



EVERY MOMENT HAS POTENTIAL

Person Centred Active Support Online Learning Resource

COMPLETE WORKBOOK

www.activesupportresource.net.au

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This workbook contains all the information and activities that are available on the website.

In this offline version there are also examples to help you complete the activities in each module.

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About this Resource

Every Moment Has Potential is an online learning resource which has been developed specifically for disability support workers.

This resource provides an introduction to Person Centred Active Support - a way of working that enables everyone, no matter what their level of intellectual or physical disability, to make choices and participate in meaningful activities and social relationships.

When support workers use Person Centred Active Support, it leads to a better quality of life for the people they support. Increasingly, disability support services are adopting Person Centred Active Support as a way of working and are expecting support workers to be skilled in this approach.

This online learning resource is based on research undertaken by many researchers in the UK and Australia including the late Professor Jim Mansell and Dr Julie Beadle-Brown, Professor Christine Bigby and Dr Emma Bould.



Watch the video: ***About Every Moment Has Potential*** on the *About* page of the website to learn more about this resource and how to use it.

What You Will Achieve by Working through this Learning Resource

This learning resource introduces you to:

- the key elements of Person Centred Active Support
- the skills you need to practice Person Centred Active Support in your workplace
- some of the many positive outcomes for people with disability that occur when support workers use Person Centred Active Support.

In order to demonstrate competency in Person Centred Active Support practice, the learning in this resource must be complemented by hands on practice in a workplace.

Qualifications Supported by this Learning Resource

The five modules of **Every Moment Has Potential** support the **CHCDIS302A Maintain an environment to empower people with disabilities** unit of the CHC08 Community Services Training Package. This is a core unit of both the CHC30408 Certificate III in Disability and CHC40312 Certificate IV in Disability qualifications. These qualifications are nationally recognised as part of the CHC08 Community Services Training Package. See the Facilitator Guide for information about where the unit's elements and performance criteria are aligned to the content in the modules.

- While this resource supports the **CHCDIS302A Maintain an environment to empower people with disabilities** unit, it does not include all the material you need to develop competency in this unit. For further information, please contact your Registered Training Organisation.
- In order to develop competency in the **CHCDIS302A Maintain an environment to empower people with disabilities** unit your practice will need to be assessed in your workplace.

How to Use this Workbook

This Workbook supports the Every Moment Has Potential Online Learning Resource, which can be found at www.activesupportresource.net.

It contains:

- **5 Modules** that reproduce the information from the Online Learning Resource – so you can print and read if you wish
- **Activities** that are based on the videos in the Online Learning Resource, with examples to help you complete the activity questions
- **Extra Activities** that are based on the Extras videos in the Online Learning Resource
- **An Activity Booklet** that contains just the Activities and lets you type your answers directly into the document and save them
- **A Glossary** that explains some of the specialised words and concepts of Person Centred Active Support. Words with glossary definitions are underlined
- **A Resources section** where you will find useful forms and templates you can download and print, links to further information, and downloadable videos.

Support

If you would like further guidance about the activities in the workbook you can send an enquiry from the Contact section on the website.

Icons Used in this Resource

On the website:



VIDEO - when you see this icon in the centre of an image, it means it is a video.



PLAY VIDEO - when you move your cursor over the image the icon changes to red, you can click on the image to start playing the video.



CLICK TO GO TO ANOTHER PAGE OR SECTION – the text on the button will tell you where it will take you.



CLICK TO GO TO THE TOP OF THE PAGE

In the workbook:



WATCH VIDEO TALK on the website



WATCH ACTIVITY VIDEO – watch the activity video on the website and do the related activities.



LEARN MORE - indicates that there is extra material to enhance understanding for those who wish to explore further.

MODULE 1: INTRODUCTION

In this module you will learn about Person Centred Active Support:

- where it comes from and why it was developed
- how using this approach improves the quality of life of people with intellectual disability
- how it helps you to put the aims of disability policy into practice.



Watch the video: **Module 1 Introduction Video Talk** on the website for an introduction to Person Centred Active Support.

What Is Person Centred Active Support?

Person Centred Active Support is one of a number of person centred approaches that include person centred planning, person centred thinking and positive behaviour support. It originated in the United Kingdom in the early 1960s. At this time, disengagement of people with intellectual disability was a major problem. In many services people spent most of their day doing nothing – disengaged – waiting for something to happen. Professor Jim Mansell and Dr Julie Beadle-Brown developed Person Centred Active Support to address this problem.

Person Centred Active Support is a **way of providing just the right amount of assistance, to enable a person with intellectual disability to successfully take part in meaningful activities and social relationships**. Support workers can use Person Centred Active Support with everyone, regardless of their degree of intellectual or physical impairment.

Support workers who use Person Centred Active Support see that **every moment has potential** for a person to be engaged. They provide **little amounts of assistance often**. They provide just **enough assistance of the right kind, to enable a person to succeed** in doing all or part of a task. They provide **opportunities for people to exercise choice and control** over many aspects of their lives. These concepts will be explored in greater detail as you move through this resource.

Person Centred Active Support is based on evidence that:

- Engagement in activities and social relationships improves people's quality of life.

- Personal development is only possible when people participate in activities that broaden their experiences.
- Social relationships and inclusion depend on interacting with other people.
- Physical health depends on lifestyle and activity.
- Greater engagement, choice and control can lead to decreases in challenging behaviours.

Person Centred Active Support is not something that you schedule for set times, or with particular people. It is a way of working that you can apply at **all times**, with **all people**.



How does Person Centred Active Support Improve Quality of Life?

Most people with intellectual disability receive support through a broad range of services and programs. The quality of life for each person supported, depends on how they are engaged and their access to opportunities to participate in meaningful activities and relationships.

The quality of support you provide is critical to the quality of life of people with intellectual disability. This is particularly the case for people with severe and profound intellectual disability, who need greater support to exercise their rights.

Person Centred Active Support is an approach that assists you to support all people with intellectual disability to have quality of life. People with severe and profound intellectual disability can participate and enjoy activities. They can express like and dislikes, and have friends and acquaintances. But they need support from you or their family to:

- help them communicate
- identify their preferences
- generate opportunities for new experiences
- engage in meaningful activities and relationships.

Opportunities for people to be engaged and exercise choice depend on:

- how you support people in every moment of their day
- how you communicate and interact
- what you say and do.

Person Centred Active Support enables people with intellectual disability to exercise choice and control, and engage in meaningful activities and social relationships.



How does Person Centred Active Support turn Policy into Practice?

Disability support services aim to improve the lives of people with intellectual disability and put disability policies into practice. As a support worker you play an important role in achieving these aims. Australian disability policy has a human rights perspective. It recognises that people with intellectual disability have the right to be included in society and to a quality of life similar to other people in the community.

Key principles in Australian and International Disability Policy are:

- respect for dignity
- choice and control
- independence
- full and effective participation and inclusion in society
- respect for difference and
- acceptance of people with disability as part of human diversity and humanity.

The use of Person Centred Active Support is one way of putting principles these into practice, and turning ideals into action.



ACTIVITY 1



Watch the video: **Module 1 Person Centred Active Support Activity 1** on website. This video shows examples of people with intellectual disability: exercising choice, participating in a meaningful activity in their community, participating in their household, exercising autonomy, being treated with respect, and being in a social relationship with people other than a support worker.

Watch the video and then do the following activities.

1. List the activities you saw people involved in.	2. Consider which of the following headings these activities fall under: social interaction, hobbies/interests, household tasks.
<i>For example, Melissa Dancing</i>	<i>hobbies/interests</i>

3. What did you notice about each of the people when they were engaged in any of these activities?

Write your response in the box below.

4. Drawing on your experience, can you recall seeing a person with intellectual disability being treated in a disrespectful way? Describe what happened. What did you think about this?

Write your response in the box below.

5. In your own words, write down how you think Person Centred Active Support improves people's quality of life.

Write your response in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.

