

# Key Points and Top Tips

Supporting you to use  
what you have learned  
from your e-learning



## Acknowledgements

The booklet is to support you to use what you have learned through your e-learning course. It's a way of reminding yourself about the key points for each person-centered thinking tool, and top tips for using it.

You can go to [Thinkandplan.com](http://Thinkandplan.com) to find the templates and type into them directly and print them out.

Helen Sanderson Associates and Dimensions developed this booklet and the e-learning together to help people better understand and use person-centered thinking tools. The person-centered thinking tools were developed by The Learning Community for Person-Centered Practices. You can learn more about person-centered thinking tools and practices from:

[www.helensandersonassociates.co.uk](http://www.helensandersonassociates.co.uk)

[www.thinkaboutyourlife.co.uk](http://www.thinkaboutyourlife.co.uk)

[www.learningcommunity.us](http://www.learningcommunity.us)

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there for the people we support

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## One-page profiles

*One-page profile*

	<i>What people appreciate about me (like and admire)</i>
<i>What's important to me...</i>	<i>How best to support me...</i>

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**One-page profiles are a practical way of recording and sharing information about an individual. You can use them to get to know both colleagues and people you support.**

A *One-page profile*:

- Gives you the most important information summarized on one-page.
- Always has three headings.
- Focuses both on what matters to the person and how to support them.
- Is flexible – you can prepare several profiles for different situations e.g. work and home.

### How to develop a *One-page profile*

A *One-page profile* is developed through conversations, and learning about what matters to the person by what they tell you with their behavior as well. As you are talking, use the process 'Guess, Ask, Write' to check out what you are learning about the person and what needs to go on their *One-page profile*.

#### Guess

You can get started with the information you already have, for example, what the person is passionate about? What they do that makes them laugh and smile? What it is that makes them sad or angry? And, what do they show no interest in at all?

Here are 6 questions that you can use to start conversations to help you learn about the person. You can use these with colleagues or with people you support and adapt them to suit the person's communication and understanding:

1. **Who are the most important people to you (have a look together at their *Relationship circle* if they have one).**
2. **What would be your best and worst day? (explore both weekdays and weekends).**
3. **What do you usually do during the weekday evenings and weekends?**
4. **What makes you feel better when you are unhappy or you have had a stressful day?**
5. **What would you never leave home without – for example in your bag or pockets?**
6. **What would your family or friends say that they like, love or admire about you?**

#### Ask

Once you have some idea of what is important to the person you need to ask them questions to check whether your guess is right.

If the person does not use words to speak you can ask family and friends close to them.

#### Write

Once you are confident that you have understood a person's feelings on something, you can then record

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it in a way that is as accurate and specific as possible. Use the person's own words where you can.

If the person does not use words or cannot tell you directly then you may be writing your best guesses in the end, but this is better than no information at all, or information based just on your own first thoughts. You can then use *Learning logs* and *4 plus 1 questions* to test your guesses out.

To see Guess, Ask, Write in action you can have a look at the videos of Helen on the Getting to Know you section of the Social Care Institute for Excellence (SCIE) website (scie.org.uk).

## Tips on each section of the One-page profile

### What people appreciate about me (like and admire)

This section should be a positive introduction to someone and summarize their positive characteristics and attributes. It should tell you what others value and appreciate about them and their gifts and talents.

#### Do...

- Do ensure this is a proud list of a person's positive qualities, strengths and talents.
- Do use strong, positive statements (not 'usually', 'sometimes', 'likes' or 'dislikes').

- Do ask friends, family and others what they like and admire about the person.

#### Don't...

- Don't write a list of awards or achievements.
- Don't use any negative statements.
- Don't use ambiguous statements that can be misinterpreted.
- Don't attempt to be humorous as it may be misinterpreted.

### Important to me

This section is a bulleted list of what really matters to someone from their perspective (even if others don't agree). It could include who is important to them, important possessions, and any important routines.

#### Do...

- Do include enough detail so that someone who does not know the person could understand what matters to them and if you took the names off the profile you could still recognize the person.
- Do make sure you are covering all aspects of their life (hobbies, interests, passions etc.).
- Do add detail so it makes sense, not just standalone statements without any context at all.

#### Don't...

- Don't write a list of things someone likes or dislikes.
- Don't use 'service speak' or technical jargon.

- Don't write vague statements e.g. 'I like to have fun.' How do they like to have fun? What does 'fun' mean for this person? What do they do?
- Don't write 'friends' or 'family', write people's names and their relationship to the person.
- Don't write 'regularly'; give specific timescales e.g., daily, weekly, monthly etc.
- Don't have one-word statements.

### How best to support me

This section is a bulleted list describing the support a person might need from others to stay healthy and safe, and reflects the balance of what is important to and for the person.

#### Do...

- Do think about the specific information that would be useful to someone else.
- Do give details of what is helpful, as well as what is not helpful.
- Do list the things that make a real difference to people, and help them to live the life they choose.
- Do consider what is 'important for' someone to be healthy, safe and well.

#### Don't...

- Don't write a list of general hints.
- Don't write vague statements e.g. don't write 'Be honest', instead write 'Be straight with me. Don't try to disguise bad news, I'd rather be told directly rather than having to second guess.'
- Don't include information about what a person can do for themselves.

### Top Tips

- Listen to what someone is saying AND the way that they are saying it (body language and tone of voice can say a lot).
- Use other person-centered tools to generate conversations, e.g. talking through a person's *Relationship circle* or what is *Working and not working*.
- Think about the things the person is NOT saying.
- Look out for repeating themes.
- Gently challenge what you are hearing from others e.g. ask "how are you sure that's important to..."

## Good day/bad day

Good day?

Bad day?

What will it take to have more good days and less bad days?

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This person-centered thinking tool is a way of exploring in detail what makes a good day for a person (i.e. what needs to be present in their daily life) and what makes a bad day (i.e. what needs to be absent).

- Once you know this, you can agree actions to help the person have more good days and less bad days.
- Learning about good days and bad days tells us what is important to someone and how they want to be supported, and this information is recorded in a *One-page profile*.
- Discussing good days and bad days is also a great way for gathering information for a person's *Communication chart*, *Relationship circle*, and *Matching support* as well.
- You can use the good days and bad days tool with an individual you support or within a team, to help you to learn and understand more about how best to support people.

