

# TRAINING FOR SOCIAL CARE WORKERS

# Modules



MODULE I - FROM INSTITUTIONAL  
EXCLUSION TO EQUAL  
CITIZENSHIP. A LONG JOURNEY.



MODULE II - THE WAY FORWARD.  
A PERSON-CENTRED APPROACH  
TO DEINSTITUTIONALISATION



MODULE III - THE TRANSITION  
PROCESS FROM INSTITUTIONAL  
TO COMMUNITY-BASED SETTINGS

# Overall Learning Outcomes:

## LO1

Understand the key elements of the deinstitutionalisation process

## LO2

Comprehend the community-based living principles

## LO3

Apply human rights-based approaches to care and support

## LO4

Understand the transition process from institutions to community-based care

## LO5

Apply good practice in needs assessment and support planning



# Module I

## From institutional exclusion to equal citizenship. A long journey.

# By the end of this module you will:

Learn	what deinstitutionalisation (DI) is, which are the key elements surrounding DI and what is the state of play in Greece
Know	the key principles of the UN Convention on the Rights of the Child, Persons with Disabilities and the UN Principles of Older Persons
Comprehend	the principles and values of implementing human-rights and children-rights approaches
Understand	the paradigm shifts and subsequently change your attitude toward individuals and children with support needs

# Activity - Same and different



Split into groups of 3 or more



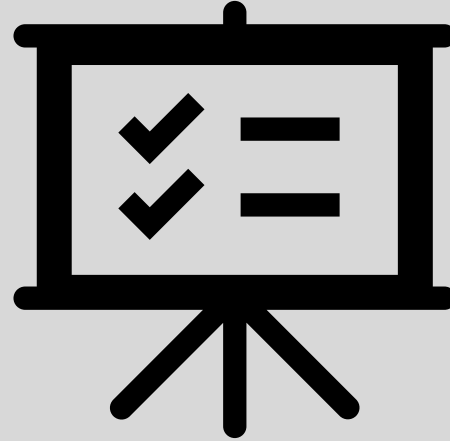
Write down as a list all the interesting things that you all have in common.



You have 5 minutes for this task.



At the end of the 5 minutes, each small group will share their list to the other groups.