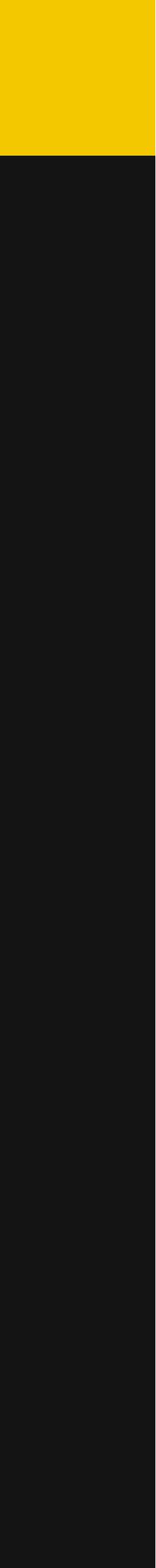
SUMMARY MODULE 1

Person Centred Active Support is an evidence based approach to supporting people with intellectual disability that:

- guides you in providing the right amount of support for people with intellectual disability to be engaged in meaningful activities and social relationships
- improves the quality of life of people with intellectual disability
- assists you to put the human rights principles of disability policy into practice.

NEXT: [Module 2: Values for Best Practice](#)

explores how your values and beliefs impact on the way you support people with intellectual disability.



MODULE 2: VALUES FOR BEST PRACTICE

In this module there are two topics: Core Values and Values in Action. You will learn:

- about the values that disability support work is based on, and
- how your values have a real impact on the lives of the people you support.

While you work through this module consider the following questions:

- 1. What values do you bring to your work?**
- 2. Why do you work in the disability field?**
- 3. What is your aim in supporting people with disability?**



Watch the video: **Module 2 Values and Beliefs Video Talk** on the website to see support workers talk about the values and beliefs that guide their work.



1. Core Values

Disability support work is based on the core values values of social justice, equity and access, inclusion and participation. These values recognise that people with a disability are equal members of society.

People with intellectual disability have not always been seen as valued and equal members of our society. As recently as 80 years ago, institutions were built to separate them from the rest of society. At this time, people with intellectual disability were seen as a threat to society - with no right to live in the community.

Today, our values recognise that people with intellectual disability are equal members of society. This means:

- they should have the same rights as other people to live in the community and enjoy a good quality of life
- they should be treated with dignity and respect
- they should be supported to exercise choice and control over their own lives.

The values and beliefs we hold shape the way we think, act and talk.



Think about the values that you bring to your work.

Do they include:

- respect for each and every person as an individual human being, irrespective of their degree of impairment?
- a belief that everyone has the capacity to be engaged in meaningful activity and relationships?
- a belief that everyone can exercise choice and control over their life?

We use lots of different terms to refer to the values and approaches that guide disability support work - person centeredness, inclusion, rights based, choice and independence.

When these values are put into action, the effects are immediate. The people you support

will be more engaged, be happier and have a greater sense of well-being. Support worker teams will also find their work more satisfying and rewarding.

2. Values in Action

Values drive your actions as a disability support worker. In this topic we are going to explore the elements of 'best practice' or the 'best' way of supporting the people you work with.

What is best practice, and what does it look like in action?



Watch the video: **Module 2 Values in Action Video Talk** on the website. It explains some of the key elements that make for best practice.

The key elements of best practice can be summarised as:

1. **Being responsive** to the unique needs of each person you work with. Always think about how to provide just the right amount of support.
2. **Seeing every person as an individual**
3. **Supporting and respecting the choices** of the people you work with. Always think about how the preferences of the people you work with might differ from your own.
4. **Actively listening** – really paying attention to what a person is communicating to you through their words, or actions. Give people the best help possible to get their message across to you and others.
5. **Being flexible**, while recognising the value of routine – not allowing routines to dominate the lives of the people you work with.
6. **Using positive language** – always framing communication in a positive rather than negative way. Adjusting your communication to enable the people you support to succeed in everything they do.
7. **Acknowledging and responding to difference positively**
8. **Paying attention to the here and now** – seeing that in every moment the quality of your work affects the lives of people you work with.
9. **Being sensitive to the environment** – being aware of and responsive to the effect of the immediate and wider social and physical context on people's lives.



ACTIVITY 2



Watch the video: [Module 2 Values in Action Activity 2](#) on the website. It shows examples of support workers in action. They are demonstrating some of the key elements of best practice.

Watch the video then do the following activities.

1. List at least 4 examples of best practice that you saw in the video.

Write your response in the box below.

2. In the video talk, Silvia introduced the key elements of best practice (these are also summarised above). Choose three of these elements and give examples from your own practice and experience. Describe each situation. There are examples of how to do this below.

Example A:

Element 4. Actively listening and using the best methods of communication. Ensuring you enable the people you work with to understand what you want to communicate to them. And by giving them the best help possible to get their message across to you and others.

As a support worker, I support a person who has profound intellectual disability whose name is Ellie. She can't understand all the words that I use when I talk to her, and she doesn't use words to communicate with me. We communicate in other ways. When I want to know whether she's enjoying an activity I watch her face and her body language – when she smiles I can tell she's pleased to be involved. When I want her to make a choice I might show her objects such as a jar of coffee or a pot of tea, or let her try out both things and watch her reaction. Sometimes she uses gestures such as pushing me away, or pointing to things to communicate. She also uses sounds, which are called vocalisations, to tell me whether she's happy or not. She has a communication dictionary that the staff team produced with the support of a speech therapist. This book lists the various sounds and body language that she uses to communicate. I often refer to this book. Sometimes when we are driving I just talk to Ellie. I know she can't understand what I am saying, but she can hear the tone of my voice and sense my excitement about where we are going, and she enjoys just being part of the conversation.

Example B:

Element 5. Being flexible while recognising the value of routine, NOT allowing routines to dominate the lives of the people you work with.

A young woman that I support, called Jayne, didn't want to attend day service on Monday after a very busy weekend of visiting her family interstate. She said that she was really tired and just wanted to stay at home and do nothing. I initially thought this was a problem, as there were a couple of hours in the morning when no support worker was rostered in the house. I talked with my team leader, who said she could ask the support worker to come in a couple of hours early. We both spoke to Jayne about what she would like to do that day. She chose to stay in bed until mid-morning and then watch a DVD, do some reading and get some help to write a letter to her family. The team leader contacted the day service to explain that Jayne would not be attending the service that day.

Element: Click here to enter text.

Write your examples in the box below.

Element: Click here to enter text.

Write your examples in the box below.

Element: Click here to enter text.

Write your examples in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.

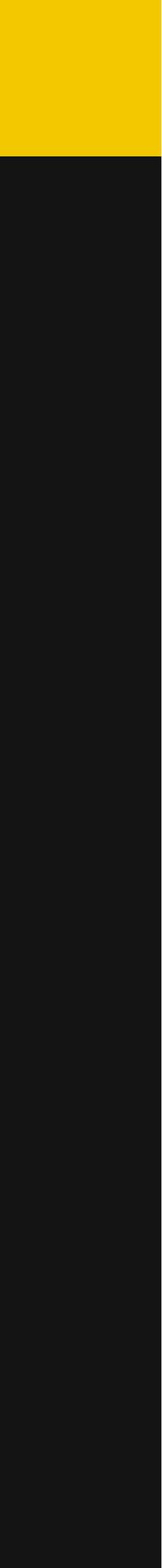
SUMMARY MODULE 2

Values are at the centre of a best practice approach to supporting people with intellectual disability.

Key points to remember:

- Disability support work is based on [Core Values](#) that recognise people with an intellectual disability as valued and equal members of our society.
- When you put these [Values into Action](#), the people you support will be more engaged and have a better quality of life.
- Your values and beliefs have an impact on the way that you support people with an intellectual disability.

NEXT: [Module 3: The 4 Essentials](#) explores the key elements of Person Centred Active Support.



MODULE 3: THE 4 ESSENTIALS

In this module you will learn about the 4 Essentials of Person Centred Active Support. These 4 Essentials will help you to provide just the right amount of support to enable a person to successfully take part in meaningful activities and social relationships.

The 4 Essentials are:

- Every moment has potential
- Little and often
- Graded assistance to ensure success
- Maximising choice and control

*In the **Resources** section there is a printable summary of the 4 Essentials.*

While you work through this module consider the following question:

How could the 4 Essentials help you to support people with disability to be meaningfully engaged?

This video talk is a brief introduction to each of the 4 Essentials.