## How to use Good day/bad day

Ask the person to think about their very best day, and then a bad day. Break the days up into chunks – from when they wake up in the morning to when they go to sleep at night – and go through each chunk one at a time.

For some people, talking about a bad day can feel like they are reliving it, so it may work better to do a good morning then a bad morning, a good lunchtime and then a bad lunchtime and progress through the rest of day similarly.

Ask questions and tease out information. Be prepared for the conversation to meander. Questions you could ask include:

- What do you do on your favorite day of the week?
- Can you tell me about the times you have most fun?
- What are the things that make you feel really good?
- Ask the person who they are with for each part of the day or for a particular activity – a good or bad day might depend on the people that are around. This information can help to inform the *Matching support* tool.
- Ask the person who they are with, where they are and what they are doing – where something happens can be as important as what happens.

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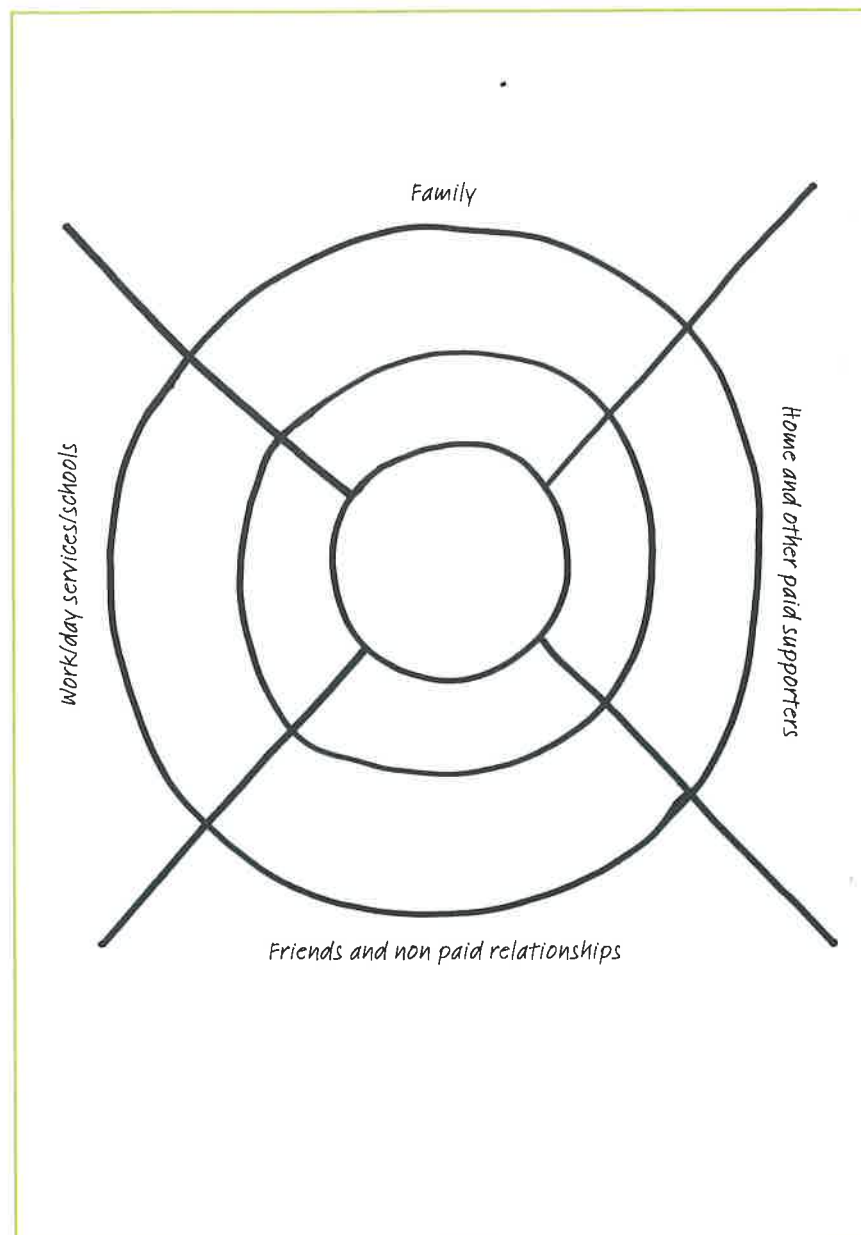
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- Ask the person about food and drinks – do they need their morning cup of coffee in their favorite mug? Do they like to eat their meals on their favorite plate and like to know what they will be eating each day, or do they prefer surprises?
- Is a good or bad day about someone's routine, rhythm or pace of life – do they like to be busy, or prefer a slower pace?

### Top Tips

- If someone is finding it hard to think about what makes a good or bad day, ask them to describe a day last week that was really good or really bad and then find out why. If the person has not had good days for some time then ask them about a day from their past.
- If the person can't tell you themselves then use their *Relationship circle* to identify family, friends and support staff whose opinion you can ask about the sort of things that they think help the person to have good days and contribute to bad days.
- Make sure that the focus is on the person being supported. What makes a good day or bad day for them, not for the staff supporting them?
- Write detailed and specific statements and avoid generalizations such as 'receiving the support I need'. What does this support look like and who is involved?
- Don't see bad days as something that can't be fixed. What can you do to make sure that the person has more good days and less bad days? Make sure we agree SMART actions.
- Keep in mind where else you can use and record this information. For example are you learning from good days and bad days about the person's communication, who they get on with best (for *Matching support*) or about gifts (for appreciation section of a *One-page profile*).

## Relationship circle



**In our lives, our family and friends are the single most important factor. Sometimes people need support to make, develop and maintain relationships. There are different styles of *Relationship circles and maps*, but they all represent the people in the person's life and indicate how close they are.**

You can use the *Relationship circles* tool to:

- Identify all the important people in a person's life and how close each relationship is.
- Show the balance between family, friends and paid workers in someone's life.
- Actively seek to increase the number and depth of relationships that a person has, if that's what they want.
- Identify who could contribute in supporting a person to achieve their goals and aspirations.
- Look for themes. Are there any common characteristics amongst those a person gets on with that could inform a good support match?

## How to develop a *Relationship circle*

To develop a *Relationship circle*, start by writing the name of the person in the center of the diagram. Then write the names of the people that they know around them, placing the most important people closest to the center. You can place people in one of four categories:

- Family.
- School, work or daytime.
- Friends and other unpaid people e.g. neighbors.
- Paid supporters.

