## Competencies for Person-Centred Thinking Tools

### For The Learning Community for Person-Centred Practices

Alison Short and Helen Sanderson

### 1. Appreciation

<table>
<thead>
<tr>
<th>Competency: Appreciation</th>
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<tbody>
<tr>
<td><strong>What is it? (skill)</strong></td>
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<tr>
<td>Gathering a list of the positive characteristics about the person, their gifts and capacities by learning what others like, admire or value in the person. This informs the person’s one page profile, is used in person-centred reviews and helps us understand about where the person’s gifts could benefit others (for example in ‘matching’ or community connecting) as well as themselves.</td>
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<table>
<thead>
<tr>
<th><strong>What do I need to know? (Knowledge)</strong></th>
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<tbody>
<tr>
<td>• The importance of appreciation to people’s self esteem.</td>
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<tr>
<td>• How to distinguish between an appreciation and ‘faint praise”.</td>
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<tr>
<td>• Where this information goes on a one-page profile, person-centred plan or support plan.</td>
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<tr>
<td>• How to use this information to identify opportunities for people to use their gifts and talents for themselves and others.</td>
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<thead>
<tr>
<th><strong>What do I need to do to gather information and use it? (Behaviour/Attitude)</strong></th>
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<tbody>
<tr>
<td><strong>With an individual</strong></td>
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<tr>
<td>• Find out what the person likes about themselves (if they are comfortable to share this).</td>
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<tr>
<td>• Use a relationship circle with the person to learn who to talk to.</td>
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<tr>
<td>• Decide on the best way to gather the information from each person.</td>
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<tr>
<td>• Contribute what you appreciate about the person in their person-centred review (person-centred planning meeting, Planning Live etc).</td>
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<td>• Support the person to review what people appreciate about them and how/where to use this.</td>
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<tr>
<td>• Think with the person (and their Circle/team) about how their gifts and skills can be used more in their own life and to contribute to others/community.</td>
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<tr>
<th><strong>Within a team</strong></th>
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<tr>
<td>• Use team meetings to gather and share appreciations in a way that feels comfortable for the team.</td>
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<tr>
<td>• Help staff reflect on what people appreciate about them and how this can be used or developed in their life, within the team or with people supported.</td>
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<tr>
<td>• Use appreciation and gifts as part of positive risk-taking. These may be the resources that provide a solution to the concerns surrounding the risk as the process is explored.</td>
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<tr>
<td>• Use one-to-one/person-centred supervision to share what you appreciate about the staff member.</td>
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<tr>
<td>• Use this information within a person-centred team plan.</td>
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<tr>
<th><strong>What does ‘good’ look like (Standards)</strong></th>
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</thead>
<tbody>
<tr>
<td>• Strong positive statements (not ‘usually’ or ‘sometimes’).</td>
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<tr>
<td>• The statements would be seen as valued by others (not faint praise such as ‘is often...”).</td>
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**friendly').**
- Focus on characteristics as well as important gifts and skills (not ‘can dress himself’).
- Clear, everyday language with no jargon or ‘service speak’.

**How can I demonstrate that I understand and practically apply the tools correctly? (How can this be assessed?)**
The person can describe, by giving specific examples:
- How they demonstrate respect for the person.
- How they identify with the person who else to involve.
- Different ways that appreciations can be gathered from other people (individually and in a group).
- How the person decides which appreciations go into their one-page profile, person-centred plan or support plan.
- How appreciations and gifts are used in matching support.
- How appreciations can be used in community connecting and contributions.
- How this information is included in a one-page profile, person-centred plan or support plan.

**What connects to this?**
One-page profiles, person-centred plans and support plans, relationship circle/map

**Advanced – further information and enhanced skills**
- Learn about Appreciative Inquiry
- Explore different ways to creatively display and share appreciations – see Celebrating Families, and A Practical Guide to Delivering Personalization - Person-Centred Practice in Health and Social Care

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**2. Sorting important to/for (one page profiles)**

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

**What is it? (skill)**

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

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

- Why one-page profiles are important and how to use them and make sure they stay updated and relevant

For more information: 705-753-5064 or info@hsacanada.ca
www.helensandersonassociates.com or www.hsacanada.ca
• Why it is important for staff to have one-page profiles and how these are used within organizations (for example, matching staff)
• The three headings used in a one-page profile, and which others you could also use in particular situations
• Different formats and ways to present one-page profiles and the pros and cons of these
• When it may be useful to have multiple one-page profiles and the pros and cons of this
• The range of different ways you can gather information for a one-page profile with individuals or in teams (for example how information from working not working, 4+1, and learning logs can be used to develop information about what is important to and for someone)
• How to structure and facilitate conversations that gather information with and for the person.
• How to have a conversation that avoids questions that are closed, questions that only offer a fixed choice of answers (e.g. would you like to live in a house or flat?), questions that have a built in answer (e.g. wouldn’t you like to live with us?).
• How to gathering information about what is important to and for the person from other person-centred thinking tools (for example, what does what is working and not working from the person’s perspective tell us what is important to and for the person or from a person-centred review.
• How to sort the difference between the information gathered into important to a person with that information that is important for (how best to support or what other people need to now or do).
• How information regarding risk and health and safety can be incorporated into the important for/ how best to support section.
• How to describe the balance between important to/ for and what it takes to maintain this balance (for example, what actions may need to happen? What else may we need to learn?)
• How to identify questions to answer/ things that need to be learnt in order to move towards clarity of detail or resolve issues.
• Where this information goes on a one-page profile, person-centred plan or support plan.
• How to move from the information that is gathered to the next stage - analyzing what is working and not working about what we know about what is important/for a person and then taking action.

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

With an individual

• Thinking with the person (and their circle/ team) about what you want to learn and what is the purpose of the planning you are doing (one-page profile, support plan or person-centred plan).
• Use a relationship circle with the person to learn who to talk to.
• Think about different ways to gather information, for example how to get information from professionals such Occupational Therapy and G.P.s, and how this can be
incorporated into the important for/ how best to support section.

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

**Within a team**

- Be able to explain to a team what one-page profiles are and how they can be used by the team (for example, in matching, in recruitment, in supervision, as the beginning of a team plan or team foundation poster)
- Use team meetings, training sessions and/or and individual one-to-one sessions (supervision) to begin to develop one-page profiles through a range of exercises, for example developing a team timeline or history tracking and illuminate the high and low points that the team has experienced. This can then be used to start conversations between team members with a focus on identifying themes about what is important to each team member and what is important to them as a team. It will also start to identify what best support look like for individual team members and for the team as a whole.
- Be able to use compliments and suggestions that are made about the team to develop what others appreciate and admire about sections in one-page profiles
- Be able to review individual team member’s one page profiles, and identify where more information is needed and what additional detail is required. Be able to work with team members to enable them to add this information.
- Use this information within a team person-centred plan.

**What does ‘good’ look like (Standards)**

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

How can I demonstrate that I understand and practically apply the tools correctly?

(How can this be assessed?)

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

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

By reviewing the one-page profile

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

What connects to this?
One-page profiles, person-centred plans and support plans, other tools e.g. Good Day Bad Day, Appreciation, Perfect Week. Personalized Care Planning within health.