Watch the video: **Module 3 The 4 Essentials Video Talk** on the website for a brief introduction to the 4 Essentials of Person Centred Active Support

1. Every Moment Has Potential

Every part of the day - every household task – and every social interaction in the community holds moments of potential for a person with intellectual disability to be involved. The challenge is to find those moments and provide the right type of support.



Watch the video: **Module 3 Every Moment Has Potential Video Talk** on the website for a brief introduction to the first essential: *Every Moment Has Potential*

Sometimes support workers feel they need to rush to get tasks done so that there is time for 'special' periods of activity. Person Centred Active Support is about thinking in a different way. Every moment has potential is about looking at the many small steps that make up every task, and how you can involve the people you support in as many of these as possible.

For example, think about all the different steps that are involved in these tasks:

- washing the dishes
- setting the table
- collecting the mail
- choosing which brand of baked beans to buy
- paying at the checkout
- washing the car.



Support workers who use Person Centred Active Support also create opportunities to involve people in social interactions within their communities. For example:

- saying hello to the neighbours
- joining a football club
- playing cards with housemates
- volunteering in an animal shelter or Op shop
- going to a place of worship
- walking in the park at the same time every day, and saying 'Hi' to the regular dog walkers.

ACTIVITY 3.1



Watch the video: [Module 3 Every Moment Has Potential Activity 3.1](#) on the Module 3 page of the website. This video shows examples of every moment has potential in practice.

Watch the video then do the following activities.

1. Describe at least three **moments of potential** you saw in the video.

For example, Kylie and Jason washing up.

Write your response in the box below.

2. Identify and describe how you could apply **moments of potential** when supporting people with disability.

Write your response in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.



**LEARN
MORE**

If you want to learn more about **every moment has potential** in practice, there is an additional video that shows an extended scenario of every moment has potential in action. On the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.1, below Activity 3.1**. There are also some extra activities on **page 42** of this workbook that will help you think about how you can use **every moment has potential** with the people you support.

2. Little and Often

Everyone needs the opportunity to try new things. However, many people with intellectual disability have had a limited range of experience and few opportunities to try new things.

As a support worker, you can create opportunities for the people you support to try new things using little and often.

If you support a person to experience success, they are more likely to want to try the activity again.

For some people with intellectual disability, it is hard for to be engaged in an activity for a long time. If a person enjoys doing something, even briefly, over time you may find that they participate for longer.



Watch the video: **Module 3 Little and Often Video Talk** on the website for an introduction to the second essential: *Little and Often*.



Little and often is about giving the people you support:

- lots of opportunities to try new things and find out what they like
- the chance to try an activity a number of times even if they don't like it the first time
- the chance to change their minds about likes and dislikes as they get used to something new
- the chance to stop, take a break and then come back to an activity
- the chance to build up their experience of success and enjoyment in an activity

By supporting a person with little and often you will enable them to build their range of experience and increase their capacity to choose what they want to do.

ACTIVITY 3.2



Watch the video: [Module 3 Little and Often Activity 3.2](#) on the website. This video shows support workers using a little and often approach to supporting the people they work with.

Watch the video then do the following activities.

1. Describe at least three examples of **little and often** you saw in the video. For example, each person took it in turn playing a game of snakes and ladders.

Write your response in the box below.

2. Identify and describe how you could apply **little and often** when supporting people with disability.

Write your response in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.



**LEARN
MORE**

If you want to learn more about **little and often** in practice, there is an additional video that shows an extended scenario of a support worker practicing **little and often**. On the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.2**, below Activity 3.2. There are also some extra activities on **page 44** that will help you think about how you can use **little and often** with the people you support.

3. Graded Assistance to Ensure Success

Every person is an individual with their own support needs. Graded assistance is giving just the right amount and type of support to enable a person to succeed in a task or social interaction.



Watch the video: **Module 3 Graded Assistance to Ensure Success Video Talk** on the website for an introduction to the third essential: *Graded Assistance to Ensure Success*.

The type and amount of support each person needs from a support worker will depend on the task or social interaction they are engaged in.



You have already seen examples of all of these in previous video clips and will see more as you work through this module.

Here are some of the ways you can provide graded assistance for the people you support:

- **Verbal cues** – ask or invite the person to be involved
Say 'Let's get the mail out of the mail box'.
- **Visual cues** – set the scene so that the person can see what activity you are offering them
Get out the frying pan, oil and steak as you invite the person to come and cook.
- **Step-by-step instructions** – give the person clear and simple prompts at each stage of the activity

Say 'Let's collect the mail. Let's open the front door and walk to the mail box. Can you open the mail box?'

- **Sign and gesture** - move your hand, arm, body or face to communicate an idea
Use your hands to indicate the size of a small and a large drink so the person can choose.
- **Showing** - do the same activity next to the person so they can copy you
Demonstrate how to stir the meat in the fry pan and then hand the spoon to the person you are supporting.
- **Physical assistance** – provide some physical assistance to enable the person to complete part of a task
Hold open a bag so the person can put something in it.
- **Hand over hand assistance** – place your hand over a person's hand to help them carry out a task
Place your hand over the person's to help guide the vacuum cleaner
- **Visual aids** – show a person a picture or object to support them to make a choice
Hold up two different t-shirts and watching the person's response when you ask them to choose which one they prefer.
- **Adaptive equipment** – using equipment that compensates for the person's physical or communication difficulties
Use a switch to turn on the food mixer; use a small milk jug instead of a large bottle; use a 'yes no' switch to enable the person to communicate their choice.

Judging just the right type and amount of support a person needs is not easy. Too much support takes opportunities away from people and too little support means they may not complete a task successfully. You may have to find out by trial and error.

ACTIVITY 3.3



Watch the video: [Module 3 Graded Assistance to Ensure Success Activity 3.3](#) on the website. This video shows support workers using graded assistance.

Watch the video then do the following activities.

1. Describe at least three types of **graded assistance** you saw in the video.

For example, adapted equipment, in the form of a shallow tray was taken over to Kylie and Jason to enable them to wash up.

Write your response in the box below.

2. Identify and describe how you could use **graded assistance** when supporting people with disability.

Write your response in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.

**LEARN
MORE**

If you want to learn more about **graded assistance** in practice, there is an additional video that shows an extended scenario of a support worker practicing **graded assistance**. Go to Module 3 Activity 3.3 on the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.3**, below the video. There are also some extra activities on **page 46** that will help you think about how you can use **graded assistance** with the people you support.

4. Maximising Choice and Control

The fourth essential, [maximising choice and control](#) means supporting people to make as many choices about how they spend their day as possible. The more choices a person can make the more control they have.



Watch the video: **Module 3 Maximising Choice and Control Video Talk** on the website for an introduction to the fourth essential: *Maximising Choice and Control*.

Experience and choice go hand-in-hand. The more experiences a person has, the more alternatives they have to choose from. When a person you are supporting makes a choice, it is important that you respect it. Otherwise it is you and not the person you are supporting who has control.



Supporting people with intellectual disability to make choices is difficult. Often people will not understand what choices are being offered or the words you are using. There are many ways to support a person to make choices and take control. These include;

- showing pictures or objects of the options available
- using communication devices so a person can look at options and point to their choice
- listening and watching carefully to see how a person reacts with their body or their face when you offer different options
- taking the time to check you have understood the person's choice correctly
- offering new experiences and watching how a person responds

- asking support workers who know the person well how the person communicates what they prefer
- providing just the right amount of support for the person to be successful and
- stepping back and letting the person take control of what they are doing.

ACTIVITY 3.4



Watch the video: [Module 3 Maximising Choice and Control Activity 3.4](#) on the website. This video shows support workers using different ways of offering people choice and enabling them to take control.

Watch the video then do the following activities.

1. Describe at least three different ways that the support workers offered **choice** to the people they were supporting.

For example, before going shopping with Melissa, pictures were used to assist Melissa in deciding what she would like to buy. At the shop, verbal prompts were then provided (blue, pink, green), as well as prompting Melissa to go further down the aisle so she could see the choices of towel on offer.

Write your response in the box below.

2. Identify and describe how you could use **choice and control** when supporting people with disability.

Write your response in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.

**LEARN
MORE**

If you want to learn more about **maximising choice and control** in practice, there is an additional video that shows an extended scenario of how Stuart and Shelley were supported at the café. Go to Module 3 Activity 3.4 on the website, click the yellow button **LEARN MORE: GO TO EXTRA ACTIVITY 3.4**, below the video. There are also some extra activities on **page 47** that will help you think about how you can use **maximising choice and control** with the people you support.