When you are supporting someone to complete their *Relationship circle*, you may find it useful to use prompts to help them to explore their relationships, such as:

- Photo albums.
- Social networking sites e.g. Facebook, Instagram.
- School yearbooks.
- Address books.
- Phone speed dial lists.

If you are supporting someone who does not use words to speak, use the most appropriate communication methods for them e.g. pictures, objects, words etc.

### Family

Family can include any relatives who are a part of someone's life. For example, this could range from Uncle Joe who they only see once or

twice a year to family members they see every day or week. We must also recognize the fact that - although most are - not all families are close. Each person's perspective and situation is unique.

### School, work or daytime

Many of us get to know people through our place of education or work. Think about where the person spends their day. Who are these people and how well does someone know them? Are there any people that the person would like to get to know better?

### Friends and unpaid support

This category covers anyone that the person knows and has a relationship with. This could include people that they don't know well but who they see

or chat with regularly, like the woman who works at the Post Office, the man who serves behind the bar or some of their neighbors. It might include people that they knew in the past, but with whom they have lost contact.

### Paid supporters

Paid supporters include anyone who is paid to be in someone's life such as a support worker, doctor or hairdresser. For some of the people we support, these paid supporters make up the majority of the people that they know.

On the Thinkandplan.com website there is another graphic to map relationships, but in columns instead of circles.

### Top tips

- Include the date of when the *Relationship circle* was created.
- Be clear about who each person is, give their name and state the relationship to the person.
- If you include people who have not been in someone's life for a while then note how long they have not been around.
- Think about the role each person on the *Relationship circle* could have in supporting the person to achieve the lifestyle they want to lead.
- If the person has very few people in their life, think together about what it would take to make connections and friendships, or deepen existing relationships. Set specific goals to move towards this if this is what the person wants.

## Communication charts

What am I communicating to you?			
At this time	When this happens	We think it means	We need to do this

What are you communicating to me?		
We want to tell	To do this we	Helped/supported by

What do we need to do next?

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Having the power to communicate and make decisions is central to people having choice and control in their lives. Everyone communicates, but not everyone uses words.

- The *Communication charts* are simple and powerful ways to describe how someone communicates with their behavior, body language, gestures and facial expressions.
- There are two *Communication charts*, one describes how the person communicates with us, and the other how we communicate to the person.
- They not only share what we think the person is communicating, but how we need to respond.
- The second *Communication chart* – How we communicate with you, is used where people use alternative ways to communicate, for example, objects of reference.

## How to develop a Communication chart

Look at the person's *Relationship circle* to decide who to involve in developing their *Communication chart(s)*. To describe how the person communicates with us, start with the second or third column first – either: **When this happens** This section describes the behavior – what other people can see or hear. **We think it means** This section describes what we think the behavior means. What the person may be thinking or feeling.

Once you have completed these two columns, then add the information to the first and fourth columns:

**At this time** This section describes the context, what is happening in the environment or what has just happened ('the trigger').

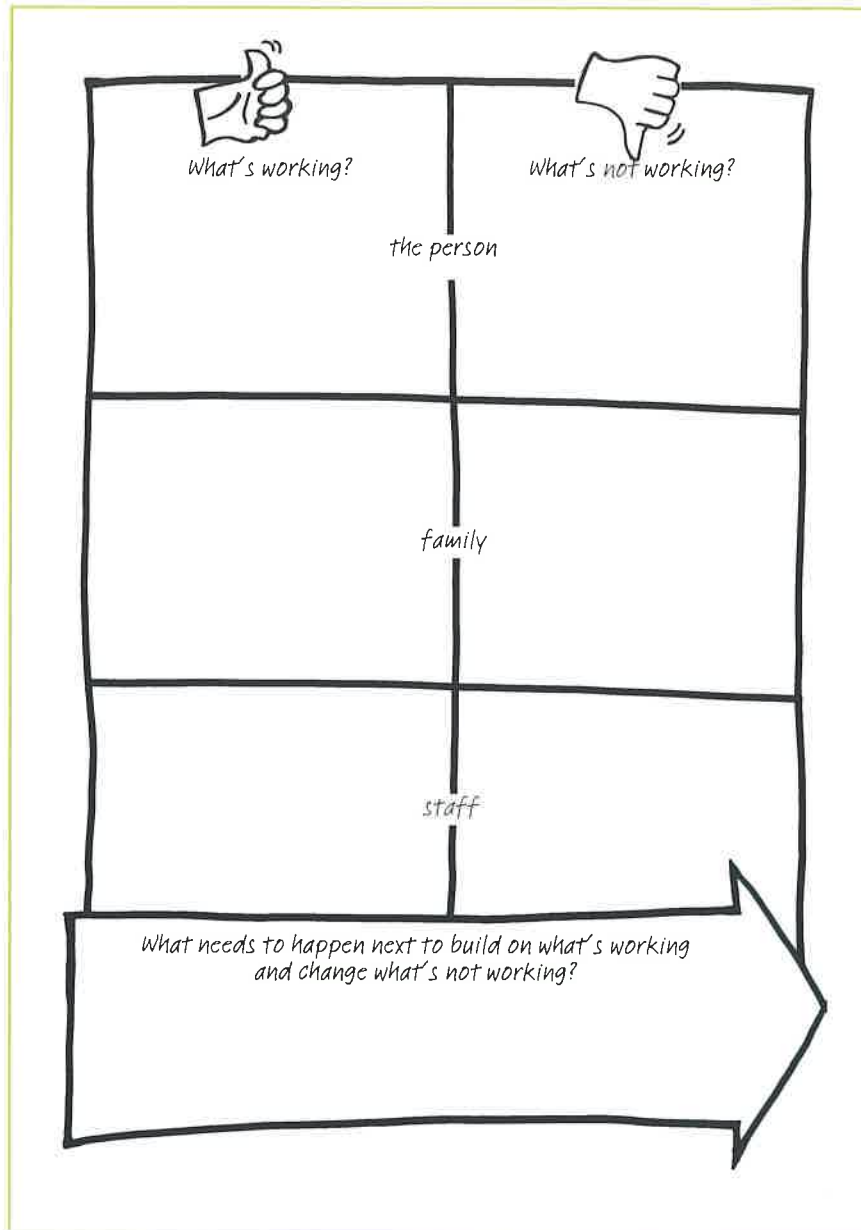
**We need to do this** This section describes what others should do (or not do) in response.

