

TRAINING AND SUPPORT IN PERSON CENTRED APPROACHES

What does the guidance say we have to do?

1) Provide training for everyone in person centred approaches

- This is called the ‘breadth strategy’ in the guidance
- This training will be brief (e.g. a day) and focus on what person centred planning and person centred approaches are; how people can begin to put these principles into practice; materials that may be helpful and what people can do next
- It is for everyone – frontline staff, managers, senior managers, care managers, health professionals
- Self advocates and families/carers can be included in these days or may prefer to have their own days
- ‘Train the Trainers’ will be provided by the IST to enable this to be provided ‘in house’ or it can be bought from training and consultancy organisations
- Organisations should work towards this being designed and co-trained by staff, family members and self-advocates sharing their experiences of planning.
- Most of this needs to be completed within 18 months

2) Provide training for people who will be facilitating plans

- This is called the ‘depth strategy’ in the guidance
- An initially small, but increasing number of people need training to develop high quality person centred plans (facilitators). Facilitator training must be available to family members/carers and all facilitator training should have a proportion of places reserved for families (no less than 4)
- The decision about which style to use needs to be based on an analysis of what is working and not working about planning at the moment.

3) Provide support for people facilitating and implementing plans

- Facilitators must have ongoing support, for example action learning sets, buddy systems, mentors
- First line managers have a significant role in making sure that plans happen and need training and support to make person centred plans central to their work
- Lessons will be learned from problem solving about how the organisations needs to change

A framework for reviewing planning

Key features of person centred planning	Is this happening?	How do we know?
<p>1) The person is at the centre</p> <ul style="list-style-type: none"> • The person is consulted throughout the planning process • The person chooses who to involve in the process • The person chooses the setting and timing of meetings 		
<p>2) Family members and friends are partners in planning</p> <ul style="list-style-type: none"> • Family members and friends are welcomed and included in planning 		
<p>3) The plan reflects what is important to the person, their capacities, and what support they require.</p> <ul style="list-style-type: none"> • The plan describes the persons capacities, or what people like and admire about them • The plan describes what is important to the person - what matters to them, from their perspective • The plan clearly identifies the supports that the person requires - what is important for them to stay healthy and safe 		

<p>4) The plan helps build the person's place in the community and helps the community to welcome them. It is not just about services, and reflects what is possible, not just what is available</p> <ul style="list-style-type: none"> • The plan results in actions that reflect a good balance between what matters to the person (what is important to them) and what is important for the person to stay healthy and safe • The plan identifies what needs to stay the same or be enhanced in the person's life, and what needs to change (in order that the person has more of what is important to them in their life). Actions are set that identifies what need to change and who will do this by when. 		
<p>5) The plan results in ongoing listening, learning and further action. Putting the plan into action helps the person to achieve what they want out of life.</p> <p>The people implementing the plan have agreed processes for:</p> <ul style="list-style-type: none"> • ensuring that the plans happens and reviewing actions • reflecting on how the team is implementing the plan and learning from what is working and not working • recording and sharing what they are continuing to learn about the person • supporting the person to have new opportunities • sharing what they are learning with others in the organisation (eg senior manager or group responsible for implementing planning) 		

PERSPECTIVE	WHAT IS WORKING	WHAT IS NOT WORKING
PEOPLE USING SERVICES		
FAMILIES AND FRIENDS		
FRONT LINE STAFF		
MANAGERS		
CARE MANAGERS, HEALTH AND OTHER SPECIALIST STAFF		
COMMISSIONERS		