SUMMARY MODULE 3

The 4 Essentials are the key elements of Person Centred Active Support.

They are:

- [Every moment has potential](#) – every task, activity or interaction includes opportunities for people to be involved.
- [Little and often](#) – trying new things in small doses leads to greater experience and more opportunity for choice.
- [Graded assistance to ensure success](#) – giving just the right amount and type of support enables a person to succeed in a task or social interaction.
- [Maximising choice and control](#) – the more choice a person has the more control they have over their life.

MODULE 3 EXTRA ACTIVITIES

Extra Activity 3.1



Watch the video: [Module 3 Every Moment Has Potential Extra Activity 3.1](#) on the website. This video shows an extended scenario video of a support worker practicing every moment has potential. The extra activities below will help you think about how you can use every moment has potential with the people you support.

1. Can you think of some **moments of potential** that might happen at the beginning of your next shift?

Write your response in the box below.

2. Reflect on your last shift and write down 5 **moments of potential** that you might have missed.

Write your response in the box below.

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [**Contact Form**](#) on the website.*

ACTIVITY 3.2 Extra



Watch the video: [Module 3 Little and Often Extra Activity 3.2](#) on the website. This video shows an extended scenario video of a support worker practicing little and often. The extra activities below will help you think about how you can use little and often with the people you support.

1. How does the support worker use **little and often** to involve Adam, Rachel and Scott in Snakes and Ladders?

Write your response in the box below.

2. Write down three benefits of using **little and often** as part of Person Centred Active Support.

Write your response in the box below.

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the **Contact Form** on the website.*

ACTIVITY 3.3 Extra



Watch the video: [Module 3 Graded Assistance Extra Activity 3.3](#) on the website. This video shows an extended scenario video of a support worker practicing graded assistance. The extra activities below will help you think about how you can use graded assistance with the people you support.

1. Think about a person you support. Identify the graded assistance steps required to enable that person to:
 - a. Put their washing away

Write your response in the box below.

- b. Pay the cashier for their meal.

Write your response in the box below.

ACTIVITY 3.4 Extra



Watch the video: [Module 3 Maximising Choice and Control Extra Activity 3.4](#) on the website. This video shows an extended scenario video of how Stuart and Shelley were supported in the café. The extra activities below will help you think about how you can maximise choice and control for the people you support.

1. What could you do to make it easier for Stuart to make a choice about what he has to drink?

Write your response in the box below.

2. How could you give Stuart more control over paying for his drink?

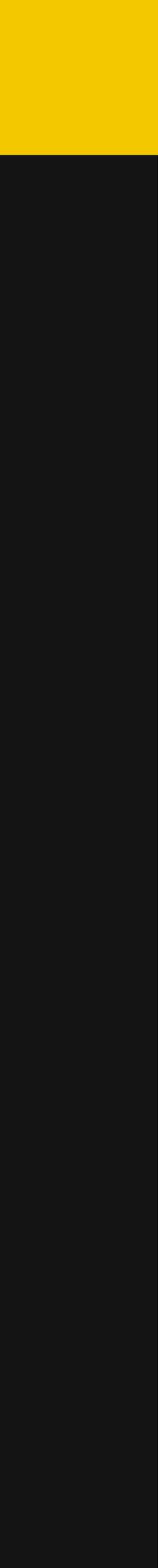
Write your response in the box below.

3. Write down three reasons why it is important for people to make choices.

Write your response in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.

NEXT: Module 4: Putting it into Practice looks at how you can put the 4 Essentials of Person Centred Active Support into practice.



MODULE 4: PUTTING IT INTO PRACTICE

Now that you have worked through the 4 Essentials in Module 3, this next module will outline ways of putting Person Centred Active Support into practice.

In this module you will learn about:

- what engagement means, and how you can support people to be engaged
- some of the strategies you can use to overcome common challenges.

While you work through this module consider the following questions:

- 1. What does engagement mean?**
- 2. How do you already support the people you work with to be engaged?**
- 3. What challenges do you face in your work setting?**



Watch the video: **Module 4 Putting it into Practice Video Talk** on the website. This video reminds you about the 4 Essentials of Person Centred Active Support and gives you some practical tips to help you start putting this approach into practice.

1. We Are Engaged!

Engagement means that a person is:

- doing something constructive - *vacuuming, setting the table, washing the car*
- interacting with people - *talking or listening to a person, paying attention to what they are doing, holding a conversation*
- taking part in a group activity - *playing a team sport, dancing with a group, singing in a choir.*



Watch the video: **Module 4 We Are Engaged! Video Talk** on the website. This video explores what it means to be engaged.

Everybody engages differently. Many people with an intellectual disability need support to be engaged. Some people also find it difficult to be engaged for long periods of time.

People's level of engagement will vary, for example, some people may:

- take a lead role in an activity or interaction
- participate in the whole of an activity or interaction
- do part of an activity or take part in some of an interaction
- dip in and out of the activity or interaction, taking a rest and coming back to it.



Being engaged is good for everyone. Being engaged means people are interacting and participating. When people are disengaged, they are more likely to be bored, pace around, or display various types of self-stimulatory or challenging behaviours. When people are engaged, they are taking part and being included in what is happening in their homes and communities. All of these things lead to empowerment, control and, independence.

Engagement helps us:

- keep fit and mentally alert
 - have a sense of personal worth
 - express who we are
 - establish common interests with other people
 - develop our talents and allow us to show what we can do,
 - demonstrate our independence and autonomy
 - look after ourselves and our daily needs
 - develop relationships with other people.
-

ACTIVITY 4.1



Watch the video: [Module 4 We Are Engaged! Activity 4.1](#) on the website. This video shows examples of people being **engaged** in activities and social interactions.

Watch the video then do the following activities.

<p>1. Write down three different activities that you saw people being engaged in.</p>	<p>2. Describe the type of support being provided to enable the person to be engaged.</p>
<p><i>For example - Kylie pouring milk from the jug into a cup.</i></p>	<p><i>The support worker used graded assistance, providing just enough support for Kylie to be successful. Kylie could not have poured the milk on her own, so the support worker put her hand over Kylie's on the handle of the jug and helped her to pour the milk.</i></p>

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3. In the video, there are examples of support workers ‘standing back’ and giving people time to engage in activities. Describe one example of this.

Example:

When Geri and Amanda were sitting at the dining table having afternoon tea. The support worker was sitting with Geri, as she prepared the afternoon tea. The support worker used a gesture to prompt Amanda to respond to the question that Geri had asked of her. In other words, she pointed to Amanda to suggest ‘you answer’. And then she did the same to remind Geri to respond to Amanda.

Write your response in the box below.

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4. Look at the example below and describe how you might feel 'standing back' rather than doing the task for the person you are supporting.

Example:

Often support workers say 'It is really hard to stand back, I just want to get in there and help the person'. One support worker said, 'I now count up to 10 and remind myself that this person is going at their own pace. As they progress through the task I usually provide a prompt or comment to provide reassurance they are doing well. I don't stop watching though and am always ready to step in if required to make sure they succeed in the task. Not too much help but just enough'.

Write your response in the box below.

If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [Contact Form](#) on the website.

2. Common Challenges and Strategies

There are a number of common challenges for support workers in supporting people to be engaged.



Watch the video: **Module 4 Common Challenges Video Talk** on the website. This video outlines some of the practical strategies you can use to meet these challenges.

In this section we suggest further strategies you can use to overcome each of the challenges Silvia talked about in the video.

1. The person is perceived as too disabled to participate

- how can you break the activity up into smaller or easier parts?
- are you providing enough support?
- are you providing the right type of support?
- is there adaptive or modified equipment you could use to support the person to participate?

2. The person is perceived as too difficult to participate

- have you tried little and often to help the person experience some success?
- could you give the person more control over the activity?
- are you and other support workers using consistent communication strategies?
- do you present an activity the same way every time to avoid confusion?
- does the person have a Behaviour Support Plan you can refer to for guidance about responding to their challenging behaviour?