### Top Tips

- Include the date of when the *Communication chart(s)* was developed and when you are going to review and update it.
- Where people are unsure or disagree, think about how you can check out the information, for example, using *Learning logs*.
- Be as clear and specific as possible – colleagues should know exactly how they need to respond or how to communicate with the person.
- Once you have completed the *Communication chart(s)*, see if there is information to add to the person's One-page profile.
- Doing the *Communication chart(s)* may give you information about the best people to support the person which you can use in *Matching support*.
- Make sure you have a way for everyone who is involved in the person's life to see and use the *Communication chart(s)*.



## Working and not working



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This person-centered thinking tool helps you to capture the things that are working or making sense in a situation and should stay the same, as well as those things that are not working and need to change.

The *Working and not working* tool:

- Looks at a situation from different perspectives – identifying shared views and potential disagreement.
- Keeps the person's perspective central, but also in a way that makes sure that everyone's voice is heard.
- Discovers and celebrates what is working.
- Enables everyone to see and feel that they have been heard.
- Sets actions to create change where necessary by building upon what is working and changing what is not working.
- Identifies the things that are working and stop you from accidentally changing them.

## How to use *Working and not working*

This person-centered thinking tool works best when everyone works together so that the perspective of everyone who is involved is captured and action can be decided on as a group. If you are using this tool with an individual, then ask the person who they want to involve, such as family and staff members. The person may need some support beforehand to think things through from their own perspective.

If you are using this tool with a team, make sure that as many members of the team are involved as possible, so that everyone's perspective is heard. You will need to think about a way of getting other people's perspectives, or checking out your 'best guesses' with them.

Sometimes, people associate 'not working' with doing something wrong or 'failing' – but this is not the case. 'Not working' is intended to identify those things that need to change, or to capture things that have been tried but that were not suitable for the individual.

If you are facilitating a meeting, it's important to create an atmosphere in which everyone feels that they can be honest and express how they are feeling. It can be useful to follow these three core principles of negotiations:

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1. Make sure that everyone is listened to (for example using rounds).
2. Start with common ground and record all perspectives.
3. Be unconditionally constructive – don't take sides!

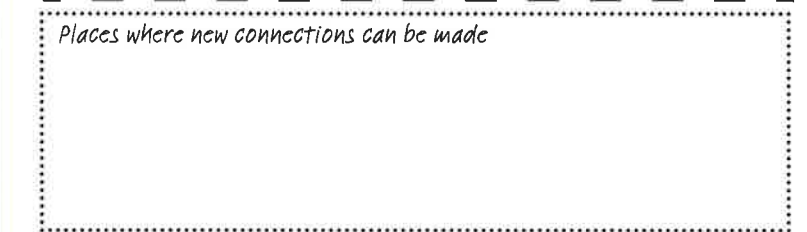
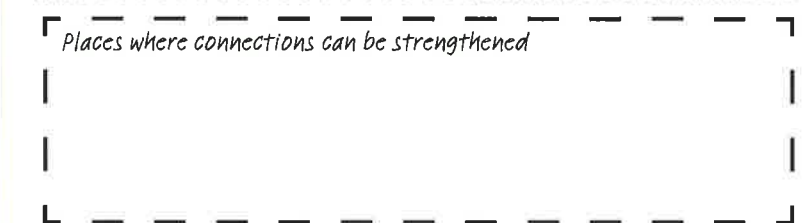
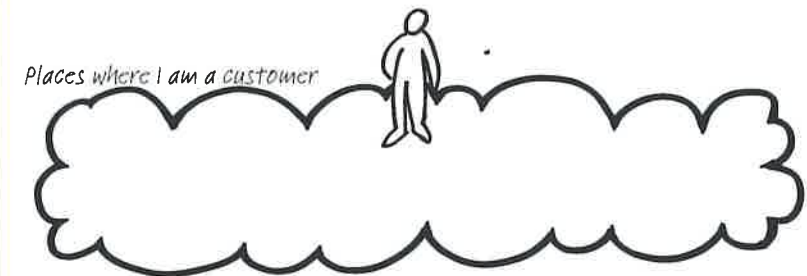
When you are using the *Working/not working* tool, you should always start with looking at the situation from the individual's perspective

and find out what they want to happen. If you are best guessing on behalf of a person because they can't tell you directly with their words, always check out your assumptions afterwards with people who know the person well before taking action. Develop SMART actions that keep what is working and change what is not working.

### Top Tips

- Find out what the most important 'not working' are, and start developing an action plan with these, so you are addressing the highest priority areas to change first. You could ask people to vote by using sticky dots or checkmarks.
- Make sure you look at any 'working' that require actions to keep them happening.
- Remember that other person-centered thinking tools can help you to change what is not working

## Community map



**We often think of a community as a group of people living in the same neighborhood. But communities can consist of any group of people brought together by a common purpose – either in the real world or in a virtual world – online.**

You can use the *Community mapping* to see where the person spends their time (outside of their home). This can help you to think about:

- What would it take to extend the places where the person goes?
- What roles the person has in each place.
- What is *working and not working* about where they go?
- Where they can contribute to and be fully part of community life.
- What opportunities could be created to increase connections and develop relationships.

### How to develop a *Community map*

When you are using this tool, start by working with the person that you support to write down the places that they already go to. Next, think together about how you can increase the number places they go to and maximize opportunities for relationships. Here are some areas to think about:

#### Places where I am a customer

This might include places like a shop, the hairdresser or local leisure center that the person visits regularly.

#### Places where I feel good

Most of us have special places that just make us feel good inside. Perhaps this is a place in the countryside or local area.

#### Places where I am a member

Many people are members of religious groups, and social or sports clubs. This can be a great way of meeting new people.

#### Places where connections can be strengthened

Can you identify ways to strengthen any of the existing connections? This might be through encouraging a friendship or additional involvement to give the person more of a chance to connect and bond.

#### Places where new connections can be made

This is where you can work with the person you support to identify places where new connections could be made. Use the information from their *One-page profile* and *Perfect week* to identify what's important to them and then use your imagination and creativity to make things happen.

Look at the person's gifts, skills and interests. What would they like to do or do more of? Where in the community might these gifts be welcome?