Advanced – further information and enhanced skills

• Explore different ways to design One Page Profiles – see Celebrating Families.
• How this information has been used to help develop a person’s C.V. and to look at employment opportunities.
• A Practical Guide to Delivering Personalization - Person-Centred Practice in Health and Social Care.
• Use examples and formats found on [www.thinkandplan.com](http://www.thinkandplan.com) and [www.thinkaboutyourlife.org](http://www.thinkaboutyourlife.org).
• Developing Stay Well Plans as part of the important to /how best to support that specifically addressed health requirements.
• The important for / how best to support can be organized as greater details is gained into sub sections e.g. how to be successful in supporting me at meetings, at work, at outpatient appointments.
• Conversations for Effective Support Planning with Older people - [www.supportplanning.org](http://www.supportplanning.org).
• Supporting and complementing Dementia Care Mapping
• Supporting and complementation using of Recovery model.

### 3. Good Day/Bad Day

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<tr>
<td><strong>What is it?</strong> (skill)</td>
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<tr>
<td>This person-centred thinking tool is a way of exploring in detail what makes a good day for a person (what needs to be present in their daily life) and what makes a bad day (what needs to be absent). Actions can then be set to help the person have more good days. Learning about good days and bad days tells others what is important to someone and how they want to be supported, and this information is recorded in a one-page profile.</td>
</tr>
<tr>
<td><strong>What do I need to know?</strong> (Knowledge)</td>
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<tr>
<td>• The importance of routines and rituals in structuring a person’s day and the impact of these not being present (e.g. becoming stressed or ‘challenging’)</td>
</tr>
<tr>
<td>• How to structure and design conversations that gather information with and for the person about their good days and bad days</td>
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<tr>
<td>• How to hold a conversation that avoids questions that are closed, questions that only offer a fixed choice of answers (e.g. would you like to live in a house or flat?), questions that have a built in answer (e.g. wouldn’t you like to live with us?), and questions where people who are eager to please simply look to you for the answer.</td>
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<tr>
<td>• How to sort the difference between the information gathered into important to a person with that information that is important for (how best to support or what other people need to now or do).</td>
</tr>
<tr>
<td>• Where this information goes on a one-page profile, person-centred plan or support plan.</td>
</tr>
<tr>
<td>• How to use this information to help the person and their supporters identify what needs to happen for the person to have more good days and fewer bad days.</td>
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<td>• How to turn these ideas into SMART actions.</td>
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What do I need to do to gather information and use it? (Behaviour/Attitude)

With an individual

- Find out what the person thinks about what makes a good or a bad day for them and/or talk to the people that know the person well that have been identified in the relationship circle.
- Spend time with the person doing the things that matter to them and having conversations about this.
- Pay attention to who is present when the person has a good day or bad day as this helps to inform the matching support tool about the characteristics that need to be present or absent in people who support or spend time with the person.
- Pay attention to how a stressful situation or deterioration in a person’s health condition can be illuminated in what makes a bad day for them.
- Think with the person (and their Circle/team) about how the information gathered can lead to action that assist a person to fewer bad days and more good days.

Within a team

- Use team meetings to gather and share Good Day and Bad days in a way that feels comfortable for the team.
- Help staff reflect on what they are learning about themselves and how this relates to what they are discovering about the people they support. This ensures that the focused effort on team development remains linked and aligned to the purpose of supporting others to move towards lifestyles that matter to them.
- Use one-to-one/person-centred supervision to share what you are learning about what makes a good or a bad day for the staff member and what this means for their one-page profile or person-centred team plan.
- Use this information to add to the one-page profile sections within a team person-centred plan
- Enable sharing of this information with the team, and develop actions – for what each person needs to do; actions for the manager, and what agreements the team can make about how they support each other (for example as a team agreement or ground rules, or in a person-centred team plan)

What does ‘good’ look like (Standards)

- Clear, detailed information about what makes a good or bad day that includes what needs to be present or absent from a person’s life on a daily basis.
- SMART Action plans that directly relate to what a good day and a bad day is like, and that will result in more good days and fewer bad days
How can I demonstrate that I understand and practically apply the tools correctly? (How can this be assessed?)

The person can describe, by giving specific examples:

- How they went about gathering information about a person’s very best day and worst day.
- How they use the relationship circle to help the person decide who could contribute this information.
- How information has been recorded in detail about good days and bad days including where the person is; who they are with; what they are doing; where they go; what they eat and drink; any medication or equipment that may be needed.
- How this information has then been used to lead to changes in their life to ensure more good days happen and to limit the bad days.

You can see from the information that

- The action plan is SMART – including who will do what, by when, and what will the outcome be.
- How the information about good days and bad days is used to inform what is important to the person, and how to support them well, and is added to their one-page profile.
- There is a date to review how it is being implemented and someone is responsible for making sure this happens.

What connects to this?

One-page profiles, person-centred plans and support plans, other tools – relationship circle, perfect week, matching support

Advanced – further information and enhanced skills

- Use the good day and bad day to start to develop team Stress and control charts so that team members are clear about how to support each other when something upsets the balance for an individual or the team as a whole.
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Developing Stay Well Plans as part of the important to /how best to support that specifically addressed health requirements.
- Use the information gathered in good day and bad day with the person and /or their circle or team, to start to generate what the future may look like if this information is used to extend out into a Perfect Week for the person.
4. Relationship circle

**Competency: Relationship Circle**

**What is it? (skill)**

This person-centred thinking tool identifies who is important in a person’s life. It can be used to create actions to increase the number and depth of relationships that the person has; and to inform how to support the person (how can we support the person in their relationships).

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

- The importance of a range relationships in peoples lives
- Being clear about the role of paid support in a person’s life and how friendships and inclusion can be achieved.
- Ways in which relationships and social networks can be explored and represented - e.g. relationship circles, maps, photos
- What the different circles in a relationship circle represent and different terms that can be used, for example circle of intimacy, friendship, participation, exchange – or people I love, like, do things with and people who are paid.
- How to sort the difference between the information gathered into important to a person with that information that is important for (how best to support or what other people need to now or do).
- How to use this information to help the person themselves identify new opportunities or for others to do this on the person’s behalf. This needs to take into account the balance between paid support, family and community.
- Understanding the options that can be available through assistive technology and how this can be implemented and enhanced when linked to information discovered through relationship circles and approaches such as Just Enough Support.
- The importance of identifying relationships in order to develop strong ongoing Circles of Support and using these relationships in a formal way to strengthen Supported Decision-Making.
What do I need to do to gather information and use it?

(Behaviour/Attitude)

With an individual

- Decide which type of relationship circle would best capture a person’s current understanding of their life in terms of relationships.
- Establish and use appropriate communication methods e.g. pictures, objects of reference, words to develop the relationship circle.
- Use existing materials that the person has about their life to explore their relationships e.g. photos albums, Facebook timeline and pictures, School Year books, C.V.s, Granny’s boasting book, who is on speed-dial on their phone.
- Establish ‘ground rules’ or agreements about who will be asked to contribute further information to any planning effort based on the relationship circle.
- Identify how the person wants to be involved and informed about what people are saying.
- Think and identify with a person about their lives in the past and now, and who was important to them and how they wish these important relationships to be respected and supported now. A person may also start to think about those people they have lost contact with and would like to contact again.
- Categorize people in someone’s life under the main headings in a relationship circle in order to sort the importance and strength of the relationships.
- Explore important issues around individual relationships and what this says about what is important to the person and how best to support them. Add relevant information to the person’s one-page profile or person-centred plan
- Ask the question with or on behalf of the person - what do my relationships bring in terms of helping me to manage my health, provide my treatment care and support, and to help make things happen in a way that makes sense to me?
- Ensure different professionals are included who might be involved in helping someone with their health.
- Use the circle to identify all the people that may need to know about certain aspects of your health or be offered support to learn how best to support the person.
- Explore how the themes and patterns emerging from the relationship circle could help build on the existing networks of relationships.
- Think with the person and their Circle/ Team to have more relationships in their life and action plan for this.