3. The person continues to say 'no' to an activity, or chooses not to do anything

- does no really mean the person doesn't want to do the activity, or just has no experience with it?
- have you tried little and often with this activity to help the person experience some success?
- have you tried another way of communicating and inviting the person to participate?

4. Support workers find it too hard to think of new things to do with the people they support

- have you thought about the person's interests and other related activities they may enjoy?
- have you asked other support workers, family members and friends what the person likes to do?
- have you thought about all the everyday tasks you do at home/work and whether the person can be involved in all of these?



5. There is a risk in doing this opportunity with this person

- have you identified the risks and discussed how they can be managed with other support workers staff and your manager supervisor?
- can you use adaptive or modified equipment, to overcome the risk?
- could you bring the activity to the person, or do the activity in another room or environment?

6. Some support workers are not willing to implement Person Centred Active Support?

- what is influencing their attitudes?
- do they realise that Person Centred Active Support is a way of putting disability policy into practice?
- is the use of Person Centred Active Support in their job description?
- can you talk about it with your team in staff meetings?
- can you talk about it with your manager?



Key Things to Think About

- **Communication** – does the person understand what you are inviting them to do?
- **Environment** – is it too busy or noisy?
- **Preparation and Presentation** – is it clear enough what you are inviting the person to do?
- **Small Steps** – is the task broken into small enough steps or are you asking the person to do too much of a task at once?

ACTIVITY 4.2



Watch the video: [Module 4 Challenges to Participation Activity 4.2](#) on the website. This video shows you how support workers overcome some of the challenges of putting Person Centred Active Support into practice.

Watch the video then do the following activities.

1. Describe the steps that the support worker used so that Cameron could participate in cutting up the pumpkin.

For example – think about the way he set up the task and helped Cameron to do the task when he was having difficulty.

Write your response in the box below.

2. In the video, Susan supports two people to be **engaged** in a music activity. She talks about what it might mean if someone doesn't want to participate. What suggestions does she make?

Write your response in the box below.

3. Taking any one of the examples in the video, can you describe how the support worker, a) managed risk, b) offered choice and c) prepared and presented the activity to the people they were supporting?

For example – Kylie making a smoothie.

(a) Managing risk. The support worker was aware of the possible risks for Kylie such as the use of hot water and a sharp knife. The support worker checked the water prior to Kylie placing her hand under the tap and provided Kylie with hand over hand support in using a sharp knife.

(b) Offering choice. The support worker offered choice by asking what type of smoothie she wanted, and ensuring Kylie understood her words by showing her concrete examples of what she could choose, i.e. strawberries and banana.

c) Preparing and presenting the activity. The support worker had laid out all the equipment they would need to make the smoothie on the table. This meant Kylie could see the equipment and get a sense of what they were going to do. In addition the support worker told Kylie what they were going to do; although she may not have understood the words, the tone of the support worker's voice conveyed a sense of anticipation about the task. The support worker had identified that Kylie would need a big operating switch to turn the blender on and had made sure this was connected and ready to be used.

a) Managed risk

Write your response in the box below.

b) Offered choice

Write your response in the box below.

c) Prepared and presented the activity to the people they were supporting

Write your response in the box below.

*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [**Contact Form**](#) on the website.*

SUMMARY MODULE 4

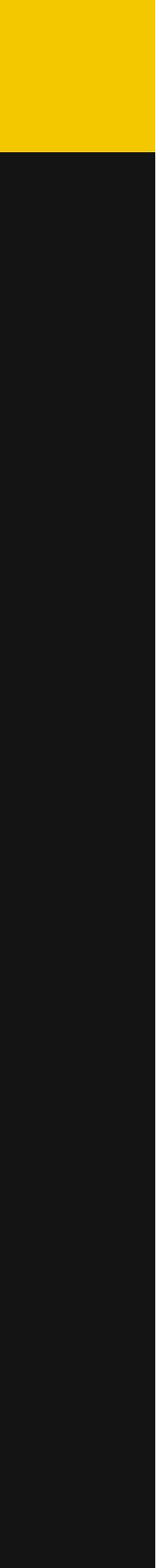
When you put the 4 Essentials into practice, you will find that you can support the people you work with to be meaningfully engaged in their homes and communities, most of the time.

Being engaged is important for all of us. When we are engaged we are interacting and participating, by:

- doing something constructive
- interacting with people, or
- taking part in a group activity.

There will always be challenges. However, you will find that when you use the principles and practice of Person Centred Active Support, most challenges can be overcome.

NEXT: [Module 5: Organisational Support](#)



MODULE 5: ORGANISATIONAL SUPPORT

In this final module you will learn about the practical ways the organisation you work for can support you to implement Person Centred Active Support.

While you work through this module consider the following questions:

- 1. How can your organisation support you to put Person Centred Active Support into practice?**
- 2. Why is it necessary to have organisational support to implement Person Centred Active Support?**



*Watch the video: **Module 5 Organisational Support Video Talk** on the website. This video outlines some of the ways your organisation can support you.*

1. Information and Training

To support you in developing your practice skills you should have access to information and learning opportunities. These may include:

- an introduction to Person Centred Active Support, such as this online course that illustrates what it looks like in practice
- a full day interactive session to enable you to discuss Person Centred Active Support with an experienced trainer and discuss your ideas with other support workers
- access to some of the further information and resources which are listed in your workbook and located in the resources section of this website.

2. Hands On Training

Hands on training in Person Centred Active Support is important. It will enable you to put many of the things you have seen or heard in this resource into practice.

Hands on training should involve an experienced trainer:

- spending time alongside you as you work with the people you support
- observing and providing feedback to help you develop and refine your skills
- helping you to reflect on your own practice
- providing new ideas and suggestions about activities that could be used with the people you support.

You can also use the **Checklist for Observing Person Centred Active Support Practice** to help you reflect on your own practice, and the **Reminders for Practice** sheet. These are located in the Resources section on the website and at the end of this workbook.



3. Good Practice Leadership

You should expect to receive good practice leadership, from your manager, supervisor, or a dedicated practice leader in your organisation. Their support will assist you to develop your practice skills.

Practice Leadership has 5 elements

1. **Regular supervision** – where you can receive individual feedback and discuss ways to develop your practice further.
2. **Team meetings** – where you can share knowledge about the people you support, and share ideas about providing opportunities for them to be engaged.
3. **Coaching and modelling good practice** – where a practice leader works alongside you and gives you feedback about what you are doing well and areas for improvement. You have the opportunity to raise issues and discuss solutions to any difficulties.
4. **Staff allocations** – on every shift you and other support workers receive clear directions. The focus of the shift is the type of support you will provide to the people you are supporting. No day is ever just the ‘usual routine’.
5. **Focus on quality of life outcomes** – everything in your workplace is focused on ensuring the best possible quality of life for the people you support.



“Good Practice Leadership happens when managers become practice leaders, teaching, guiding and leading their staff in providing Person Centred Active Support to the people they serve. This means they spend most of their time with their staff, coaching them to provide good support”. (Mansell & Beadle-Brown, 2004).

ACTIVITY 5



Watch the video: [Module 5 Practice Leadership Activity 5](#) on the website. This video shows practice leaders talking about their role and demonstrating Practice Leadership in action.

Watch the video and do the following activities.

1. Describe how team meetings and individual supervision can help you develop your Person Centred Active Support practice.

For example – reflection on practice. Talking together with other support workers at team meetings helps you to be aware of the way others approach their job, and may help you to get new ideas.

Write your response in the box below.

2. Why is Hands on Training important to learning the basics of Person Centred Active Support?

For example – feedback by working alongside a trainer. Support workers will get feedback about what they are doing well and areas for improvement.

Write your response in the box below.

3. Finally, of the five practice leadership elements, list the ones that you saw taking place in the video.

For example – coaching and modelling. The supervisor observed the support worker assisting Vanessa to make a cup of tea. She stepped in and suggested that Vanessa would be able to pour the milk herself if she poured a small amount of milk into a cup. The supervisor explained that by doing that, Vanessa could hold the handle, and it is lighter for her, so with some hand over hand support she would be able to pour her own milk. The supervisor also suggested moving Vanessa nearer to the table so she could reach more

Write your response in the box below.