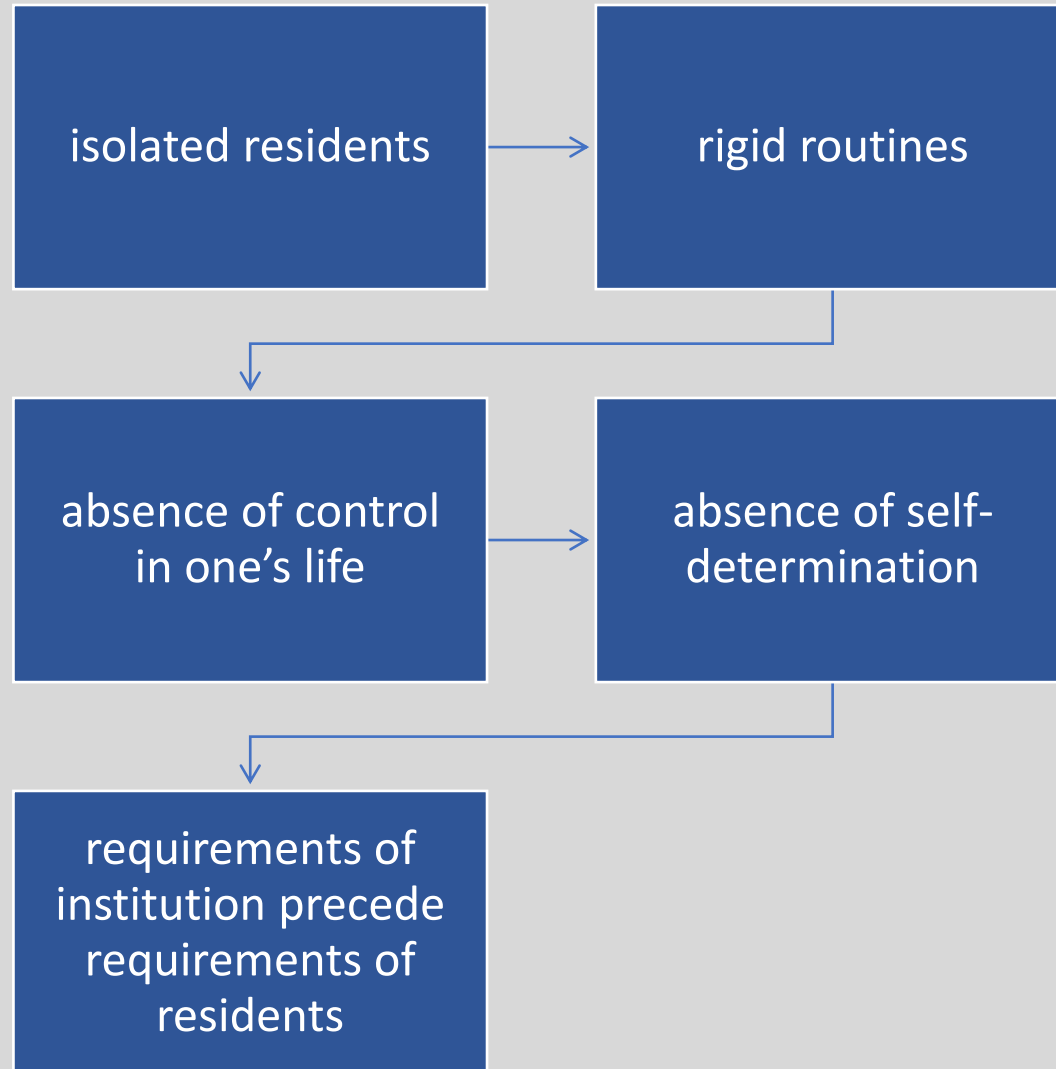
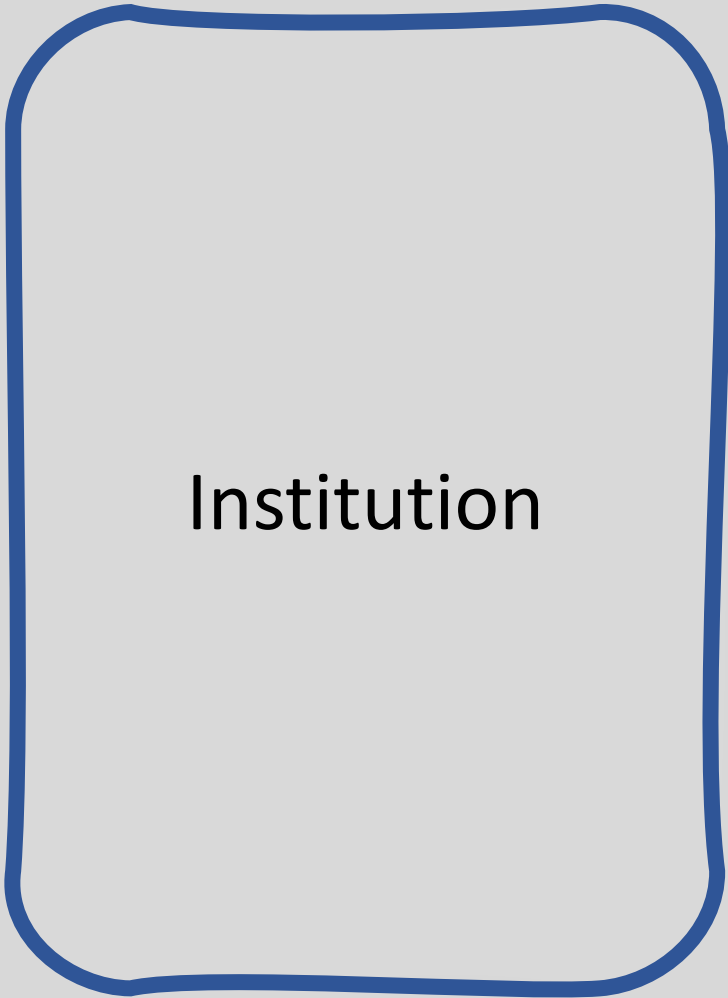
## LEARNING OUTCOME 1