Look about in your local area and find out what groups and clubs exist.

Look for associations that are working to improve the local community. What contributions



could the person you support make? Would they like to join any of these groups, or find another way to contribute?

Reflect on your own relationships and connections and think about how far you are prepared to share these with the person you support, it may help to connect someone and widen their contribution.

### Top Tips

- Start with the person's *One-page profile* to make sure the *Community map* reflects what matters to the person – relationships, places and interests.
- The Relationship circle is an important person-centered thinking tool to inform the *Community map*.
- When you have completed the *Community map* go back to the *One-page profile* and see if there is any information that you now have that can be added to the *One-page profile*.
- If you have found places or clubs that the person wants to get more involved in, the person-centered thinking tool *Presence to contribution* is useful.
- There are different ways to record *Community maps* – see which one would work best for the person – graphics, photos, adding to an actual map.
- The purpose of doing a *Community maps* is to learn and reflect together and then move to action, so make sure that your action plan is SMART.

## Perfect week

	Mornings	Afternoons 	Evenings 
Mon			
Tues			
Wed			
Thurs			
Fri			
Sat			
Sun			

A 'Perfect week' is one that is an ideal week for the person, which is both practical and possible within resources (e.g. Individual Service Fund or budget).

- It is a detailed description of how a person wants to live, not an unrealistic dream.
- It includes the important places, interests and people that matter to a person.
- Once you have a *Perfect week* you then use *Matching support* to work out the best people to support the person to deliver the perfect week.
- It is a basis for looking at 'Just enough support' (thinking about family, friends, community initiatives, assistive technology and paid support).
- It is a good evaluation tool for teams to see they are delivering personalized support and achieving the right outcomes for the person.

### How to develop a Perfect week

#### Before you start

You can use information from the other person-centered thinking tools to help you to plan a person's *Perfect week*. Use the tools to find out:

- Who the important people are in their lives from their *Relationship circle*.
- What is important to the person from their *One-page profile*.

- Where the person spends their time, when and with whom from their *Community map*.
- Where the person wants to be in one year's time from the outcomes from what is *Working/not working* and *Good day/bad day*, as well as what people's dreams are for the future.
- You also need to know if the person has an individual money or time allocation.

You can work this out directly with the individual or make best guesses and then check and amend with the person.

#### Start with relationships

Start with relationships by looking at the *Relationship circle*. On the *Perfect week* show when and how the person wants to keep in touch with the important people in their life.

#### Add the what and where

Now think about what the person wants to do and the places that are important (from the *One-page profile* and *Community map*). Put these on the appropriate day if there is a set day (for example going to the Synagogue on Saturday) or create a list to happen during the week but not on a set day.

#### Add outcomes

As well as the day-to-day information, look at where the person wants to be in a year's time (their outcomes). What needs to take place each week to move towards these?

### Check with the person

Once you've completed the *Perfect week* you need to check back your understanding with the individual and make sure that it works for them.

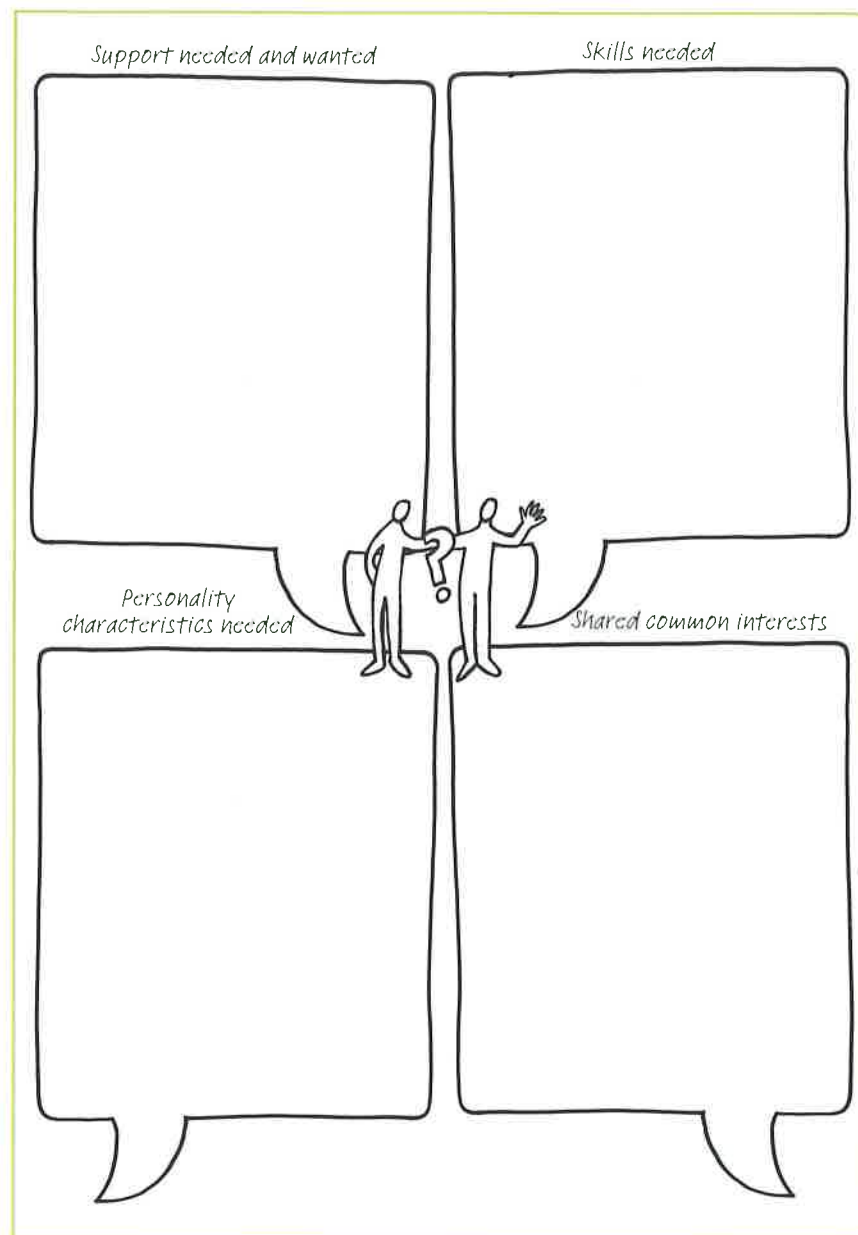
To make sure that the *Perfect week* actually happens, you will need

to create a more detailed Action plan that is linked to the person's support requirements. The *Perfect week* can now become the basis of a personalized support schedule, and you can use the *Matching support* to think with the person about who they want to support them for each element of their *Perfect week*.

