SELF-DIRECTED APPROACH
ASSESSMENT TOOL

Self-directed approaches - Case Studies

Staff members Name: _____

Instructions
1. Read the three case studies;
2. Watch the DVD;
3. Provide your response to each of the following questions in written format.

Question 1.
Everyone has strengths. By focusing on these strengths and capabilities, a more responsive and individualised support program/life style can be identified – Explain what this means for Sylvia, Doron and Nicole.

Question 2.
In Doron's case study, Alana said, "He also needed quality social contact and to have control over his environment" – What does this phrase mean in a self-directed model? How is Doron's worker achieving this?

Question 3.
Alana was encouraged to be involved in the interview process for support workers for Doron. What would be the benefit of this for Doron and the staff?

Question 4.
Can Service users undertake a self-directed approach in their life when they are participating in group activities? Provide examples from Sylvia's situation.

Question 5.
What were the barriers holding Nicole back prior to 2003 from living a lifestyle of independence?

Question 6.
Describe the clear benefits you see for Service users who have been given opportunities to self-direct their lives? These can be general responses or specific examples from the case studies.

SELF-DIRECTED APPROACH
ASSESSMENT TOOL

Self-directed approaches - Observation/Third party Verification

Staff members Name: _____

Instructions
Please provide this sheet to your Supervisor/Manager. They will organise a time to discuss this document once it has been completed.

Checklist: During the work day, does your staff member:	Yes	No
1. Listen and act upon decisions to foster independence.		
2. Treat people with a disability as real citizens, with rights and choice.		
3. Promote social inclusion in daily activities.		
4. Enable people with a disability to achieve their full potential in areas of their life.		
5. Work with people to understand how they can influence the decisions and choices that affect their lives.		
6. Design support approaches that are flexible to meet the person's needs.		
7. Work with families to provide them with the information and skills to self-direct.		
8. Encourage people with a disability to develop their independence.		
9. Develop support strategies taking into account individuals differences.		
10. Conduct ongoing discussions with people with a disability, in a way that they prefer, understand and can positively engage in.		
11. Support people with a disability to identify and develop the most effective form of communication for them.		
12. Use identified forms of communicate to allow people with a disability to have a greater influence in their life.		
13. Encourage the use of generic services over segregated services with emphasis on natural/informal supports and social inclusion.		
14. Assist a person with a disability to identify other activity/support options when they change their mind.		
15. Ask people with a disability, what are their interests, needs, goals and aspirations		
16. Develop trust with all the key people they work with.		
17. Develop relationships with people with a disability so that they are empowered as much as possible.		
18. Guide people with a disability and their families to choose their own support model.		
19. Encourage the required shift in power, enabling people with a disability to exercise their responsibilities.		
20. Encourage people with a disability to use their knowledge and energy to generate better outcomes for themselves.		
21. Works collaboratively with the relevant stakeholders to achieve self-directed approaches at the organisational level.		
22. Explains to people with a disability how they can use their funding flexibly to meet their needs.		

Comments to Support your Responses:

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Supervisor / Third Party Signature:

Date completed:

Self-directed approaches - Verbal/Written questions

Staff members Name: _____

Instructions

1. Read the document: "Support your way – A Self-directed Approach for Victorians with a Disability"
2. Answer the following questions.

1. Explain the difference between traditional models of support versus a self-directed model.

2. Provide a definition of the six principles that foster a person's ability to actively participate in the decisions that affect their lives.
- Self-determination
- Choice
- Inclusion
- Transparency
- Accessibility
- Citizenship

3. Self-directed approaches include the following three areas. Give an explanation of each one?
- Self-directed planning
- Self-directed support
- Self-directed funding

4. An attitudinal shift is required when services change to a self-directed approach. Describe what the term 'doing' and 'enabling' means in relation to this attitudinal shift.

5. Develop a list of generic questions you could give to a Service user and their family prior to coming to a self-directed planning meeting using the following headings
- Accommodation
- Activities
- School/Work
- Social
- Support Needs
- Health
- General discussion

6. Provide a situation where you have worked with a person to enhance their independence and explain what the outcome was.

7. Provide a description about the following phrase:
"Self-directed approaches is a fluid process and evolving within the context of each individual's life and life ambitions"

8. What are the challenges a staff member faces when moving towards a self-directed approach?
How will you/do you address these challenges so that the person you are supporting continues to fulfil their daily dreams and life-style choices.

9. List the seven Outcomes of self-directed support and provide an example of when you have seen one of these outcomes achieved for a person with a disability.

10. Whilst it is still critical for services to retain an overview of service quality and outcomes, how does your role change in a self-directed model?

11. Provide a list of the relevant legislation that relates to Self-Directed approaches.