Benchlearning Workshop
Tuesday, 3rd October 2017, 09:00 – 16:00
Person Centred Planning, Thinking and Approaches

Næringslivets Hovedorganisasjon (NHO) Building, Middelthunsgate 27, Oslo 0368, Norway

Report

About twenty participants from Portugal, Slovenia, Spain, Norway and the Netherlands attended the workshop on person-centred planning (PCP) co-organised by EPR and Næringslivets HovedOrganisasjon (NHO) in Oslo. The trainer Sarah Bickerton guided the group during the different sessions and provided both theoretical background and practical tools to better understand what person-centred planning means for service providers and how Person-Centred principles can be embedded to improve services.

At the beginning of the morning session, the trainer presented the results of the questionnaire participants submitted prior to the event and focused on the following questions:

Q.1 Where am I /we on a scale of 1 to 10 in our understanding of PCP?
Q.2 How person centred am I on a scale of 1 to 10?
Q.3 How person centred is my support service/organisation on a scale of 1 to 10?

The results from the questions pointed out that despite to a different extent, participants were all aware and using PCP principles, whilst PCP is already present in most services provided by the different organisations.

In order to develop the discussion and promoting the exchange of practices among the different organisations and countries, the trainer created three working groups in the room: Group1 (NO/NL/PT), Group 2 (NO, but different organisations) and GROUP 3 (NO/SL/ES).

Definition of PCP from groups
When asked to define PCP approaches and what does it means in terms of services provided, participants stressed that:

- learners are empowered and are in charge, they have the "steering wheel";
- insights and reflections are better taken into account and useful to meet users' needs;
- PCP allow to plan around personal potential, expectations through a collaborative process that makes users aware of their needs;
- PCP includes tools, attitudes and approaches.

Based on the PCP definition used by the trainer, she highlighted specific features of this approach:
- **Person-driven**: it is all about the person but the no ego-centric.
- promotes a more **positive attitude** by focusing on the "what's right" about the person- their skills and strengths.
- brings about a **personalisation of the services**
- co-creation of "**living plans**" that can also change and develop with the person's needs and through ongoing listening and learning.

Important 'to' and 'for'

The trainer stressed that the difference between what's important <u>to and for</u> is crucial for good PCP.
When planning with clients, the trainer suggested to create two lists to find out what's important "for" the clients and what is important "to" them.

Important To	Important For
Friendships and relationships.	Support to keep healthy and safe
Going to the pub	Medication

When we are not sure about whether something is important for/to, asking additional questions will clarify to which category it belongs. PCP is about opening our mind and <u>finding the right balance</u> between the importance of 'to and for' and develop plans accordingly.

During the workshop, each group was asked to reflect on the 'to and for' question and apply it to a concrete professional experience and reflect on how the situation was handled

GROUP 1
Divergent opinion between user and his family

Important To	Important FOR
Adventure	Safety measures Medications
Independence	
Financial autonomy	

- Lack of success because we tried to put the important "for" in the important "to" box
- We realise now that quality of life is about small details important to the person
- External factors such as the influence of the family can lead to misinterpreting the "to/for"
- Developing trust with clients is crucial ensure the "for" is met.

GROUP 2
Service users with personal hygiene issues maybe to leave his job

Important To	Important FOR
Friends	Personal hygiene
Colleagues	

- Service providers can use PCP to make understand the links between the important 'to/for'
- Through PCP, family members can be involved and play a role in making the links between "to/for" to users

GROUP 3
Service users who experience extreme fatigue, family suggested to quit his job

Important To	Important For
Keep working	
Ongoing learning opportunities	

- This person was convinced to leave his job
- PCP enables service providers to make the best choice by working with the client and understand whether this is truly what he/she wants

PCP is a way of supporting safe risk taking, where mistakes are allowed and that creates opportunity for continuous learning. PCP is not the "magic" solution but helps service providers to find the decision that matters the most to users.

Reputations

Reputations are personal skills, capacities, qualities or strengths. The trainer divided the reputations in "**positive**" and "**negative**". The former ones are those that allow PCP processes to flourish by focusing on the strengths and capabilities of the users. The negative reputations create barriers and block PCP flow.