### Top Tips

- Don't just document the current situation. Don't just describe what the person is doing now – think about what they want to be doing in the near future.
- It is not a strict timetable. Remember, the *Perfect week* is a guide to what a person wants to do – it's not a rigid timetable or activity plan.
- Be clear about what's fixed and what's flexible. There are some things in a person's life that they will consider as fixed, such as visits from relatives or social events, and other things that are flexible. Make sure that you are clear about what's fixed and what's flexible from the person's perspective. It's important to get the balance right between having enough structure so that the right people are available to provide support and being flexible so that plans can adapt.
- Make sure it is detailed and specific. The *Perfect week* should include clear, day-by-day information (am/pm/evening) about exactly what the person wants to do and who they want to support them. Don't use generic statements such as 'morning routine' – what does this mean, what and who are involved?
- Check that it is realistic. Make sure that the activities that you record on the *Perfect week* are realistic and within the budget and resources available. Describe things that could really happen, not just what would be 'wonderful if only it were possible'.
- Keep it up to date. Make sure that you review and update the *Perfect week* on a regular basis as a person's interests develop or the opportunities available to them change. You may find that the *Perfect week* might actually end up as the perfect month. It may also change between seasons.
- Check that it reflects the person's *One-page profile*. A person's up-to-date *One-page profile* should reflect their *Perfect week*. Compare these person-centered thinking tools and check that this is the case.

## Matching support



**Getting a good match between those who use services and those who provide them is essential for everyone involved. People are at risk if they are supported by people who don't like them. True personalization requires that people will choose their own staff.**

- Different people need different support, not only in terms of what is necessary to keep them safe and healthy, but in terms of what is important to them and what works with their personality.
- Being supported by someone with the right skills and characteristics can greatly improve the quality of a person's life.
- The *Matching support* tool is a simple way of matching those who need services with those who provide them.
- You can also use the *Matching support* tool to help you identify potential people for a person to live with.

## How to use *Matching support*

When you are using the *Matching support* tool with someone, it can be useful to use their *Relationship circle* with them to discuss the following questions:

- Who are they closest to? What do they do together? What characteristics do they share?
- With whom do they have the most 'good days'? Why? Is there anyone whose presence helps to create 'bad days'? Why? What does this tell you about personality characteristics of the support worker that work best for the person in need of support?
- Do they have any specific interests or hobbies that they would like their paid support to share?

### Support wanted and needed

Identify the areas or activities where the person needs or wants support. This might be from support with personal care and medication, to support with hobbies or activities.

### Skills wanted and needed

Identify the skills a person needs to support the person to stay safe and healthy and to address what is important to them. What will they need to be able to do to support this person?

### Personality characteristics needed

List the personal characteristics that would make a good match. What

qualities must the person supporting someone have and what would be nice to have?

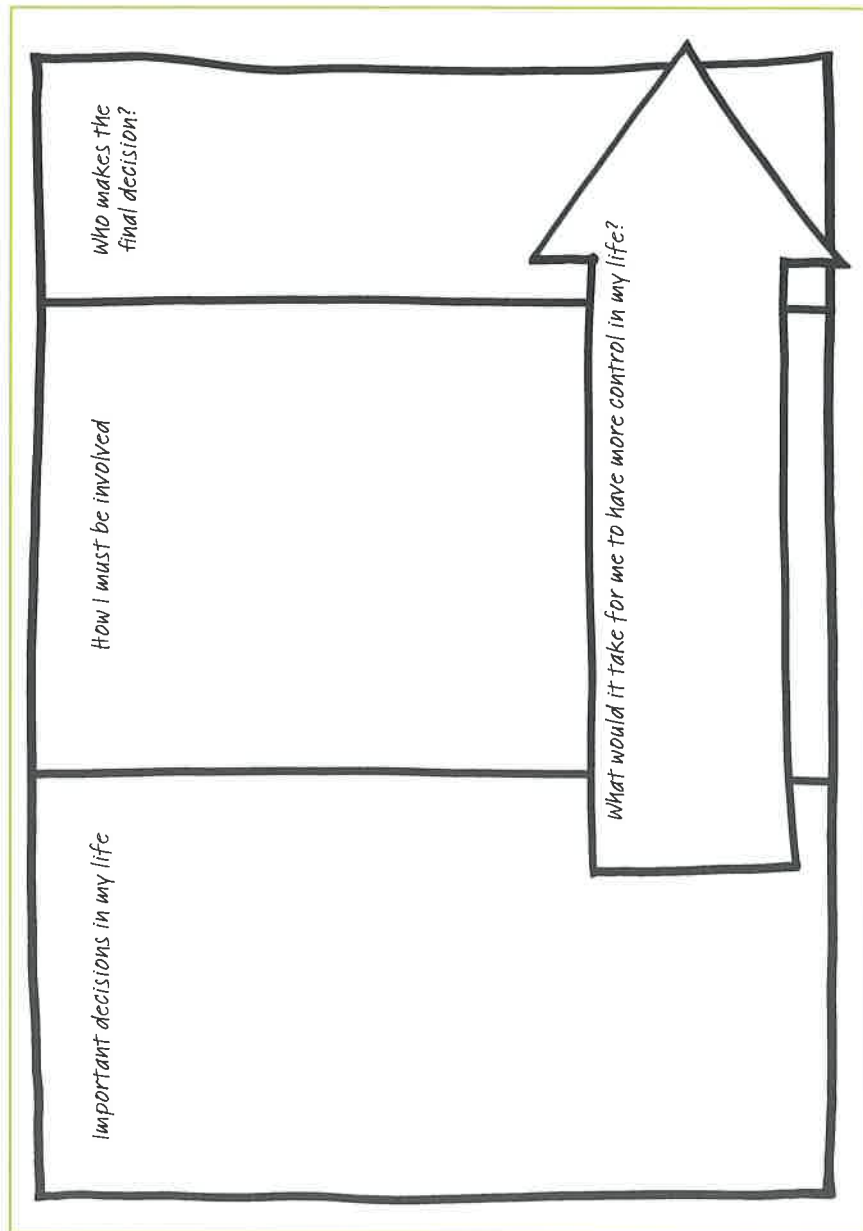
### Shared common interests

List the interests and activities that the person being supported would like to have in common with the person supporting them. What things should they also get excited about?

