right to choice by taking steps to ensure risks are thought through in a person centred way that reflects what is important to the person. The person, and their family are centrally involved in the way that we do this. Decisions are clearly recorded.	
Comments		

## 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)
<b>Section 1 – Person centred thinking skills and approaches</b>	
Knowledge, skills and understanding	
Supporting individual development in person centred thinking tools and approaches	
Supporting team development in person centred thinking tools and approaches	
<b>Section 2 - Supporting people to have choice and control</b>	
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	
<b>Section 3 – Create a person centred culture within teams</b>	
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](http://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**