Participants were asked to write down what they consider skills all PCP-oriented professional should have. They have identified:

- Creativity
- Empathy
- Take on challenges

- Love for people
- Good listener
- Problem solving

- Positive attitude
- Able to see the big picture
- Able to connect the dots

The trainer added to this list the ability to transform negative connotations/ stereotypes into positive outcome.

→ if somebody is "obsessed" = you can see this quality as strong focus
→ if somebody is "stubborn "= this quality could be interpreted as passionate/ determined
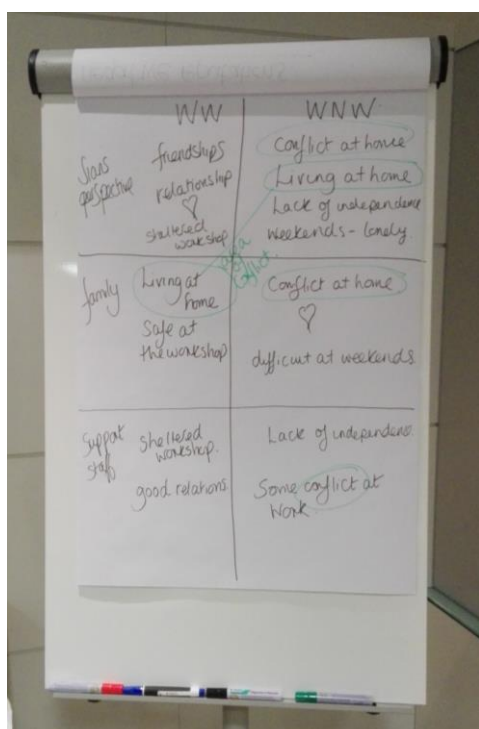
The trainer stressed the importance of managing the imbalance of positive/negative connotations as crucial and to start from the very beginning of each meeting. "*It's important to open the meeting with a positive attitude and deal with the problems later on*".

The groups were asked again to think and reflect on the practical implication of positive/negative reputations:

Case A: a strong man, with mental health conditions and prone to conflict can be seen as someone able to stand up for himself. By using PCP, the participants have explored in depth the reasons why this person is so prone to conflict. One possible explanation is that what is important "to" him is that colleagues recognise him as equal / and he feels in charge of something. A possible solution could be therefore to use a "vest" so that everybody acknowledges his role and he would feel recognised and included.

Case B: dominant person with years of experience. Participants said that this person often has good contribution to make and not able to express in the right way. Therefore, colleagues can support this person in making more positive contribution in conversations.

What's working (WW) / What's not working (WNW) chart

The trainer presented another tool that service providers can use when planning with the users.

The What's working / What's Not working chart (WW/WNW) creates a visual representation of the different points of view of the parties involved in the development of a personal planning. The WW/WNW charts includes the perspectives of the users, service providers and any other party that could play a role in the process – such as family members, friends.

By using the WW/WNW charts, the critical areas or those causing more conflicts among parties emerge. Identifying what can prevent successful person-planning is crucial to developing the agenda for change and prioritise on activities to overcome these critical issues.

The picture on the left is an example of the WW/WNW developed by the participants in Oslo. In this specific case, "Living at home" as part of the personal planning was mentioned by both the family and the user. However, from the WW/WNW charts clearly emerges how the two parties (user, family of the user) have a different opinion on it. In order to