### Top Tips

- A simple way to choose staff to support someone's *Perfect week* from an existing staff team is to look at the staff team's *One-page profiles* and to see what match you have between the hobbies and interests on the *Perfect week* and find staff who share these.
- The information from *Matching support* can become the basis of the person specification for recruiting new staff.
- You can use this for matching volunteers to support people, and in teams to match people working together on a project or specific task.

## Decision-making profiles and agreements



Key Points and Top Tips

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There are two parts to the **Decision-making tool – the profile and the agreement**. Together they help us to understand how much power, choice and control a person has over decisions in their life.

They help us to work with a person to develop actions that will increase the range and significance of the decisions that they make. They create a clear picture about:

- How the person makes decisions.
- The range of decisions the person makes.
- What support the person may need to make decisions.
- Who has the final say.

### **Decision-making profile**

Describes how a person makes decisions and how they want to be supported in decision-making. Describes how to provide information that makes sense to the person e.g. in audio format, pictures, symbols etc.

### **Decision-making agreement**

A clear record of the important decisions that a person is making and how they want to be supported with them. Gives clarity over who makes the final decision.

The *Decision-making agreement* is underpinned by the belief that we have a duty to assume that a person has the capacity to make their own decisions, and that people should

not be treated as incapable of making decisions unless all practical steps have been tried to help them. We must always do things or take decisions in the person's best interests for people without capacity to make a decision.

### **How to develop a Decision-making profile and agreement**

Start with the *Decision-making profile* and look at the person's *One-page profile* and *Communication chart(s)*.

See what these tell you about the best times and ways to support the person to make decisions. Talk to the person and those who know the person well to check out and add to this information. It may help to think back to an important decision and look at what worked and did not work for the person about how they were supported or use the *4 plus 1 tool*.

Once you have completed the profile, move on to the *Decision-making agreement*. Again, use the person's *One-page profile*, *Communication charts* and look at *Good days and bad days* to think together about the important decisions in the person's life. Once you have listed the decisions, then look at the process for making that decision and how the person can be supported to be at the center of decision-making.

Key Points and Top Tips

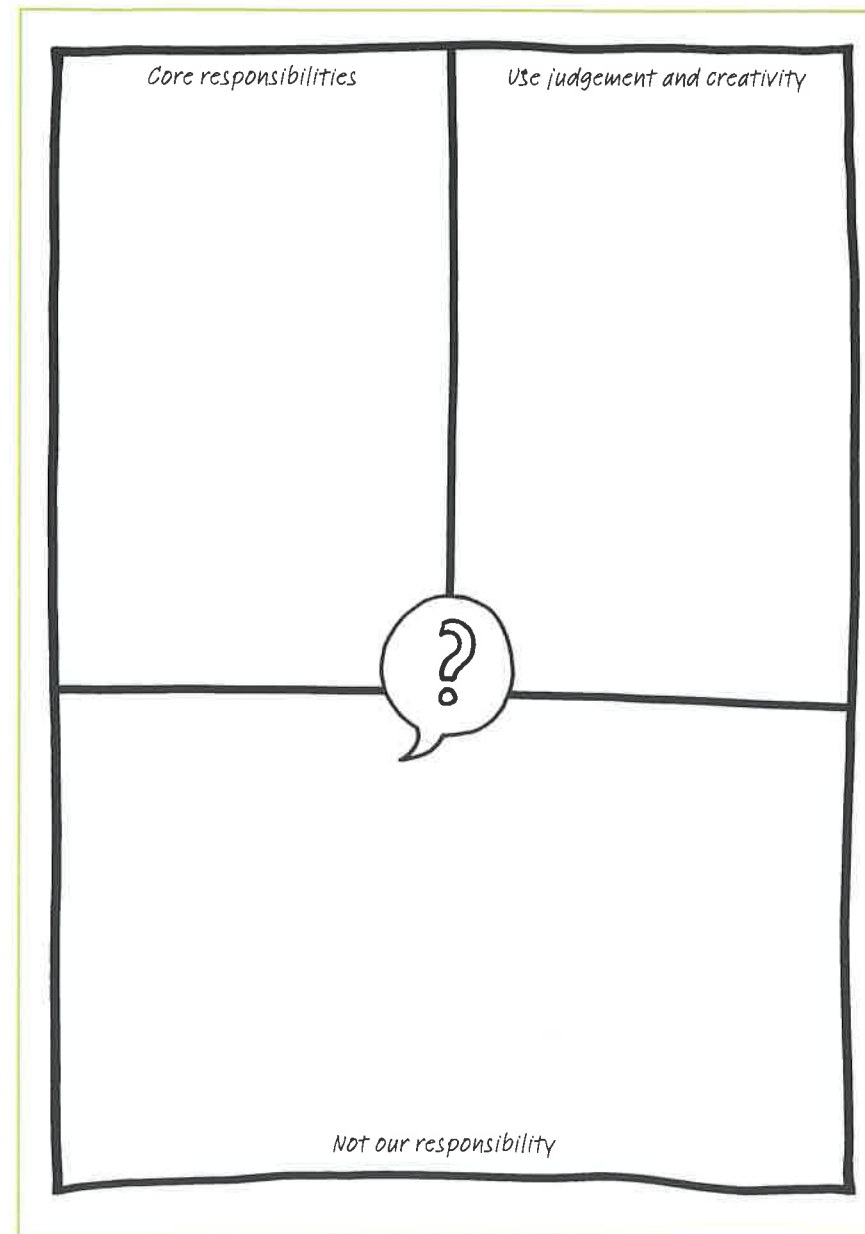
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## Top Tips

When you are creating a *Decision-making agreement* you need to:

- Use strong positive statements (not 'usually' or 'sometimes').
- Use clear, everyday language with no jargon or service speak.
- Include details about how the person would like information to be presented to them e.g. audio, pictures etc.
- Add the date that the *Decision-making agreement* was completed and who contributed.
- Add any actions that need to be taken and by whom.
- Make sure that there is a review date and that someone is responsible for this.
- Include details about how a person makes decisions when they are stressed or unwell e.g. in pain.