Within a team

- Use team meetings to gather and share each person's relationship circle in a way that feels comfortable for the team.
- Help staff reflect on what they are learning about themselves and how this relates to what they are discovering about the people they support.
• Use one-to-one/person-centred supervision to share what you are learning about the team member from their relationship circle and what that says about healthy work-life balance and how this can be reflected in their one page profile.
• Use what is recorded in a team member’s relationship circle can be extended and explored by having a conversation about those people that they have identified in the circle, asking: what do they know, do and are interested in; where do they live; what skills do they have e.g. book keeping, teaching swimming and resources e.g. a car, a holiday home. Then ask the question, what do we know about the people that we support and how could we use the knowledge from the teams relationship circle to help connections for and with people? This would be used as the foundation for bridge building and community connecting.
• Use this tool to develop each team members One Page Profile.
• Use a relationship circle with the team to think about the important relationships that they have. For example, people in the individual's circle of support and their families; inspectors; local community leaders; ‘suppliers’; professionals/community team; Human Resources team; Assistive Technology representative.
• Use this map to then think about the relationships that you have with them now, and how you would like the relationship to be in the future – what could be strengthened or enhanced?
• Use the results of this to agree and achieve actions to move closer to what has been described as a desirable future; for example, do they need more information from the team?

What does ‘good’ look like (Standards)

• Clarity of information about who the person is that is included in the relationship circle, their name and the relationship to the person.
• Date of when the relationship circle has been completed.
• If people are included that have not been in a person’s life for a while, it will be noted in brackets how long they have not been around.
• Photos may be included or links made to video clips of the person included in the relationship circle so people who are using this can get a better understanding of the nature and quality of the relationship.
• Clarity about what role the people identified in their circle could have in supporting them and what support they may need in order to so this.
• There are actions that relate to increasing the depth and range or relationships that the person wants to have in the future
• Patterns or themes are explored – for example, are there characteristics in common for the people that the person gets on best with? This is used to inform ‘matching support’.
• There is a date to review how it is being implemented and someone is responsible for making sure this happens
**How can I demonstrate that I understand and practically apply the tools correctly? (How can this be assessed?)**

The person can describe, by giving specific examples:

- How the person was involved in deciding how to represent the relationships in their life (e.g. photos, video, words, images, using technology)
- How the information has led to an action plan or added to a one page profile in terms of who is important to the person and how ‘best to support’ section.
- How, through using the relationship circle, decisions have been made about who else needs to be involved for any resulting actions to be successfully implemented.

You can see from the relationship circle and actions

- Clear information about the people in the persons life and how close the person feels to them
- How, as a result of using the relationship circle, the person wants to keep or enhance the existing relationships in their life, and the action plan to start to achieve that (SMART actions)

**What connects to this?**

One-page profiles, person-centred plans and support plans, other tools – Perfect Week, Matching Support, Decision Making Profiles and Agreements, Social Inclusion – The Inclusion Web, Just Enough Support

**Advanced – further information and enhanced skills**

- How the tool helps people to think about their networks and people in their life that may be able to offer, ideas, knowledge, resources, and support as part of solutions to problems they may be encountering.
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Use examples and formats found on [www.thinkandplan.com](http://www.thinkandplan.com) and [www.thinkaboutyourlife.org](http://www.thinkaboutyourlife.org).
- How this information can be used to start Life Story books and can be developed out of using the History Tool.
- Using the information developed in the relationship circle to help with approaches like Support Decision Making - see Paradigm (2008) – A Guide to Supported Decision Making: A Guide for Supporter. It can help people to think about who can support a person with decisions and this can be recorded. It can be developed in the decision making profile and agreement.
- Supporting and complementation using of Recovery model.

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### 5. Communication charts

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<tbody>
<tr>
<td><strong>What is it? (skill)</strong></td>
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<tr>
<td>The communication chart is a simple but powerful way to record how someone communicates with her or his behaviour, and how we are communicating with him or her. Everyone who is dependent on others for support has an especially critical need to have her or his communication understood.</td>
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<tr>
<td><strong>What do I need to know? (Knowledge)</strong></td>
</tr>
<tr>
<td>• The different ways that people communicate and how much of this is non-verbal communication</td>
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<tr>
<td>• Why it is important to understand each person’s unique way of communicating and the impact of when this does not happen</td>
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<tr>
<td>• How to understand, see and record a person’s behaviour as communication.</td>
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<tr>
<td>• How to integrate information, support and guidance that has been given by other professionals e.g. speech and language about communication so that others are able to use this easily to support a person with what matters to them.</td>
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<tr>
<td>• The different headings used in communication charts and what they mean</td>
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<tr>
<td>• How to write a communication chart in a way that is accurate and reflects the person. Writing in the first person carries with it a responsibility and should only be used when the person whose chart you are doing is clearly in control of what is written in it. In all other situations it should be completed using the third person.</td>
</tr>
<tr>
<td>• Where this information goes/contributes to a one page profile, person-centred plan or support plan.</td>
</tr>
<tr>
<td><strong>What do I need to do to gather information and use it? (Behaviour/Attitude)</strong></td>
</tr>
<tr>
<td>• Decide who to involve by looking at the person’s relationship circle.</td>
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<tr>
<td>• Share a couple of examples and explain the meaning of each column.</td>
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<tr>
<td>• Fill out the second or third column first.</td>
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<td>• Start with either the behaviour or the meaning of the behaviour and then the context and finally what should happen.</td>
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<tr>
<td>• Gain detailed information about how, at times of stress or illness, a person may rely on non-verbal methods of communication – body language, facial expression, gestures, and different ways of behaving to express their views.</td>
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<tr>
<td>• Once you have a communication chart, find out whether everyone is responding to the person’s communication in the desired way – perhaps using working/not working.</td>
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<tr>
<td>• Add to the person’s one-page profile to begin a more detailed person-centred description.</td>
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<td>• Review with individual staff in one-to-ones, and with the team together, as well as in the person’s person-centred review.</td>
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Within a team

- Ensure that the team knows why communication charts are being used and how this can enhance the performance of the team.
- Use team meetings to gather and share each person’s preferred style of communication in a way that feels comfortable for the team.
- Help staff reflect on what they are learning about themselves and how this relates to what they are discovering about the people they support. This ensures that the focused effort on team development remains linked and aligned to the purpose of supporting others to move towards lifestyles that matter to them.
- Use one-to-one/person-centred supervision to share what you are learning about the team member from their communication charts.
- Use this information within a team person-centred plan.
- Use this tool to develop each team members One Page Profile.
- Use this information in the person-centred team plan and extend this to inform the Stress and Support person-centred thinking tool.
- Review in team meetings, supervision, and Personal Development meetings and at Person-Centred Team review.