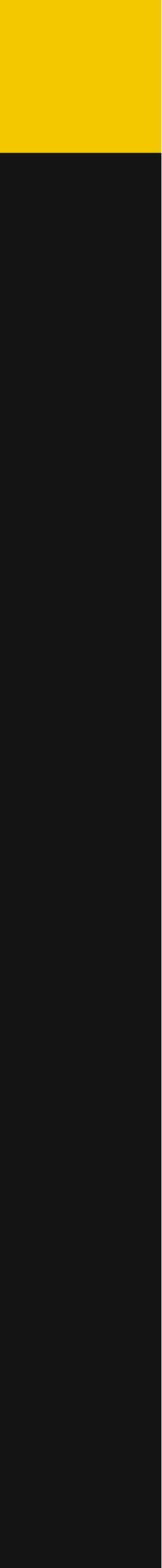
*If you have any questions about this module, or would like some further guidance about the activities, you can send an enquiry using the [**Contact Form**](#) on the website.*

SUMMARY MODULE 5

You will need the support of the organisation you work for to put Person Centred Active Support into practice. This support will help you develop and refine your skills through:

- access to information and training - training sessions and resources
- hands on training - ongoing observation, supervision and feedback
- good practice leadership - the systems, guidance and commitment to support you to implement Person Centred Active Support practice, and ensure the best possible quality of life for the people you support.

With the support of the organisation you work for, you will find that Person Centred Active Support is a rewarding way of working - both for you, and the people you support.



GLOSSARY

Active Listening

Paying attention to what a person is saying whether this is listening to their words or watching the expressions on their face, their movements or gestures. This is what one practice leader said:

“It’s listening to everything, not just what they’re saying but also body language and things like that. Asking questions about them, trying to work out what is actually going on, paying attention to everything. For example, on a recent visit I could see Paul was pacing by the door, so I could see that even though he was not verbally saying anything that he wanted to go out, but he was waiting for the support worker to say ‘It’s okay to go out’”.

Adaptive Equipment

Using equipment that compensates for the persons physical or communication difficulties.

Adjusting Communication

Understanding, as best you can, a person’s level of comprehension or understanding. Do they understand single words or abstract ideas, can they understand what pictures or signs represent? You may need to change the way you communicate, to ensure you enable the people you work with to understand. You can do this by using signs, gestures, pictures, symbols or just slowing down and making your language simpler. It also means giving the people you work with the best help possible to get their message across to you and others. You can do this by offering simple choice, using a yes/no switch, using pictures and objects and using active listening.

Autonomy

Exercising choice and making decisions about aspects of your own life. This can extend from where to live and who to live with, to what to wear, where to sit and whether the radio is on when you wake up or not. Making choices and exercising autonomy depends on the support people receive and having a range of experiences to choose from.

Behaviour Support Plan

Behaviour support strategy which provides guidance about triggers and responses to a person's challenging behaviour. In most States restrictive practices can only be used if they are set out in a person’s Behaviour Support Plan.

Challenging Behaviour

“Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities” (Emerson, 1995, p., 4-5).

Some types of behaviours that are considered to be challenging include self-harming (e.g. head banging, eye poking); aggressive behaviour that directly harms another person (e.g. hitting, kicking, punching, pushing, spitting on); physical threats (e.g. fist waving); destructive behaviour which

directly damages, overturns or disarranges property (e.g. throws crockery, smashes windows, tips over chairs, pours liquid onto carpet); inappropriate vocalisations (e.g. threatening, swearing, shouting, growling); inappropriate sexual behaviour or pica (consumption of substances with no significant nutritive value such as earth or ice).

Choice

Expression of a preference from a range of options. Choice enables people to have control over their own life.

Core Values

Values and beliefs that guide the way people think, act and talk. In disability policy and disability support work, the core values are that people with intellectual disability are valued and equal members of our society.

Disengaged

When people are not doing anything, are bored, or isolated they are disengaged. When people with intellectual disability are disengaged, it is not through their own choice, but because the assistance they need to participate in activities is unavailable. When a person is disengaged they may pace around, or engage in various types of self-stimulatory or challenging behaviours.

Engaged(ment)

Participating in some form of meaningful activity or in social interaction. This can range from household tasks, hobbies, leisure pursuits, exercise, social activities or social relationships. Engagement is the means to social and physical wellbeing and enriches anyone's life. Supporting people to be engaged is a key principle of working with people with intellectual disability who often need support to initiate or participate in activities.

Every Moment Has Potential

One of the 4 Essentials of Person Centred Active Support. Every part of the day – every household task – every social interaction in the community holds moments of potential for a person with intellectual disability to be involved. The challenge is to find those moments and provide the right type of support.

Exercise Rights

People with disability are entitled to the same rights as other people in the community. Key rights are set out in disability policy and legislation and the **United Nations Convention on the Rights of Persons with a Disability**. Some of the rights in the Convention are the right to live in the community and to participate in the community. All people but particularly those with a disability need resources and support to make these rights real, that means to exercise them or put them into practice.

Graded Assistance

One of the 4 Essentials of Person Centred Active Support. Giving just the right amount and type of support to enable a person to succeed.

Human Diversity

Understanding that each individual is unique and recognising individual differences.

Inclusion

Ensuring everyone has the same opportunities to participate in community life and to take their place in society as respected citizens. Key aspects of inclusion are: social relationships, participation in education, employment, family, and having a say about the decisions that affect your life and the community you live in.

Independence

Doing things for yourself, making your own decisions about how you live. Most people are not fully independent and rely on others for advice, or assistance. We call this interdependence. People with intellectual disability need more help than other people to do things they want to do. It is important not to give too much help or support as this makes people too dependent on others and can take away their choice and control.

Little & Often

One of the 4 Essentials of Person Centred Active Support. It is hard for some people with intellectual disability to be engaged in an activity for a long time. Little and often gives people the chance to stop, take a break and then come back to an activity.

Maximising Choice & Control

One of the 4 Essentials of Person Centred Active Support. Supporting people to make as many choices about how they spend their day as possible. The more choices a person can make the more control and input they have over their own life.

Meaningful Activities

Activities in the home or in the community, that have a purpose. For example, work that needs to be done around their home, such as washing up, or activities that reflect a person's interests or hobbies, such as swimming or running, watching their favourite TV show, or that they enjoy doing just for the sake of it.

Person Centred Approach

'Supporting individuals to live as independently as possible, have choice and control over the services they use and access to both wider public and community services and employment and education. Rather than fitting people to services, services should fit the person' ([SCIE, 2010, p 5](#)). Person Centred Approaches have three core elements ;

- **Individualisation** - finely tailored to the needs and wishes of the individual;
- **Responsiveness** - adapt to the changing needs and continually shape support to the needs of the individual;
- **Control** - individuals exercise control over the type of services and support they receive (Mansell, 2005).

Person Centred Planning Person Centred Thinking

Is a way of assisting people to work out what they want, what is important to them; the support they require and helping them get it.

It means putting the person at the centre of planning for their lives, listening to them and helping them think about what they want now and in the future.

Person Centred(ness)

Same meaning as Person Centred Approach. ‘Supporting individuals to live as independently as possible, have choice and control over the services they use and access to both wider public and community services and employment and education. Rather than fitting people to services, services should fit the person’ (**SCIE, 2010, p 5**). It has three core elements:

- **Individualisation** - finely tailored to the needs and wishes of the individual;
- **Responsiveness** - adapt to the changing needs and continually shape support to the needs of the individual’;
- **Control** - individuals exercise control over the type of services and support they receive (Mansell, 2005).

Physical Context

The nature of what is in the space around a person or object. This can range from for example, the colour of their bedroom walls and the furniture to the design and location of a person’s home.

Positive Behaviour Support

An approach to support people with challenging behaviour. It seeks to understand the context within which challenging behaviour occurs and promoting outcomes that enhance their quality of life delivered through individualised and long term improvements in support. Positive Behaviour Support therefore focuses attention on the development of a constructive, functionally informed approach to providing enhancements in the environment and the capacity of the individual. Person Centred Active Support is a key element of Positive Behaviour Support.

Positive Language

Avoiding simply saying ‘No’. For example, one support worker said, *“We’ve been told not to say ‘No’....But if you kept on giving [coffee] to Jimmy, he’ll have one hundred coffees a day... So you say, ‘Yes, you can have coffee, but at 10 o’clock’. So, you’re not saying, ‘You can’t have it’, but he’s going to have it at morning tea....This way, it’s reassuring. He’s going to get it, but not right now”.*

Also means that support workers affirm a person’s self-worth in their social interaction with the people they support.