NEXT STEPS

Key features of person centred planning	Suggested next steps
1) The person is at the centre	<p>Work with self-advocates to design and deliver training for staff and service users about keeping the person at the centre.</p> <p>Resources (see appendix in Guidance for Implementation Groups) <i>'Our Plan for Planning'</i> <i>'Listen to Me'</i> <i>'Capacity Works'</i></p>
2) Family members and friends are partners in planning	<p>Work with family members to design and deliver training for staff and families about partnerships in planning. Run <i>Partners in Policymaking</i> or <i>Family Leadership</i> courses to empower parents</p> <p>Resources Partners in Policymaking Graduates People who have attended a Family Leadership Course Parent Organisations</p>
3) The plan reflects what is important to the person, their capacities, and what support they require.	<p>Staff training and development on person centred planning</p> <ul style="list-style-type: none"> • To strengthen the focus on peoples capacities - see Barbara McIntosh's work (CCDC), Personal Futures Planning, Frances Brown's work (Redhouse) • To strengthen understanding about what is important to people now – see Essential Lifestyle Planning, Barbara McIntosh's work • To develop peoples ideas about their future see Maps, PATH, Barbara McIntosh's work, Personal Futures Planning, Frances Brown's work • To strengthen understanding about what someone requires to help them stay healthy and safe– see Essential Lifestyle Planning <p>Resources Books and videos on person centred planning (see appendix in Guidance for Implementation Groups) Trainers in person centred planning (see appendix in Guidance for Implementation Groups)</p>
4) The plan helps build the person's place in the community and helps the community to welcome them. It is	<p>Staff training and development on person centred planning, creative problem solving, inclusion and goal planning</p> <p>Resources and People with experience who could help Trainers in person centred planning (see appendix in Guidance for Implementation Groups)</p>

<p>not just about services, and reflects what is possible, not just what is available</p>	
<p>5) The plan results in ongoing listening, learning and further action. Putting the plan into action helps the person to achieve what they want out of life.</p>	<p>Staff training and development on person centred planning and active support</p> <p>Resources Training and consultancy in person centred planning (see appendix in Guidance for Implementation Groups) For training and support in active support see the Tizard Centre and the Welsh Centre for Learning Disabilities (see appendix in Guidance for Implementation Groups)</p>

SAMPLE 3 YEAR TRAINING AND SUPPORT PROGRAMME

TRAINING

	Year 1	Year 2	Year 3
Breadth training	Targets	Targets	Targets
Self advocates and Family members	Awareness days for families and self advocates	Awareness days for families and self advocates completed	Updates as required
Providers	70% staff attended awareness days	Awareness training completed for all staff and is now part of induction	Updates as required
Care managers, health and other specialist staff	Staff attended awareness day	Updates as required	
Depth training			
Self advocates and Family members	Establish a design team with families to plan training Invite and support self-advocates to form a group to explore what support people need to develop their own plans	Begin training and supports for families Design training and support with self advocates	Evaluate and continue training and supports for families Begin self-advocate training
Providers	Begin facilitator training for facilitators to support people in the priority groups	Extend facilitator training	Provide further facilitator training
Care managers, health and other specialist staff	Decide what facilitator training may be needed and work with provider sphere to access this. Focus on priority groups		

SUPPORTING PEOPLE IMPLEMENTING PLANS

	Year 1	Year 2	Year 3
Supporting people		Targets	Targets
Self advocates and Family members		<p>Explore the idea of 'parent mentores' to provide on going support</p> <p>Develop support mechanisms with self advocate group and provide these</p>	<p>Away day or residential with all families involved to discover what is working/not working</p> <p>Retreat with all self advocates involved to discover what is working/not working</p>
Providers	<p>Facilitators invited to attend action learning sets after attended training and buddy up with each other for informal support</p> <p>Managers buddy up with each other and meet up each quarter to share what they are learning about implementing person centred planning</p> <p>Managers set time for problem solving in team meetings and individual supervision</p>	<p>New facilitators buddy up with facilitators from the first training</p> <p>Consider appointing a person centred planning co-ordinator, and developing a group of people with dedicated time to organise ongoing support and mentoring for facilitators</p> <p>Managers forum to identify and solve problems where the service structures, policies procedures and culture preventing people having the lifestyles that they want (as described in their person centred plan)</p>	<p>Stakeholder retreat to learn about how we are doing</p> <p>Appoint co-ordinator or establish group of staff with dedicated time to person centred planning</p>
Care managers, health and other specialist staff	Facilitators invited to attend action learning sets after attended training and buddy up with each other for informal support	Forums established to identify and solve problems	

EXAMPLES OF GOOD PRACTICE

TRAINING AND SUPPORT FOR SELF-ADVOCATES

Reaching for the stars is a five-day course all about people getting the support they need to make plans for their lives and dream their dreams. It is run by Skills for People in Newcastle. People with learning disabilities plan and present the course. Peter Miller is one of the team:

'In our planning meetings we shared our ideas and everyone had to say about what they wanted to get out of it. We practised different role-plays, rounds and activities to see if they would work. We thought carefully about making sure people would feel involved and enjoy themselves'

On the course people celebrate their rights and share their dreams and wishes. Supporters learn how important they are in making dreams happen.