What does ‘good’ look like (Standards)

- Strong positive statements (not ‘usually’ or ‘sometimes’).
- Clear, everyday language with no jargon or ‘service speak’.
- Inclusion of the date when the communication chart was completed, who has contributed, and what action will now be taken, and the date of review.
- The way the communication charts are represented reflects the best way for them to be used for example, using photos or links made to video clips of the person when they are communicating to aid understanding.
- It includes detail about how a person communicates when they are stressed or unwell e.g. in pain, etc.
- There is a date to review how it is being implemented and someone is responsible for making sure this happens

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

The person can describe, by giving specific examples:

- Placement – is the information under the right heading of the communication chart?
- How people identified in the relationship circle have contributed to the development of the communication charts.
- How the communication charts are used to help people who do not know the person to understand what they are saying or to be able to communicate with them e.g. a communications chart being used to support someone when they go into hospital.
• How the person has remained at the centre of decisions and planning through others understanding their communication as detailed in the charts.
• How multi-media is or could be used to enhance and bring the charts to life.
• How communication and behaviours are linked and how communication that can be seen as negative can be address through asking:
  - Are their circumstances in which the negative is a positive?
    If yes, this is added to Appreciations.
  - Does the negative reflect something that is important to the person?
    If yes, this is added to what we know about what is important to the person.
  - Is the negative sometimes a problem?
    If yes, what do other people need to know or do to support the person when it is a negative? This is added to “what others need to know or do to support list”.
• How the information has lead to an action plan or added to a one-page profile in terms of who is important to the person and how ‘best support’ section.
• How the charts have been kept up-to-date and made available to those people who are having experiences with the person, in terms of new learning that can be added as communication changes and becomes more complex.
• How the tool can be used to share what others need to do when someone is ill. It can help others to appreciate that sometimes what you actually wish to communicate may be different from what you say or do.

What connects to this?
One-page profiles, person-centred plans and support plans, other tools Total Communication, Assistive technology, Intensive Interaction, Communication passports and dictionaries.
Appreciations, Relationship circles, Good Day Bad Day and Decisions Making Profiles and Agreements.

Advanced – further information and enhanced skills

• Total Communication
• A Practical Guide to Delivering Personalization - Person-Centred Practice in Health and Social Care.
• Planning in Health: tools to develop your support plan for your Personal Health Budget.
• Use examples and formats found on www.thinkandplan.com and www.thinkaboutyourlife.org.
• Using the information developed in the relationship circle and Communication charts to help with approaches like Support Decision Making - see Paradigm (2008) – A Guide to Supported Decision Making: A Guide for Supporter. It can help people to think about who can support a person with decisions and this can be recorded. It can be developed in the decision making profile and agreement.
6. Decision making profile and agreement

<table>
<thead>
<tr>
<th>Competency: Decision Making Profile and Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it? (skill)</strong></td>
</tr>
<tr>
<td>This tool creates a clear picture about how people make decisions, the range of decisions they make, and what support they may need. It helps to understand how much power, choice and control the person has over decisions in their life, and will lead to actions to increase the range and significance of the decisions the person makes. This person-centred thinking tool has two parts: the decision-making profile, which shares the person’s preferences in the way they want to be supported in decision-making; and the decision-making agreement which specifies the important decisions and how the person wants to be supported with them.</td>
</tr>
<tr>
<td><strong>What do I need to know? (Knowledge)</strong></td>
</tr>
<tr>
<td>• The importance of decision-making and having control in one's life in terms of health and wellbeing.</td>
</tr>
<tr>
<td>• The principles of Mental Capacity Act and DOLS.</td>
</tr>
<tr>
<td>• How to use the tool to provide evidence to inform and support best interest decision-making and advanced decision-making.</td>
</tr>
<tr>
<td>• The difference between a decision-making profile (which creates a clear picture about how a person makes decisions and how others can support and provide information that makes sense to the person) and a decision-making agreement (which creates a clear record of the important decisions that a person is making and how they are involved and supported.)</td>
</tr>
<tr>
<td>• Understand the relationship between decision-making and positive risk-taking.</td>
</tr>
<tr>
<td>• Where this information goes on a one-page profile, person-centred plan or support plan.</td>
</tr>
<tr>
<td>• How to use this information can be used to identify opportunities for people themselves and others to use to support them.</td>
</tr>
<tr>
<td><strong>What do I need to do to gather information and use it? (Behaviour/Attitude)</strong></td>
</tr>
<tr>
<td><strong>With an individual</strong></td>
</tr>
<tr>
<td>• Decide on the best way to gather the information with the person and their allies. It could be at a person-centred review, person-centred planning meeting, Planning Live with a specific focus on decision-making and increasing the choice and control that the person has in their life.</td>
</tr>
<tr>
<td>• Make sure that there is up-to-date information e.g. the current communication used to inform this tool. This acts as the foundation for the subsequent work on decision-making.</td>
</tr>
<tr>
<td>• Start with a decision-making profile, and talk with the person, and those who know the person well using the information contained in the relationship circle to answer the following questions, and record them in the decision-making profile:</td>
</tr>
<tr>
<td>- How do you like information presented to you? Written down, in an audio format</td>
</tr>
</tbody>
</table>
(video, CD, DVD) or visually, through drawing, photographs, symbols, or using a graphic poster?
- What is the best way to present choices to you?
- How can others support you to understand this information?
- When are the best and worst times of the day/week to ask you to make decisions?

- Then look together at the decisions that the person currently makes in their life and ask:
  - What are the important decisions in my life?
  - How must the person be involved? The ‘decision making profile’ informs this section.
  - Who makes the final decision?
- Think together about what it would take for the person to make more decisions in their life, have more control over the decisions they make, and increase the significance of the areas they make decisions in their life and develop actions based on this.

**Within a team**

- Use team meetings to gather and share each preferred style of decision-making in a way that feels comfortable for the team.
- Help staff reflect on what they are learning about themselves and how this relates to what they are discovering about the people they support. This ensures that the focused effort on team development remains linked and aligned to the purpose of supporting others to move towards lifestyles that matter to them.
- Use one-to-one/person-centred supervision to share what you are learning about the team member from their decision-making profiles and agreements.
- Use this information within a team person-centred plan.
- Use this tool to develop each team member’s One Page Profile.
- Ensure that the team knows why decision-making profiles and agreements are being used and how this can enhance the performance of the team.
- Help team members to reflect on what decisions they can make alone, where they have influence, where there has to be consensus, or where someone else makes the decision. A team decision-making agreement can be produced as a result of this focused reflection.
- Use the decision-making agreement alongside the Roles and Responsibilities sort to ensure clarity of implementation within a team.
- Use this information in the person-centred team plan, decision-making agreement to extend this to inform the Stress and Support tool.
- Develop a culture of trust so that team members are able to comment and give constructive feedback to each other on their behaviour and how they are making decisions, to encourage keeping this tool alive and in current effective use.
- Regularly review what is working and not working about how the team makes decisions in team meetings, supervision, and Personal Development meetings, and at Person Centred Team review.
### What does ‘good’ look like (Standards)

- Strong positive statements (not ‘usually’ or ‘sometimes’).
- Clear, everyday language with no jargon or ‘service speak’.
- Date of when the decision-making tools have been completed and who has contributed and what action is now being taken and date of review.
- Having great clear detail and structure so that this tool could be used in a crisis situation and there would be no ambiguity.
- Photos may be included or links made to video clips of the person when they are making decisions to aid understanding.
- It includes detail about how a person makes decisions when they are stressed or unwell e.g. in pain, etc.
- There is a date to review how it is being implemented and someone is responsible for making sure this happens.