develop a successful PCP in this case, it is important to further explore the "Living at home" issue, better understand whether it is important to/for the user and finding solutions taking into account all perspectives (support staff, user, family).
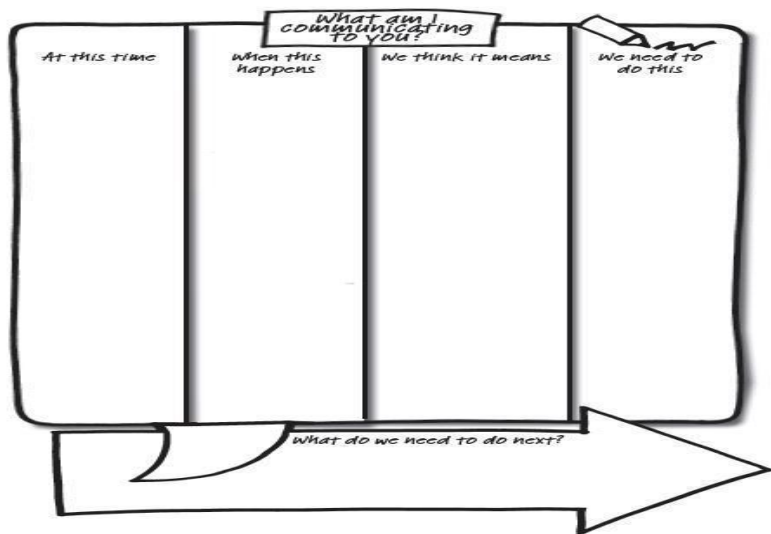
When participants were asked to apply the WW/WNW to reflect on specific cases, one of the ideas that emerged is to use this chart when having meeting with employers to better understand how strengths of the services users can be matched with employers' needs.

The importance of communication

Another topic addressed during the workshop is how to ensure that the supporting staff has the right skills to meet service users' needs. The trainer stressed that the best outcome is achieved when support staff/user share common interests and yet, it is not always possible to have such a match. Participants mentioned that in some cases, there is no personal assistant but only personal budget. In other cases, the job coach is provided by the organisation and the opportunity to request another job coach is limited. Additionally, in school settings, the teacher is assigned to big groups, where each learner might have a different opinion.
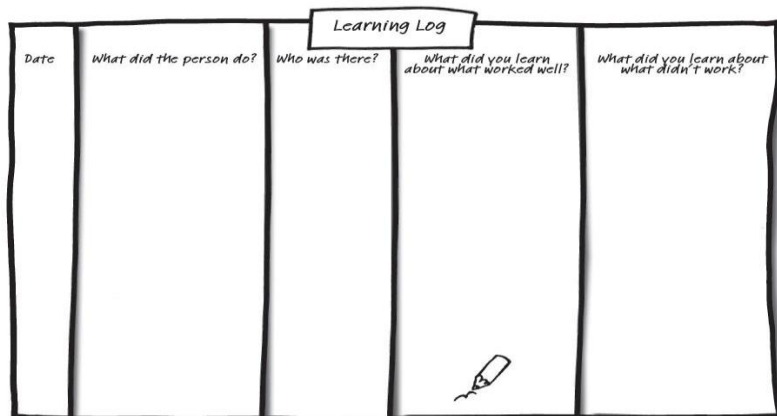
The trainer presented the relationships between support staff and user as based "intensive interaction". In order to improve these relationships, it is therefore important to focus on the "**quality of communication**", When communication is clear and support staff clearly understand the needs of the users, it becomes identify solutions to best support the person. In order to give participants concrete tools to promote "quality of communication" among service providers, the trainers presented the:

1) Communication Chart

It helps to clarify what has been said and plan future activities
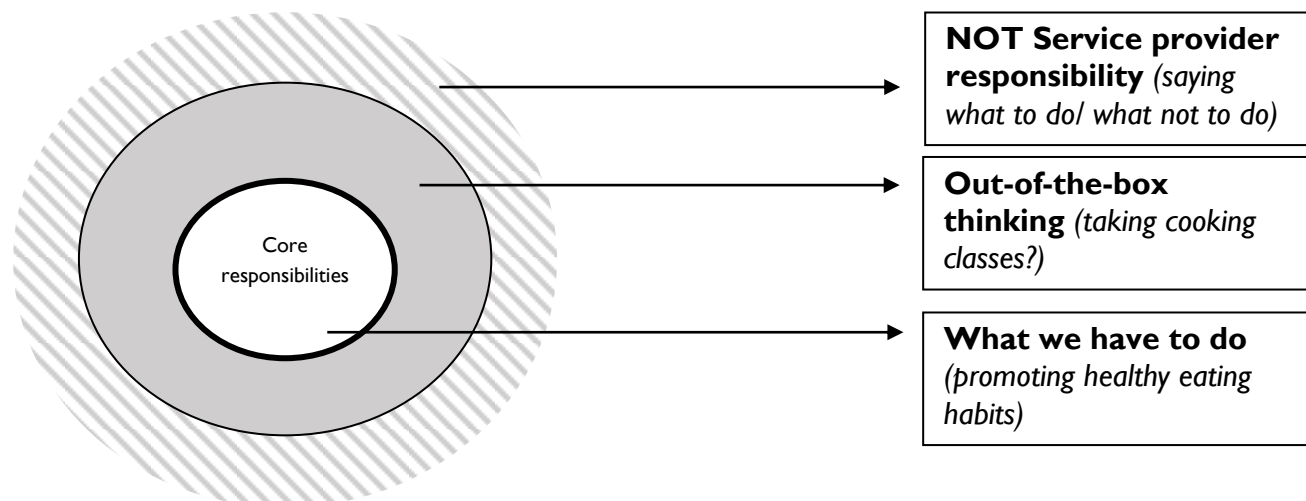
2) Learning Log