'Three months after the course we met up again for the follow-up day. I couldn't wait to see what people had done about their dreams. It was great to hear people's stories about how they got on and what they had achieved. I had tears in my eyes. I started filling up when everyone was thanking us and saying what a good job we did'

The success isn't always about making the dream happen quickly. It is about helping people to work towards their dream. Sometimes it is about helping a person find out what their dream is. It is always about helping people to feel supported, training the supporters how to help in the best way, and making sure people's dreams are taken seriously.

Want to know more? Contact Skill for People on 01912818737.

Learning Together. *Two neighbouring local authorities are working together to learn how best to support self advocates to plan their own lives. Members of the local People First group were invited to use the planning workbook 'Listen to Me' to develop their own plans with support from facilitators over four months. The group developed tape and Urdu versions to use. The group is evaluating what worked well/ or did not work about the support they received, the workbook and the process they used. The lessons that have been learned from this will be used to train and support self-advocates to train staff and other self-advocates in how to use this approach.*

Want to know more? Contact Kim Doolan on 01619113840

TRAINING AND SUPPORT FOR FAMILIES

Family Futures is a partnership project working around Scotland with children, young people, professionals and organisations to promote person centred working, planning and thinking differently about getting what we need to get a good life, not just a good service. The Project is working to shift the power of decision making to the people who are affected most by the decisions being made. All Family Futures courses, workshops, information days and tasters are run with parents and professionals together. Family Futures promotes the use of person centred planning

tools – creative and empowering methods of planning, working and problem solving for families, individuals and groups facing choice and change.

During the last two years, Family Futures has worked in three key areas.

- Networks:

We have supported person centred planning facilitators to create geographical and e-groups for networking, further, training, learning and reflection.

- Person centred planning:

We have worked directly with families and young people to work through difficult situations and choices, and facilitated groups of parents and professionals to make decisions about local and national resources. We have also connected up families and young people with facilitators in their area.

- Training and information dissemination:

Partnership and SHS staff have designed and developed several person centred planning facilitation and values training courses and events, with a focus on working with children and families.

Some comments from participants:

It has been intense, but certainly worth it. I have become a lot more aware of personal stories (parents' points of view). This is great as most of my contact so far has concentrated on discussions with other professionals. Very eye opening to what is really going on.

A true learning experience. Intense, overwhelming and powerful. I have heard a lot of different stories from this course. I view these as very powerful tools. Sharing these stories with others I hope I will provoke a positive reaction towards understanding and practising of inclusion for all.

Wonderful, tiring, thought provoking, positive. I do feel that I am going in the right direction but a course like this makes you question yourself and that is a good thing so that you do not become complacent.

Want to know more? Contact SHS on 01315387717

Parents designing training and support. *Partners in Policymaking, the leadership course for parents and self-advocates has been running with great success over the past 6 years. Last year, graduates from the course were invited to learn about essential lifestyle planning over two evenings with Michael Smull and some facilitators, and a day was devoted to person centred planning on a further course called 'Sharing the Challenge'. Parents who had attended these sessions were invited to become a 'design team' to design training and supports for families in person centred planning. They met with an external facilitator and examined what had worked well, and not worked so well about their experiences in learning about person centred planning at the two different events. The group decided that they wanted a parent only awareness day to learn together about person centred planning and what it can mean for families. They then wanted a number of different options to be available for families who wanted to learn more. These are 1) to have a series of parent seminars on person centred planning 2) to join staff on their facilitator training 3) to have person centred planning as a more established part of parent courses like 'Sharing the Challenge' and 4) to have 'parent mentors' who can work alongside another family to support them to plan. These are now starting to happen,*

and a retreat for all parents involved is planned for 18 months time so that we can reflect on what we have learned.