Practice Leader

A person who is either a direct line manager or in a specialist position and is a skilled practitioner whose role is to support and guide the practice of support workers. Being a practice leader involves: supervising staff, leading team meetings, coaching support workers, modelling good practice, and planning shifts for support workers so they know where and with whom they will be working. A practice leader aims to ensure that everything that happens in a disability support service is focussed on supporting people with disability to have the best possible quality of life.

Preferences

A person's choice. So they have control over their own life.

Professor Jim Mansell

He was a leading researcher in the UK, who was Director of the Tizard Centre at the University of Kent and had a major influence on disability policy and services. He worked closely with Julie Beadle-Brown on the development of Person Centred Active Support.

Profound Intellectual Disability

A person with profound intellectual disability has an IQ of less than 20. They usually recognise familiar people and have strong relationships with key people in their lives. They are unlikely to understand words or symbols. They will rely on facial expressions and body language and gestures to express their needs or feelings and to understand the intentions of others.

Rights based

All people participate in all aspects of society on an equal basis, regardless of their disability. People with disability are entitled to the same rights as other people in the community. Key rights are set out in disability policy and legislation and the United Nations Convention on the Rights of Persons with a Disability. Some of the rights in the Convention are the right to live in the community and to participate in the community. All people, but particularly those with a disability need resources and support to make these rights real, that means to exercise them or put them into practice.

Self-Stimulatory Behaviour

Repetitive or ritualistic body movements (e.g. rocking back and forth while sitting or standing, finger-flicking, hand-flapping) or repetitive movement of objects (e.g. opening and closing doors, turning on and off light switches). These movements are used solely to stimulate one's own senses.

Social Context

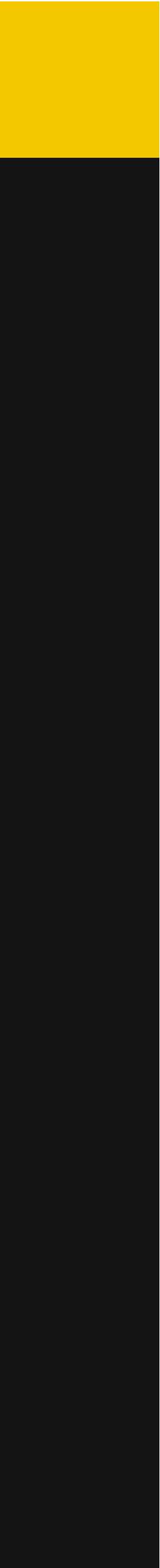
Refers to the social aspect in the immediate or broader social setting in which people live. This includes the people who are in direct contact with them or who they may see from time to time, the culture of those people, such as the values they hold, their language, their customs and rituals. More broadly it relates to the nature of the government and social arrangements in a society.

Social Relationships

Connections between people which can take many forms. Social relationships can include; intimate connections with a partner, close lifelong connections with family members, long term connections with close friends, regular contact with friends, passing acquaintances who you might see regularly, who know your name and might say hello.

**Social Interactions
Values in Action**

Contact between people where we act and react to those around us. The values we have influence the way that we work and behave. In disability support work, putting the core values into actions means treating all people with intellectual disability as valued and equal members of our society.



RESOURCES

Module Resources

About

Greystanes Disability Services

<http://www.greystanes.org.au/>

Living with Disability Research Group

<http://www.latrobe.edu.au/health/research/research-programs/living-with-a-disability>

Professor Jim Mansell was a leading researcher in the UK, who was Director of the Tizard Centre at the University of Kent had a major influence on disability policy and services

www.kent.ac.uk/tizard/

Dr Julie Beadle-Brown worked closely with Professor Jim Mansell on the development of Person Centred Active Support

<http://personcentredsupport.wordpress.com/author/jdbeadlebrown/The National>

Module 1

Personalisation: a rough guide

This downloadable guide to understanding person centredness - recognising people as individuals - was developed the Social Care Institute for Excellence (SCIE) in the UK.

www.scie.org.uk/publications/guides/guide47/files/guide47.pdf

UN Convention on the Rights of Persons with Disabilities

Key rights are set out in disability policy and legislation and the United Nations Convention on the Rights of Persons with a Disability

www.un.org/disabilities/convention/conventionfull.shtml

National Disability Standards

This website provides information on the National Disability Standards that apply to the disability services sector and National Insurance Scheme. The standards focus on person centered approaches and promote choice and control by people with disability.

www.dss.gov.au/our-responsibilities/disability-and-carers/standards-and-quality-assurance/new-national-standards-for-disability-services

Professor Jim Mansell was a leading researcher in the UK, who was Director of the Tizard Centre at the University of Kent had a major influence on disability policy and services
www.kent.ac.uk/tizard/

Dr Julie Beadle-Brown worked closely with Professor Jim Mansell on the development of Person Centred Active Support
<http://personcentredsupport.wordpress.com/author/jdbeadlebrown/>The National

Glossary Term 'Person Centred(ness)'

Adult Services SCIE Guide 47. Personalisation a rough guide. SCIE UK.

<http://www.scie.org.uk/publications/guides/guide47/files/guide47.pdf>

Module 2

UN Convention on the Rights of Persons with Disabilities

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Disability Insurance Scheme Act 2013 (NDIS)

This website provides information on the NDIS Act which the National Disability Insurance Scheme is based on.

www.comlaw.gov.au/Details/C2013A00020/Html/Text#_Toc352761880

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Disability Discrimination Act (DDA)

This website provides an outline of the Disability Discrimination Act and how it applies to people with disability.

www.humanrights.gov.au/our-work/disability-rights/guides/brief-guide-disability-discrimination-act

National Disability Peak Bodies

This website provides information on the national disability peak organisations. Their role is to contribute to government policies about disability issues affecting Australian families and

communities, to carry information between government and the community on social policy issues and to represent constituent views.

www.dss.gov.au/our-responsibilities/disability-and-carers/program-services/consultation-and-advocacy/national-disability-peak-bodies

Carers Australia

This website provides information about Carers Australia which is the national peak body representing Australia's carers.

www.carersaustralia.com.au/

National Disability Services (NDS)

This website provides information about National Disability Services which **is the Australian peak body for non-government disability services.**

www.nds.org.au/

Module 3

The 4 Essentials of Person Centred Active Support Summary

A one page summary that you can print out as a handy reminder of the 4 Essentials – see page 78 of this workbook.

Module 4

Professor Jim Mansell was a leading researcher in the UK, who was Director of the Tizard Centre at the University of Kent had a major influence on disability policy and services

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<http://personcentredsupport.wordpress.com/author/jdbeadlebrown/>**The National**

Module 5

Check list for Observing Person Centred Active Support Practice

See pages 79-80 of this workbook.

Person Centred Active Support Practice – Reminders for Support Workers

See page 81 of this workbook.

Further Resources

Mansell, J. & Beadle-Brown, J. (2012). **Active support: enabling and empowering people with intellectual disabilities**. Jessica Kingsley Publishers, London, 224 pp. ISBN 9781849051118.

<http://kar.kent.ac.uk/29296/>

Person-centred active support: A multi-media training resource

<http://www.pavpub.com/person-centred-active-support-training-pack/>

Person-centred active support: a handbook

<http://www.pavpub.com/person-centred-active-support-a-handbook/>

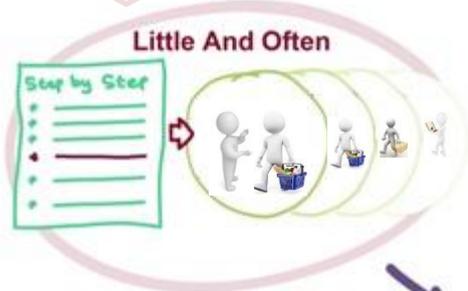
Promoting Person Centred Support and Positive Outcomes for People with Intellectual and Developmental Disabilities, 2014. The resource can be purchased by contacting Bev Ashman at Bev.Ashman@unitedresponse.org.uk or via <http://www.unitedresponse.org.uk>

The 4 Essentials of Person Centred Active Support – One Page Summary

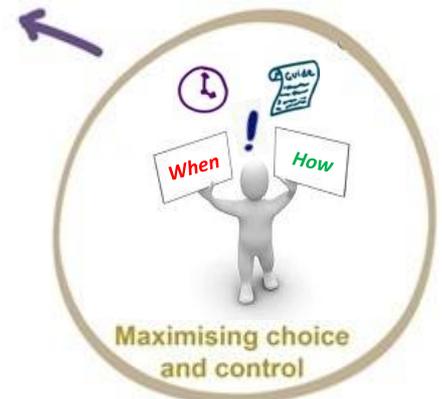
It is hard for some people with intellectual disability to be engaged in an activity for a long time. Little and often gives people the chance to stop, take a break and then come back to an activity.