It helps to evaluate a service and identify what works and area of improvement

Tasks of the service providers: the DONUT model

Participants of the workshop were asked to reflect also on their roles and tasks as service providers. A clear understanding of tasks that practitioners are asked to perform and their limits are also important when developing support services with users. The trainer presented the so-called DONUT model to help participants to reflect on their responsibilities. The model entails three different layers and using a practical case shared by the participants, addressing weight-related issues the Donut model of responsibilities could be represented as follows:

NOT Service provider responsibility *(saying what to do/ what not to do)*

Out-of-the-box thinking *(taking cooking classes?)*

What we have to do *(promoting healthy eating habits)*

1-page profile

One page profile

Photo
Each one page profile has a current photo of the person.

Appreciations
This section lists the positive qualities, strengths and talents of the person. It can also be called 'like and admire'.

What's important to the person
This is a bullet list of what really matters to the person from their perspective (even if others do not agree). It is detailed and specific. This section needs to have enough detail so that someone who does not know the person can understand what matters to them. It could include:
• Who the important people are in the person's life, and when and how they spend time together.
• Important activities and hobbies, and when, where and how often these take place.
• Any routines that are important to the person.

How to support the person
This is a list of how to support the person, and what is helpful and what is not.

The information in this section includes what people need to know, and what people need to do.

In order to collect effectively more information about service users to develop meaningful personal plans, the trainer mentioned to use the **1-page profile** rather than the traditional "file". In this way, service providers will be able to have a better perspective on the users and what's relevant TO them.

The new way of presenting information will help service providers to collect and retrieve information in a short amount of time.
The trainer shared her 1-page profile and by reading all sections presented in less than10 minutes, she showed how helpful this tool is to have a better understanding on somebody else needs, strengths and other preferences.

One of the participants, confirmed the added value of using the 1-page profile tool and showed his own to the rest of the group.

4+1 questions and evaluation page profile

In the last session of the day, participants were asked to give some feedback about the training by answering 4 questions + 1.

- **What have we tried?**
  Sharing experiences with other European colleagues
  New tools I was not aware of
  Put concepts into practice
  Test and understand new tools

- **What have we learned?**
  How to use specific tools that can be help me in my daily work
  More information on the thinking process
  The possibility of working using PCP with children
  A new way of thinking
  Structured PCP processes
  The importance of FOR/TO in delivering services

- **What are we pleased about?**
  Including practical tools in the workshop
  To have explored the theoretical/ thinking side of the PCP – mostly used but no theoretical background
  Meeting colleagues from many other countries and understanding that we do share similar problems
  The Reputation model

- **What are we concerned about?**
  How to share the PCP mind-set in my own organisation?
  To have colleagues in the organisation using the tools
  How can I use these tools with my clients (people with severe MH conditions)?
  How can I make PCP realistic?

  Plus 1
- **What are we going to do next? Action plan**
  Share some of the tools with my colleagues
  Try to test some of the tools in my daily work
  Try to adapt ideas/ tools to my clients
  Re-think myself as person-centred professional

One of the participant, Rik LIPS (Heliomare, the Netherlands) created a short video for all participants.
Watch the video here.