Want to know more? Contact Helen Sanderson on 0161 877 7499

TRAINING AND SUPPORT FOR STAFF AND MANAGERS

Training for managers. *One of the difficulties that facilitators experience in trying to implement plans is when they are support workers and do not have very much influence over how the team works. In one district, they changed the training to run first line manager training in parallel with facilitator training. Both managers and facilitators attended the first day of the course and discussed how the managers would support the facilitators to plan. Then the managers had two days over the next four months to consider what person centred planning meant for teams, looking at how person centred planning could inform supervision and team meetings, what person centred teams are and exercises for developing these, and doing 'team' person centred plans, such as an essential team plan or team Path. The facilitators continued their 4 day training until the last day when the facilitators and managers came back together to look at the plan the facilitators had been developing and to think together about strategies for implementing the plan with the person, their family and the team. This approach has meant that team leaders learn about what person centred planning means for everyone's role, and how the whole team is responsible for implementing plans, not just the facilitator.*

Want to know more? Contact Helen Sanderson on 0161 877 7499

In Oxford Learning Disability NHS Trust, they have developed support team managers posts whose role is to support team leaders in implementing plans and developing person centred teams.

Want to know more? Contact Charlotte Sweeney on 01993774045

Buddies. *In one district people attending a facilitator course are joined for an hour by experienced facilitators who share their experiences in planning. They then buddy up with a 'trainee' facilitator and commit to contacting them three or four times over the time that the person develops their first plan. As these new facilitators become more experienced, they in turn buddy up with the next group of new facilitators.*

Mentors. *The person centred planning co-ordinator in one district works as a mentor to new facilitators.*

Action Learning Sets *In one district an action learning set is used as a structured process for supporting people to think about a difficult situation in a new way through asking thoughtful questions. When facilitators have completed their training they attend a half day action learning set every 2 months to problem solve and action plan. Two neighbouring organisations work together and swap action learning set facilitators.*

Want to know more? Contact Helen Sanderson on 0161 877 7499

PROVIDING TRAINING

Training for trainers. *The North West Training and Development Team is running a 'train the trainers' programme for 'training teams' to provide a one day 'person centred approaches' course in their locality. Each team is made up of a couple of staff with experience in person centred planning, a self-advocate and a parent. The teams experience a range of exercises and presentations on person centred planning and then design their own training from these. For example, self-advocates talk about how people can lead their own planning meetings and share resources like 'Our Plan for Planning'. They present some of their training to the other groups and receive support and constructive feedback. One of the trainers attends the first time that they run the course in their organisation, to provide support and feedback.*

Want to know more? Contact Paul Clarke on 0161 877 7499

FAMILIES LEADING PERSON CENTRED PLANNING

What does the guidance say we have to do?

1) Provide awareness sessions and information for families

- This is part of what is called the ‘breadth strategy’ in the guidance
- This sessions/information should let families/carers know:
 - What person centred planning is and how it could be useful
 - What they can expect from services and opportunities to help the service to learn from their experiences and evaluate the impact of planning
 - Materials that may be helpful (e.g. Families Planning Together –see appendix in Guidance for Implementation Groups) and how to get these
 - What they can do next, for families to describe the support they will want and work out with services how this can be provided.

2) Provide training and support for family members who want to lead plans for their daughter or son

- This is part of what is called the ‘depth strategy’ in the guidance
- This may be as part of facilitator training courses for staff; as family only training; or on a one-to-one basis with a ‘family mentor’ or independent facilitator

3) Provide on going support for families who are leading planning

- This could be from other family members with experience of planning (‘family mentors’), from facilitators independent of services, or from within services
- Lessons will be learned from problem solving with families about how services need to change

4) Consider investing in family leadership courses (eg Partners in Policymaking)

FAMILY LEADERSHIP AND INVOLVEMENT IN PERSON CENTRED PLANNING

Families will want to become involved in person centred planning in different ways.

(put in triangle diagram, with trainer at the pinnacle)

Trainer

Family Mentor

Leading the plan for own son or daughter

Aware of person centred planning and know what to expect

Awareness

The 'breadth' strategy in the guidance means that all families should have an opportunity to learn about person centred planning and decide what involvement they want. Some families simply want to know what person centred planning is, what they can expect from services and how they can contribute to their son or daughters plan.