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

The person can describe, by giving specific examples:

- How they demonstrate and recorded respectfully the decisions that a person is making and what support they need.
- Of the different ways that multi-media has been used to record how a person is making decisions.
- How the decision making tools have increased the involvement of the person in decision-making.
- How decision-making tools have informed the matching support tool in relation to who are the people that should support a person.
- How the decision-making tools have informed and been used as part of risk-taking processes.
- How a person has increased the number, involvement, competency and significance of decisions they make.
- How the team has analyzed who makes the decisions, who must be involved and who makes the final decision – resulting in a team decision-making agreement.
- How the information has been used to inform the one page profile and subsequent person-centred description.
- How what has been discovered using these tools is then implemented and made explicit with regard to roles and responsibilities of people supporting an individual.
- How these tools have been kept live and reviewed.

### What connects to this?

One-page profiles, person-centred plans and support plans, other tools – Relationship circle, communication charts, Matching Support and Roles and Responsibilities
Advanced – further information and enhanced skills

- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Using the information developed in the relationship circle and Communication charts to help with approaches like Support Decision Making - see Paradigm (2008) – A Guide to Supported Decision Making: A Guide for Supporter. It can help people to think about whom can support a person with decisions and this can be recorded. It can be developed in the decision-making profile and agreement.
- Using and integrating this within a person centred risk-taking process.
- Linking this to health and well being how decision-making is affected by stress or illness and then reflecting on this by using the stress and control tool to regain balance.
- Links with contracts, services and resulting support and how people make decision about whether this is working for them or not. This would become part of an Individual Service Agreement.

7. Community mapping

Competency: Community Mapping

What is it? (skill)
This person-centred thinking tool is a way to map out where the person spends their time (outside of their home). It is a way to think about what it would take to extend the places where the person goes; what is working and not working about where they go; where they can contribute to community life; and what opportunities could be created to connect and develop relationships. This information is important when looking at the person’s ‘perfect week’.

What do I need to know? (Knowledge)
- The importance of inclusion, contribution and being part of any given community and how this connection supports a person’s health and wellbeing.
- What is possible locally and nationally to help a person develop connections, friendships and a deeper link with their community.
- How assistive technology and web-based resources can be used to support and enhance community involvement.
• How to define community e.g. community of interest, geographic community, Third spaces
• Where this information contributes to a one page profile, person-centred plan or support plan.
• How to use this information to identify opportunities for people to use for themselves and for others to support them to strengthen and extend connection and contribution in the communities that matter to the person

**What do I need to do to gather information and use it?**

(Behaviour/Attitude)

**With an individual**

• Decide on the best way to gather the information with the person and their allies – it could be at a person-centred review, person-centred planning meeting, Planning Live with a specific focus on community mapping.
• Find out what the person thinks about what makes a good or a bad day for them and/or talk to the people that know the person well that have been identified in the relationship circle. You will be able to find out from the good day and bad day some of the places that a person goes and who they meet.
• Spend time with the person doing the things that matter to them and having conversations about this where possible
• Find out about the different places where the person spends their time.
• Record this (writing, pictures, photos) on the community map under the following sections:
  - Places where I am a member.
  - Places where I am a customer.
• Identify patterns or themes together with the person or with their allies:
• Where are the places that the person’s connections can be strengthened? What could they now do and who can help?
• Where are there connections that can be made? What could they now do and who can help?
• What is working and not working for the person about where they go at the moment?
• Are there places where they can use their gifts or share their interests? What would it take to make that happen?
• What would need to happen to change what is not working and build on what is working?
• Supporting the person and their allies to see what is possible using problem-solving tools like traditional, radical, and different; solution circles to generate options that builds and uses what has been discovered from community mapping.
Within a team

- Use team meetings to map out the community places, people or organizations locally that share the same values and principles that you may benefit from working together in partnership.
- Look at different ways to do this, for example use a team diary or a log book to record all the places and people that the team come in contact with over a two month period and use this information to start the mapping exercise.
- Use different approaches to help team members understand that importance of community in developing relationships, for example Help team members to reflect on the last 2 friendships that they made and to understand what factors lead to this and how this information can help us understand how to implement what we are finding.
- Use team meetings to gather and share each team member's community map in a way that feels comfortable for the team. This can draw on information that is contained in the relationship circle. This can be used as a foundation to extend into team community mapping, for example use a ‘passion audit’ to explore hobbies and interests of the team and that of the people who are being supported to look at how the community maps connect and where there are new opportunities to strengthen connections.
- Help staff reflect on what they are learning about themselves and how this relates to what they are discovering about the people they support. This ensures that the focused effort on team development remains linked and aligned to the purpose of supporting others to move towards lifestyles that matter to them.
- Use this information within a team person-centred plan.
- Review in team meetings, supervision, and at Person-Centred Team review.

What does ‘good’ look like (Standards)

- Clarity of information about who the people and places are that are included in the community map, their name and the relationship to the person. Photos could be included or links made to video clips of the person’s community map so people who are using this can get a better understanding of their involvement in community.
- Inclusion of the date of when the community map has been completed.
- SMART actions that reflect how the community map has been used to inform thinking about the person’s connection and contribution to their community, and what is going to happen to strengthen and extend that?
- There is a date to review how it is being implemented and someone is responsible for making sure this happens
How can I demonstrate that I understand and practically apply the tools correctly? *(How can this be assessed?)*

The person can describe, by giving specific examples:

- How the person was directly involved and central to the process
- How clear links have been made back to the appreciation section of the One Page Profile so that gifts and interest can be built upon and used as an introduction to new people and places.
- How a person’s own local knowledge has been used to contribute to what we are learning about what is possible for a person who we are supporting.
- How they identify with the person who else is to be involved.
- Different ways that the information can be gathered from other people (individually and in a group).
- How this information has been/could be used to develop and inform Perfect Week alongside using the information generated from using Good Day and Bad Day.

**What connects to this?**
One-page profiles, person-centred plans and support plans, other tools – Perfect Week, relationship circle, Good Day Bad Day, Appreciation, Passion Audit, Community Building

**Advanced – further information and enhanced skills**

- How the tool helps people to think about their networks and people in their life that may be able to offer, ideas, knowledge, resources, and support as part of solutions to problems they may be encountering.
- How this links to approaches like Just Enough Support.
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Use examples and formats found on [www.thinkandplan.com](http://www.thinkandplan.com) and [www.thinkaboutyourlife.org](http://www.thinkaboutyourlife.org).
8. What is working/not working