Giving just the right amount and type of support to enable a person to succeed.

Person Centred Active Support



Engagement in meaningful activities and relationships



Every part of the day - every household task – every social interaction in the community holds moments of potential for a person with intellectual disability to be involved. The challenge is to find those moments and provide the right type of support.

Supporting people to make as many choices about how they spend their day as possible. The more choices a person can make the more control and input they have over their own life.

Check list for Observing Person Centred Active Support Practice

Communication	Adapted to the person	Did the support worker adapt their communication to the individual? Did the person understand what they were invited to do? Did they understand what was expected of them?
	Cues rather than words	Did the support worker use visual cues such as objects or pictures to help the person understand? Did they use signs or gestures to show the person what was expected?
	Attentiveness	Did the support worker pay attention to what the person was communicating? Did they take notice of body language or gestures?
	Positive language	Did the support worker avoid saying no? Did they try to reframe answers to be positive?
	Reducing distractions	Did the support worker talk too much during the activity and distract the service user or hinder their concentration?
Environment	Enabling	Was the environment right for the person and the activity? Was it too noisy? Was it too busy or demanding?
	Adapted to suit the person	Was the setting of the activity suited to the needs of the person? Could they reach objects, materials etc. easily? Was there adaptive equipment that could have been used?
Preparation and Presentation	Setting the scene	Did the support worker take time to present the activity carefully? Did the scene convey what the activity would be? Did they show the person what might be expected?
	Meaningful and Real	Was this activity something that had to be done in the house or community? Or did it reflect the persons interests and was meaningful to them?
	Organised	Had the support worker prepared for the activity? Did they get all the necessary objects, materials etc. they would need together? Did they prepare the space so it was clear what the activity would be?
	Respectful	Was the support worker respectful in all their interactions? Were they too bossy or did they nag the person too much?
Small Steps	Just enough support	Did the support worker provide enough of the right type of support? Did they break the task into small enough steps? Did they expect the person to do too much of a task at once?
	Ensuring success	Did the support worker give the person enough time to respond to requests or invitations? Did they enable the person to take a break? Did they jump in too soon to complete the task or tidy up?
	Giving control	Did the supporter worker allow the person to control what they were doing? Did they take notice of the person's preferences?

Check list for Observing Person Centred Active Support Practice

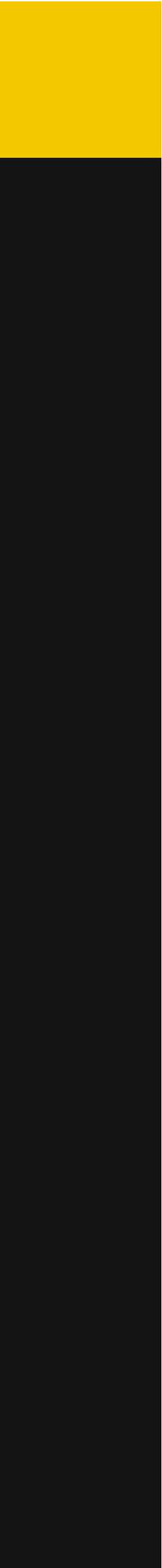
Support Worker being observed Observer.....

Service User..... Location and Activity

	What worked well	Hints for next time
<p><u>Communication</u></p> <ul style="list-style-type: none"> • Adapted to the person • Cues rather than words • Attentiveness • Positive language • Reducing distractions 		
<p><u>Environment</u></p> <ul style="list-style-type: none"> • Enabling • Adapted to suit the person 		
<p><u>Preparation and Presentation</u></p> <ul style="list-style-type: none"> • Setting the scene • Meaningful and Real • Organised • Respectful 		
<p><u>Small Steps</u></p> <ul style="list-style-type: none"> • Just enough support • Ensuring success • Giving control 		

Person Centred Active Support Practice – Reminders for Support Workers

Communication	Adapt it to the person	Remember to: Adapt your communication to each individual. Check what you have said is understood. People understand what was expected of them.
	Use cues rather than words	Remember to: Use visual cues such as objects or pictures to help people understand. Use signs or gestures to show people what is expected.
	Be Attentive	Remember to: Pay attention to what each individual is communicating. Notice body language or gestures.
	Use positive language	Remember to: Avoid saying no. Frame your answers to questions in a positive way.
	Reduce distractions	Remember not to: Talk too much during an activity. Distract the person you are supporting or hinder their concentration.
Environment	As enabling as possible	Remember to: Choose an environment right for the individual and the activity. Make sure it is not too noisy. Make sure it is not too busy or demanding.
	Adapt to suit the person	Remember to: Make sure the setting of the activity suited to the needs of the person. Check that they can easily reach objects, materials or equipment. Use adaptive equipment to support choice or participation in a task.
Preparation and Presentation	Set the scene	Remember to: Take time to present the activity carefully. Set the scene to convey what the activity will be. Show the person what they can expect.
	Meaningful and real activities	Remember to: Make sure the activity is something that had to be done in the house or community. Or that it reflects the individual's and is meaningful to them.
	Be organised	Remember to: Prepare the activity. Get together all the objects, materials and equipment that will be needed before starting. Prepare the work space so it is clear what the activity will be.
	Be respectful	Remember to: Be respectful in all your interactions. Be encouraging rather than bossy or a nag.
Small Steps	Provide just enough support	Remember to: Provide enough of the right type for each individual. Break tasks into small steps. Expect each individual to do the task at their own pace.
	Ensure success	Remember to: Give each individual enough time to respond to requests or invitations. Let the person take a break if they need to. Stand back and don't jump in too soon to complete the task or tidy up
	Give control	Remember to: Allow each individual to take control of what they doing? Take notice of each person's preferences.



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Books

Emerson, E. (1995). *Challenging behaviour: analysis and intervention in people with learning disabilities*. Cambridge: Cambridge University Press.

Mansell, J. (2005). *Risks and opportunities of personal plans and budgets*. Siegen Germany: European conference Personenzentrierte Planung.

Mansell, J., Beadle-Brown, J., Ashman, B., & Ockenden, J. (2004). *Person Centred Active Support*. Brighton: Pavilion Publishers Ltd.

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Websites

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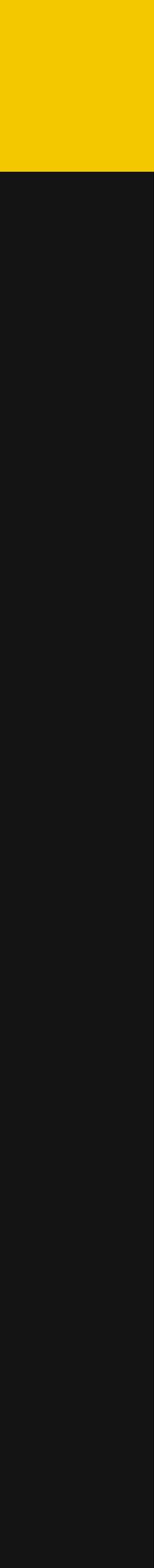
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www.comlaw.gov.au/Details/C2013A00020/Html/Text#_Toc352761880



RESOURCE CREDITS

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Coles Katoomba	Target Winmalee
Hands, Heart and Feet	

This resource includes real-life video examples of people with disability engaged in a range of activities at home and in the community. Sometimes during the course of these activities people will use items of a particular brand or signage of a particular organisation will be visible. The authors and funding bodies of this package want to make clear that there is no affiliation with any companies, and no endorsement of any products.