Leading Planning

Other families will want to play a more direct role and lead the development of their son or daughters plan themselves. This means providing families with training and/or direct support to do this.

- Training with staff

Some families may be happy to join in facilitator training with staff. All facilitator training should have a proportion of places reserved for families/carers (no less than 4).

- Training just for families

Sometimes families want training sessions just with other families. Family members will need support as well as attending training to complete and implement the plans.

- Individual support

Some family members will want 'training' and support on an individual basis, from family mentors, independent facilitators or service staff..

Many families will be happy to be involved in training through sharing their experiences.

Family Mentors

Some family members may want to assist other families in planning with their son or daughter. They will need to have experience in planning with their own son or daughter as well as support/training in becoming a mentor. This work is at an early stage of development in the UK (for details contact Helen Sanderson, NWTDT on 0161 877 7499). Parent mentors are being trained by co-working with a trainer on a course for families, and then being supported as their work with another family mentor to plan with a family. Family mentors, like all facilitators, will need on going support.

Trainers

Family members can lead or co-lead training themselves. Different styles of person centred planning have trained the trainers programmes, which family members can play an important role.

SELF ADVOCATES LEADING PERSON CENTRED PLANNING

What does the guidance say we have to do?

1) Provide awareness sessions/information for self advocates

- This is part of what is called the ‘breadth strategy’ in the guidance

These sessions/information should let self-advocates know:

- What person centred planning is and how it could be useful
- What they can expect from services and opportunities to help the service to learn from their experiences and evaluate the impact of planning
- Materials that may be helpful (e.g. Our Plan for Planning – see resource guide) and how to get these
- What they can do next, for self-advocates to describe the support they will want and work out with services how this can be provided.

2) Provide training and support for self-advocates want to lead their own plans

- This is part of what is called the ‘depth strategy’ in the guidance
- This may be with other self-advocates, or on a one-to-one basis with another self advocate with experience planning, a staff member or independent facilitator

3) Provide on going support for self-advocates who are leading planning

- This could be from other self-advocates with experience of planning, from facilitators independent of services, or from within services
- Lessons will be learned from problem solving with families about how services need to change

BASING SERVICE DEVELOPMENT PROJECTS ON PERSON CENTRED PLANNING

What does the guidance say we have to do?

1) Plan

- Agree local service development priorities
- Integrate planning and action between the person centred planning implementation group and those responsible for specific service development tasks

2) Act

- Train and support facilitators to use person centred planning within the service development projects
- Use person centred planning with people and their families who wish to use it as part of the service development project

3) Learn and review

- Review the outcomes from the person centred planning work. Identify what this tells us about how the development projects should proceed
- Act on these findings
- Provide a report on these actions

BUILDING TOWARDS PERSON CENTRED APPROACHES

What does the guidance say we have to do?

The guidance requires that there is a programme of continual improvement to support and enable all staff to work in increasingly person centred ways. This should be based on the initial analysis undertaken to develop the framework and include local commissioners, care managers, health professionals and all provider staff. The Partnership Board should receive reviews of development and progress on the action plan.

Plans for action should include:

- Care management and assessment increasingly based upon the expressed preferences of people with learning disabilities and their families
- Commissioning activity that uses resources in individualised service design based upon people's expressed preferences
- Commissioners focussing resources upon service options that promote individual's rights, choices and independence as members of their communities
- Provider services reflecting the preferences and aspirations of the person

ANALYSIS

WHAT ARE OUR RESOURCES TO DEVELOP PERSON CENTRED PLANNING?

What introductory training has taken place? Who has received it?

What underpinning values training has taken place? Who has received it?

How many trained facilitators are there?

How are they supported?

What styles of planning have been trained in and when?

How many people with learning disabilities and family member have been trained?

What resources for training and support (in person centred approaches and person centred planning) are allocated? Within which parts of the system?

What materials (books, videos and training materials) are available?

Do people using services and family members have ease access?

What are the potential local sources of facilitators for person centred planning?