<table>
<thead>
<tr>
<th>Competency: What is working / not working</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong> <em>(skill)</em></td>
</tr>
<tr>
<td>This is an analytic and problem-solving process that looks at a situation from multiple perspectives. It is a way to capture and analyze what is working or making sense within that situation as well as what is not working and needs to change. By doing this from different perspectives it is easy to see where there is agreement, and where there are differences that need to be addressed. Hearing ‘what is working’ as well as what is ‘not working’ creates the opportunity to reflect on and celebrate what is positive and going well, and asking how this can both be built upon and protected. Working/not working from different perspectives is central to the person-centred review process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What do I need to know?</strong> <em>(Knowledge)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>- How this person-centred thinking tool serves as a bridge between what is learned and action planning.</td>
</tr>
<tr>
<td>- How to encourage and facilitate analysis of multiple perspectives with individuals and with groups and teams which leads to a clear comparison of how the person wants to live and how they are actually living.</td>
</tr>
<tr>
<td>- How this information can inform changes that can happen with and for the individual; how this information can inform changes that are needed in the structure, policies and procedures used by organizations that support people; and what this says about wider changes in the systems that support people e.g. universal and community supports.</td>
</tr>
<tr>
<td>- How and when to use this approach e.g. as soon as someone has a one-page profile, in person-centred reviews, when people are stuck.</td>
</tr>
<tr>
<td>- How and when this can be used with a team, for example as an evaluation tool for how a team is progressing with agreed projects.</td>
</tr>
<tr>
<td>- Moving from what is working and not working to developing clear outcomes and actions.</td>
</tr>
<tr>
<td>- Where this information goes on a one page profile, person-centred plan or support plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do I need to do to gather information and use it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Behaviour/Attitude)</em></td>
</tr>
<tr>
<td><strong>With an individual</strong></td>
</tr>
<tr>
<td>- Make sure that you find ways that each person’s perspective can be recorded either directly e.g. Person-Centred Review or by gathering information individually and then looking for themes.</td>
</tr>
</tbody>
</table>

For more information: 705-753-5064 or info@hsacanada.ca  
[www.helensandersonassociates.com](http://www.helensandersonassociates.com) or [www.hsacanada.ca](http://www.hsacanada.ca)
• Make sure that if you are having to make best guesses on behalf of a person, that these are checked out afterwards with the people who know the person well, before action is taken.
• Prioritise and explore what is not working, starting with the person’s perspective and identify what needs to happen to change what is not working.
• Clearly record what needs to stay the same and what needs to change – after looking for common themes. Celebrate what is working and ask what needs to happen to protect this and build on it, so that it is not inadvertently changed.
• Generate a list of questions to answer and issues that need to be resolved will have been addressed as part of the action planning process alongside using working/not working to move to action.
• Ensure that this is added to their one-page profile/support plan.

Within a team

• Use at team meetings to identify an issue and then move to action after working not working has been used to look at all perspectives involved around the issue.
• Help staff reflect on what they are learning and acting on about themselves and how this relates to what they are discovering about the people they support. This ensures that the focused effort on team development remains linked and aligned to the purpose of supporting others to move towards lifestyles that matter to them.
• Use one-to-one/person-centred supervision to explore what is working and not working for a team member based on their one-page profile
• Use this information within a team person-centred plan.
• Use this tool to develop each team member’s One Page Profile – what does what is working and not working tell us about what is important to the team member and what good support looks like.
• Use to review in team meetings, supervision, Personal Development meetings and at Person-Centred Team review

What does ‘good’ look like (Standards)

• Clarity of information about who has contributed and when.
• Inclusion of the date when the working/not working has been completed.
• There is clarity in the detail of information recorded – it is unambiguous and a clear separation of each perspective is made.
• The SMART action plans directly build on what is working and address what is not working
• Information about what is working/not working is used to inform and extend what is important to and how best to support the person (one-page profile or person centred plan)
• There is a date to review how it is being implemented and someone is responsible for making sure this happens
How can I demonstrate that I understand and practically apply the tools correctly? (How can this be assessed?)

The person can describe, by giving specific examples:

- How small but important areas of disagreements are resolved.
- How you tease out and explore situations and find common ground in any disagreements.
- How areas of a person’s life that are working are paid attention to and used to develop ideas for the future, and used to help inform solutions for those issues that are not working.
- How the heading can be made personal to take into account the use of language and preferred communication styles and systems of a person being supported.
- How the resulting action plan addresses issues like - How will we know how well we are doing? How will we share, and record what we are learning about the person? How can we share the successes and barriers of implementing this plan with others as needed?
- How they have used this tool with individuals and with groups and teams.

What connects to this?
One-page profiles, person-centred plans and support plans, other tools – relationship circle, Person Centred Conflict tool – when we disagree.

Advanced – further information and enhanced skills

- How this links to approaches like Just Enough Support.
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Working Together for Change.
- Person Centred Reviews.
- Appreciative Inquiry.

9. ‘Perfect week’

Competency: Perfect Week

What is it? (skill)
This person-centred thinking tool is a way to describe how the person wants their week (and month) to look, and what support they need on a day-to-day basis as part of this. It is also a way to learn what routines are important, and that need to be included in their ‘perfect week’. A
perfect week’ is one that is an ideal week for the person, which is both practical and possible within resources (e.g. Individual Service Fund or budget).

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

- Why this is important in delivering personalized services
- How to use existing person-centred information as the basis for the perfect week, and how ‘perfect week’ is developed through processes like Planning Live
- How routines and rituals help to structure a person’s week, month or year, and what can help in terms of support if the things that matter to a person do not consistently happen over time.
- How to get the right balance for the person between what is planning and what is flexible/spontaneous
- How to use this information to help the person themselves identify new opportunities or for others to do this on the person’s behalf.
- How to use the information to develop personalized schedules if support is needed and how this links to approaches like Person-centred Active Support.
- How to help individuals to explore possibilities and to have knowledge about assistive technology and how support the use of natural support.
- How this can be used form the basis of a service support specification and become a key part of an Individual Service Agreement (a contract for services and support).

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

#### With an individual

- Use a relationship circle with the person to learn who to talk to.
- Decide on the best way to gather the information from each person (e.g. individually, through a meeting, or through a process like Planning Live)
- Use any existing person-centred information (for example one-page profile, community map, good day/bad day) to help inform the Perfect week.
- Work with what people are telling you about what makes a good day/bad day and then extend and build on this to a perfect week, and then month.
- Pay attention to a person’s (or others on behalf of the person) aspirations and dreams and stay focused on what is possible and practical within a perfect week currently.

#### Within a team

- Use team meeting to explore the different options for support with the person, and implement decisions to move towards a perfect week.
- Use ‘matching support’ and the person-centred recruitment process to ensure that people come into a person’s life that support the perfect week to happen through their characteristics, interests and connections.
- Enable the person to choose their own staff to deliver their perfect week – for example use the relationship circle with the person for them to select their own team from existing.
staff, or use the person-centred recruitment process

- Develop personalized schedules to deliver what the person wants in their week, with their chosen staff, matched to what is happening each day of the week.
- Use this information to develop individual job descriptions and ensure they are regularly reviewed within one-to-ones and team meetings.
- Review in team meetings, supervision, Personal Development meetings and at Person Centred Team review.

What does ‘good’ look like (Standards)

- Clarity about how the person has participated in developing the perfect week.
- Inclusion of the date of when this has been completed and who has contributed, and what action is now being taken, and date of review.
- Clear day by day information (am/pm/eve) about exactly what the person wants to do and who they want to support them.
- Clarity about what is fixed and what is flexible from the person’s perspective.
- It is possible to deliver this within budget and resources.
- There is a date to review how it is being implemented and someone is responsible for making sure this happens.