## Donut (roles and responsibilities)





**Defining roles and responsibilities is important for positive change to occur in people's lives. It also helps you to know what you must do, when you can try new things and when you can't. This can support positive risk taking and gives people confidence in knowing what is expected of them.**

The *Donut* tool helps colleagues to be clear about roles and responsibilities when supporting someone by identifying:

- Areas that are core responsibilities, either because they are important to that person or they keep them healthy and safe.
- Areas where people can use judgement and creativity (try things out and experiment) to solve problems and make decisions.
- Areas that are not people's responsibility.

### How to develop a *Donut*

- Think with a person about how they want to be involved in completing this person-centered thinking tool.
- 'Core responsibilities' are things that must always happen.
- 'Creativity and judgement' are the things (sometimes new) that can be tried out or explored.
- 'Not our responsibility' is not an excuse to ignore something but sets the limits of where we can become involved.
- Decide what it will take to implement what you have learned. Who needs to do what by when?
- Do you need to update information about the person or the team to reflect this? For example, is there anything to add to or change in the 'how best to support' section of the person's *One-page profile*?

### Top Tips

- When you are using the *Donut* tool, it's best to start by thinking about a specific situation rather than trying to look at everything at once.
- It can help to decide whether something is a core responsibility or creativity and judgement by thinking about the consequences if something goes wrong or does not happen. You cannot 'experiment' with core responsibilities!
- The creativity and judgement section is where there are lots of opportunities to experiment and learn. Make sure that there are ways to capture this learning – for example, do you need to use the *4 plus 1* in team meetings to review this learning, or do people need to be using the *Learning log*?
- Keep in mind that the purpose of doing a *Donut* is to help colleagues understand where they can experiment or try new approaches and what has to be done in a particular way. Talk to people about what they might try or explore in the 'creativity and judgement' section. See what support they may need, and how they can track and record their progress (for example using *4 plus 1 questions*).

## Learning logs

What did you learn about what didn't work?

What did you learn about what worked well?

Who was there?

What did the person do?

Date

What does this mean we need to keep doing or do differently?

Key Points and Top Tips

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**When you are supporting someone on a daily basis, you are learning about them all the time; finding out what works well for them and what doesn't.**

However, all too often this knowledge stays with you as there is no system for passing it on to others. The *Learning log* tool is a way of recording this vital information so that it can be shared with others and acted upon. This is particularly important when someone is being supported by more than one person.

- You can use a *Learning log* to record and share ongoing learning about what worked well and what didn't work well for an event, situation or activity.
- Valuing, recording and acting on what you or others have learned can have a substantial impact on the quality of someone's life.

- You should use information from a *Learning log* to update other person-centered thinking tools, for example the person's *One-page profile* and the person-centered description (support plan).
- Using this person-centered thinking tool helps you to look for ways of improving things for the future, as well as passing on lessons learned. It also makes it more likely that activities and events in the future will be a success.

### How to complete a *Learning log*

It's important that the *Learning log* records what you have learned about a situation and does not just describe the events, or the person's behavior. You need to think about:

- What went well? What did you learn for next time?
- What didn't go well? What did you learn for next time?

### Top Tips

- Don't simply replace all progress notes with *Learning logs*.
- The *Learning log* tool is most useful when people are doing something new, or being supported by new staff.
- Some people who you support may want to complete their own *Learning log* or do this together.
- Make sure that there is a regular time for them to be reviewed and the information added to the *One-page profile* or other information (for example in a monthly team meeting).

Key Points and Top Tips

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## 4 plus 1 questions

What have we tried?

What have we learned?

What are we pleased about?

What are we concerned about?

What do we need to do next?

**The 4 plus 1 questions tool is a great way for people to come together and look back over a period of time and think about what has been tried and learned, and then use this information to decide what to do next.**

- It is typically used with a group of people who support a person, but you can use it to reflect on any situation. For example, you can use it at the end of a project to reflect on how things went.
- This person-centered thinking tool gives a structured way for everyone to be listened to and describe what they have learned.
- It can help you to both review how things are going and plan further actions.
- It helps us stop what is not working and continue with the things that are.
- It can be an easy way to update *One-page profiles* and develop more detailed person-centered descriptions.

### How to use the 4 plus 1 questions

If you are using this tool in a group then decide on the best people to invite – who has knowledge and learning about the issue? Make sure that people come prepared to share their knowledge.

One way of using this tool in a group situation is to write each of the questions on a large sheet of

paper and ask people to write down their thoughts under each heading. It's important to make sure that everyone feels comfortable writing; let people know that spelling and grammar don't matter. If someone feels that they can't write then someone else can write for them. If the person being supported is at the meeting then they must be supported to have his or her thoughts posted as well. If they are not there then any best guesses that you make on their behalf must be checked out before action is taken. Remember, the person's point of view is central to the completion of all person-centered thinking tools.

#### 1. What have you tried?

In this section you need to describe exactly what you have tried. Make sure that you give enough details.

#### 2. What have you learned?

Don't confuse what you have 'learned' with what you are 'pleased' about. Learning is about finding out new information that might be useful to know in the future.

#### 3. What are you pleased about?

It's great to share and recognize successes. This section is all about taking time to celebrate achievements and identifying what's working. It's also an opportunity to take actions that will safeguard what people are

pleased about, particularly if it is an unforeseen consequence of what has been tried.

#### 4. What are you concerned about?

Sometimes it can be hard for people to find an opportunity to express their worries about a situation.

This section of the tool encourages everyone to think about and discuss those things that concern them and identify what changes need to happen.

#### +1. What do we need to do next?

After everyone's thoughts have been captured, look together at the answers and ask people "Given what we now know, what do we do next?"

Then develop SMART actions (who, what, when, etc.) for what people decide to try.

Ensure that what you have learned is added to the *One-page profile*, person-centered description (support plan) or other relevant tool.

#### Top Tips

- This person-centered thinking tool is useful in lots of situations such as: review meetings, staff supervision meetings, team meetings and individual work with families.
- The questions are a powerful way to reflect on a particular area of someone's life when they face a specific situation or challenge.
- It's also a great way to start meetings and it is an effective use of meeting time; focusing people on useful discussions, problem solving and action.
- Make sure you use what you have learned to update the person's *One-page profile* or other relevant information.