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

The person can describe, by giving examples:

- How they went about gathering information about a person’s perfect week.
- How they used the relationship circle to help the person decide who could contribute this information.
- How information has been recorded in detail about a perfect week including issues related to staying safe and healthy (both what the person wants to do and how they will be supported).
- Clear focus on immediate action that can be taken to move forward towards the perfect week and a list of questions to answer and things to figure out that is shared with the person’s circle (with permission) so everyone can help figure these out.
- How the action plan is set out – including who will do what, by when, and what will the outcome be.
- How this information will be reviewed as the person and their allies learn more about how to make the perfect week a reality, and what the person may then wish to try next as a result of new learning and experiences.
What connects to this?
Just Enough Support, One-page profiles, person-centred plans and support plans, other tools – relationship circles, Matching Support, Good Day Bad Day, Community Mapping

Advanced – further information and enhanced skills

- How Just Enough Support enables the perfect week to be delivered
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Person-centred Active Support
- Individual service funds and Agreements.
- How this can be used at end of life - links to Living Well – End of Life Planning and thinking about perfect week in terms of – If I could I would

10. Roles and responsibilities (The Doughnut)

Competency: Roles and responsibilities (The Doughnut)

What is it? (skill)
The doughnut is a tool that helps staff, not only see what they must do (core responsibilities), but where they can try things (judgment and creativity) and also identifies what is not their responsibility. Clarity around roles and responsibilities for those who provide support is very important for positive change to occur in people’s lives and for staff’s wellbeing.

What do I need to know? (Knowledge)

- Where it has come from (it was based on the work of Charles Handy – “doughnut principle”) When and how it can be used – for example to inform job descriptions, around a particular situation
- That it is a strong implementation tool and needs to be used alongside what you are discovering and recording with and for people about what you like and admire about the person, what is important to them, and how best to support them.
- Why this person-centred thinking tool is important in understanding and enabling risk
- How the tool helps to create clarity about boundaries that reinforces an essential aspect of organizational culture: accountability.

For more information: 705-753-5064 or info@hsacanada.ca
www.helensandersonassociates.com or www.hsacanada.ca
• How this can support positive risk-taking through understanding roles and accountability in a constructive manner.
• Where this information goes on a one page profile, person-centred plan or support plan.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>With an individual</strong></td>
</tr>
<tr>
<td>• Decide on the best way to gather the information with the person and their allies – it could be at a person-centred review, person-centred planning meeting, Planning Live with a specific focus on roles and responsibilities and increasing the choice and control that the person has in their life.</td>
</tr>
<tr>
<td>• Think about a situation or dilemma that has been identified as part of working/ not working about support the person to think about what are their core responsibilities, what can they contribute and do.</td>
</tr>
<tr>
<td>• Support the person to understand how their decisions can effect what they are responsible for, and where others may or may not be able to use their judgement and creativity e.g. due to their paid role.</td>
</tr>
<tr>
<td>• Help the person to understand and identify the parts of their life that others will not get involved in.</td>
</tr>
<tr>
<td>• Decide where and how to act on this (create specific, accountable actions) and record it (for example in the person’s one page profile or person-centred plan/support plan, or in staff job descriptions/contracts).</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Within a team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use team meetings to gather and share the members' understanding of roles and responsibilities in a way that feels comfortable for the team.</td>
</tr>
<tr>
<td>• Use this information within a team person-centred plan.</td>
</tr>
<tr>
<td>• Use in team meetings and supervisions to help staff know when they can be creative without fear of consequences and what they have to the get right – core responsibilities.</td>
</tr>
<tr>
<td>• Use a team member’s One Page Profile to explore what good support looks like from the team and their manager in relation to roles and responsibilities.</td>
</tr>
<tr>
<td>• Use this information to develop individual job descriptions and ensure they are regularly reviewed within one-to-ones and team meetings.</td>
</tr>
<tr>
<td>• Decide ways to implement the learning – what actions need to be taken by whom and agree where and how this needs to be recorded and shared.</td>
</tr>
<tr>
<td>• Review in team meetings, supervision, Personal Development meetings and at Person-Centred Team review</td>
</tr>
</tbody>
</table>
**What does ‘good’ look like (Standards)**

- Clarity about how the person has participated.
- Inclusion of the date of when the tool has been completed, who has contributed, and what action is now being taken, and date of review.
- There is enough detail for people who were not present to understand what this means.
- It results in actions and the information is added in the relevant plans – for example one-page profile or person-centred plan, or team plan.
- There is a date to review how it is being implemented and someone is responsible for making sure this happens.

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

The person can describe, by giving examples:

- How the decided to use the doughnut
- Who they involved and why
- How they decided what was core and where people could use their creativity and judgement
- What actions were set as a result of doing the doughnut – what difference did it make?
- Where the information was recorded/added to for example person-centred plan or team plan

**What connects to this?**

One-page profiles, person-centred plans and support plans, other tools – communication chats, decision-making profiles and agreements, working not working

**Advanced – further information and enhanced skills**

- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Use examples and formats found on [www.thinkandplan.com](http://www.thinkandplan.com) and [www.thinkaboutyourlife.org](http://www.thinkaboutyourlife.org)
- Using the information developed in the relationship circle to help with approaches like Support Decision Making - see Paradigm (2008) – A Guide to Supported Decision Making: A Guide for Supporter. It can help people to think about who can support a person with decisions and this can be recorded. It can be developed in the decision-making profile and agreement.
- Supporting and complementation using of Recovery model.
- Person Centred Risk.
- Contract Development.
- Individual Service Funds.
## 11. Matching support

### Competency: Matching Support

<table>
<thead>
<tr>
<th>What is it? (skill)</th>
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</thead>
<tbody>
<tr>
<td>This is a structured way to think about the best matches for the person and their supporters (staff, personal assistants, volunteers) or potential people to live with. It works across four areas – skills wanted and needed; support needed; personality characteristics and shared common interests. This is the central tool for person-centred recruitment for individuals and within teams. It is important to use this to put ‘Perfect Week’ into practice and to develop a personalized schedule.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do I need to know? (Knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why matching is important and how this is different to traditional ways to recruit or make decisions about who works with or lives with whom</td>
</tr>
<tr>
<td>• How one of the most powerful determinants of quality of life for people who are dependent on support is that of who supports them.</td>
</tr>
<tr>
<td>• How, if there is a good fit between supporter and a person supported, the frequency with which issues such as abuse and neglect occur is lessened.</td>
</tr>
<tr>
<td>• What the 4 headings mean</td>
</tr>
<tr>
<td>• Where this information goes on a one page profile, person-centred plan or support plan.</td>
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</tbody>
</table>

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| • Thinking with the person (and their Circle/ team) about what you want to learn and what is the purpose of using this person-centred thinking tool e.g. to develop an advert, review existing support team. |
| • Use the relationship circle to think about who has this information |
| • Use existing person-centred thinking tools (e.g. good /day bad day) to ask these questions - Who has helped the person to have good days? Who enjoys spending time with the person? What personality characteristics do they have in common? Is there anyone the person dislikes or avoids, or is present when a bad day happens? |
| • Use this information to complete the headings |
| • Action plan what happens next based on the purpose of using it (e.g. to develop the job description) |

For more information: 705-753-5064 or info@hsacanada.ca
www.helensandersonassociates.com or www.hsacanada.ca
Within a team

- Use team members one-page profiles to inform matching based on what the person wants and needs, and the different roles and tasks within the team.
- Ensure that using it in recruitment pays attention to Employment Law and Equality issues in the way it describes characteristics that are needed.
- Regularly review what is working and not working about how the team makes match support in team meetings, supervision, and Personal Development meetings, and at Person Centred Team review.
- Use the information to inform person-centred recruitment.

What does ‘good’ look like (Standards)

- Clarity about how the person has participated in developing Matching Support.
- Inclusion of the date of when it has been completed and who has contributed, and what action is now being taken, and date of review.
- The four headings are clearly completed in detail, in every-day language.

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

The person can describe, by giving specific examples:

- How they went about gathering information about matching support for a person.
- How they used person-centred thinking tools to complete the matching tool.
- How information has been recorded in detail about matching support under the correct sections of the tool, and the skills required are made explicit, e.g. being able to ride a racing bike and not just an ordinary bike.
- How consideration has been given to how the information contained in matching support indicates any training that supporters may need e.g. mandatory or statutory to make sure a person employing someone meet requirements of the law. It may mean that a specific skills set is essential to support someone with their health e.g. tracheotomy care, pressure care, epilepsy management.
- Clear focus on immediate action that can be taken to move forward towards gaining support that is more in line with what has been learnt and recorded.
- How this information will be reviewed as the person and their allies learn more about how to get a good match of support.
- How this information has been used drawing up job descriptions, person and support specifications leading to adverts and being the core of a recruitment process.

What connects to this?

Just Enough Support, One-page profiles, person-centred plans and support plans, other tools – Relationship Circle, Decision Making, Good Day Bad Day, Perfect Week, Community Map.
12. 4 +1 questions

**Competency: 4 + 1 Questions**

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<tr>
<td>This tool is used to gather a group's collective learning to determine the next step. It is a way to reflect on an issue or project, look at what has been tried and learned, and use this to decide what to do next.</td>
<td></td>
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</table>

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<tr>
<td>How this can develop critical thinking in individuals and teams and promote a learning culture.</td>
<td></td>
</tr>
<tr>
<td>How to encourage and facilitate individuals, groups and teams to reflect on what they are discovering and everyone's contributions are valued. How to use the tool in a way that prevents a “dominant voice” from drowning out the learning of those who are not as assertive in making their views known.</td>
<td></td>
</tr>
<tr>
<td>How this information can inform changes that can happen with and for the individual, how this information can inform changes that are needed in the structure, policies and procedures used by organizations that support people and what this says about wider changes in the systems that support people e.g. universal and community supports.</td>
<td></td>
</tr>
<tr>
<td>How and when to use this approach e.g. when people are stuck, to review a project, updating plans</td>
<td></td>
</tr>
<tr>
<td>Where this information can be added to a one page profile, person-centred plan or support plan.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Decide on the purpose for using 4 plus 1 and who therefore is needed to contribute</td>
<td></td>
</tr>
<tr>
<td>Make sure that everyone knows the headings and how they will contribute to this tool if being used as a group.</td>
<td></td>
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</tbody>
</table>
• Think with the person about how they want to be involved – whether they want to be present, or contribute in another way, and how they want to review the suggested actions.
• When supports have to make best guesses on behalf of a person, that these are checked out afterwards with the people who know the person well, before action is taken.
• Prioritise and explore concerns, and identify what needs to happen to change.
• Ensure what we have learned and are pleased about is added to a person’s one-page profile/support plan.

Within a team

• Use at team meetings around an issue and then move to action only after all sections of the tool have been explored.
• Make sure everyone knows what the headings mean and what is expected
• Once the information is completed, agree on SMART actions for the ‘do next’ section
• Use one-to-ones/person-centred supervision to explore what the experience and reflection on any given issue is for a team member.
• Use to review in team meetings, supervision, Personal Development meetings and at Person Centred Team review.

What does ‘good’ look like (Standards)

• Clear, everyday language with no jargon or ‘service speak’.
• Clarity of information about who has contributed and when.
• Clarity about how the person has participated in developing the charts.
• Every section is completed
• The actions are SMART

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

The person can describe, by giving specific examples:

• How they decided who to involve
• How they have used the process to ensure that everyone contributes, and how the person themselves has been involved if it is around an individual
• How any areas of disagreements are resolved.
• How issues are teased out and situations explored to find common ground in any disagreements.
• How the heading can be made personal to take into account the use of language and preferred communication styles and systems of a person being supported.
• How the information is being used (e.g. included in a person-centred team plan)
• How the resulting action plan addresses issues like -How will we know how well we are doing? How will we share, and record what we are learning about the person? How can we share the successes and barriers of implementing this plan with others as needed?

What connects to this?
One-page profiles, person-centred plans and support plans, other tools

Advanced – further information and enhanced skills
• A Practical Guide to Delivering Personalization - Person-Centred Practice in Health and Social Care.
• Planning in Health: tools to develop your support plan for your Personal Health Budget.
• Use examples and formats found on www.thinkandplan.com and www.thinkaboutyourlife.org
• Supporting and complementing PC Reviews.

13. Learning log

Competency: Learning Log

What is it? (skill)
The learning log can be used to replace traditional progress notes. This person-centred thinking tool encourages staff to write about and learn what they have done, and reflect on what they have learned.

What do I need to know? (Knowledge)

• How a Learning Log is different from traditional ways to record progress (e.g. progress notes)
• When and where to use a Learning Log
• How to encourage the person and their allies to record what they are learning, rather than a description of what has happened.
• How (and how often) to review the Learning Logs to see how this informs how the person is supported, leads to action, and what else is being learned about what matters to the person and what people appreciate about them (and this information is then added to the one page profile, person-centred plan or support plan).
• It can replace standard type progress notes.

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www.helensandersonassociates.com or www.hsacanada.ca
What do I need to do to gather information and use it? (Behaviour/Attitude)

With an individual

- Decide what you want to learn and therefore when and where to use the learning log. Make sure that you do not just add the learning log as something new – have it replace something that people are already currently doing
- Make sure that everyone understands the headings and when/how often to complete them
- Decide when and how often to review what you are learning from the learning logs and what needs to now happen/change.
- Ensure that they are completed and learned from (actions developed and information added to the one-page profile or support plan/person-centred plan)

Within a team

- Decide what you want to capture your learning about – for example develop a team learning log to help record how the team is progressing towards agreed outcomes or use to as an evaluation tool for how a team is progressing with agreed projects.
- Ensure everyone is familiar with the headings and when/where to use the learning logs
- Decide when, where and how often to review the Learning Logs
- Ensure that they are completed and learned from (actions developed and information added to the one-page profile or support plan/person-centred plan)

What does ‘good’ look like (Standards)

- Learning Logs are dated and signed
- Each column is completed in detail, in clear every-day language
- There are dates to review the Learning Logs and use them to inform SMART actions or changes in the way that the team works, or updating person-centred information about the individual

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

The person can describe, by giving specific examples:

- How information from a learning log has informed change in what the team does, and the person-centred information about the individual
- How an action plan has been developed from a Learning Log.
- How learning logs have replaced other methods of recording.
- How the heading can be made personal to take into account the use of language and preferred communication styles and systems of a person being supported.
- How information is used to develop/inform One-Page Profile, Person-Centred Plan or Support plan.

**What connects to this?**

One-page profiles, person-centred plans and support plans, other tools – Working Not Working

**Advanced – further information and enhanced skills**

- A Practical Guide to Personalization - Person-Centred Practice in Health and Social Care.
- Planning in Health: tools to develop your support plan for your Personal Health Budget.
- Use examples and formats found on [www.thinkandplan.com](http://www.thinkandplan.com) and [www.thinkaboutyourlife.org](http://www.thinkaboutyourlife.org).