UNDERSTAND THE KEY ELEMENTS OF THE DEINSTITUTIONALISATION  
PROCESS

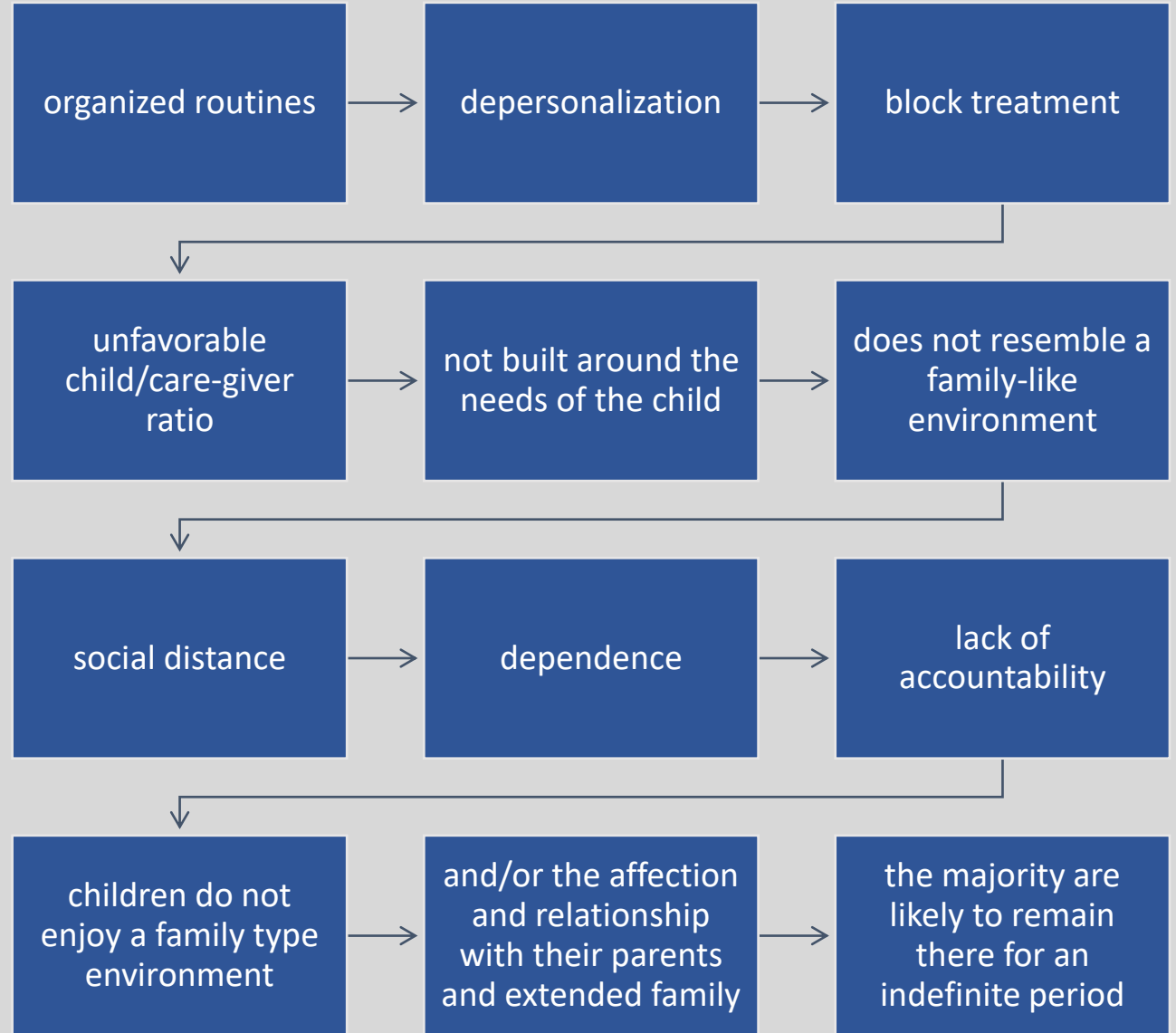
# 1. Deinstitutionalisation



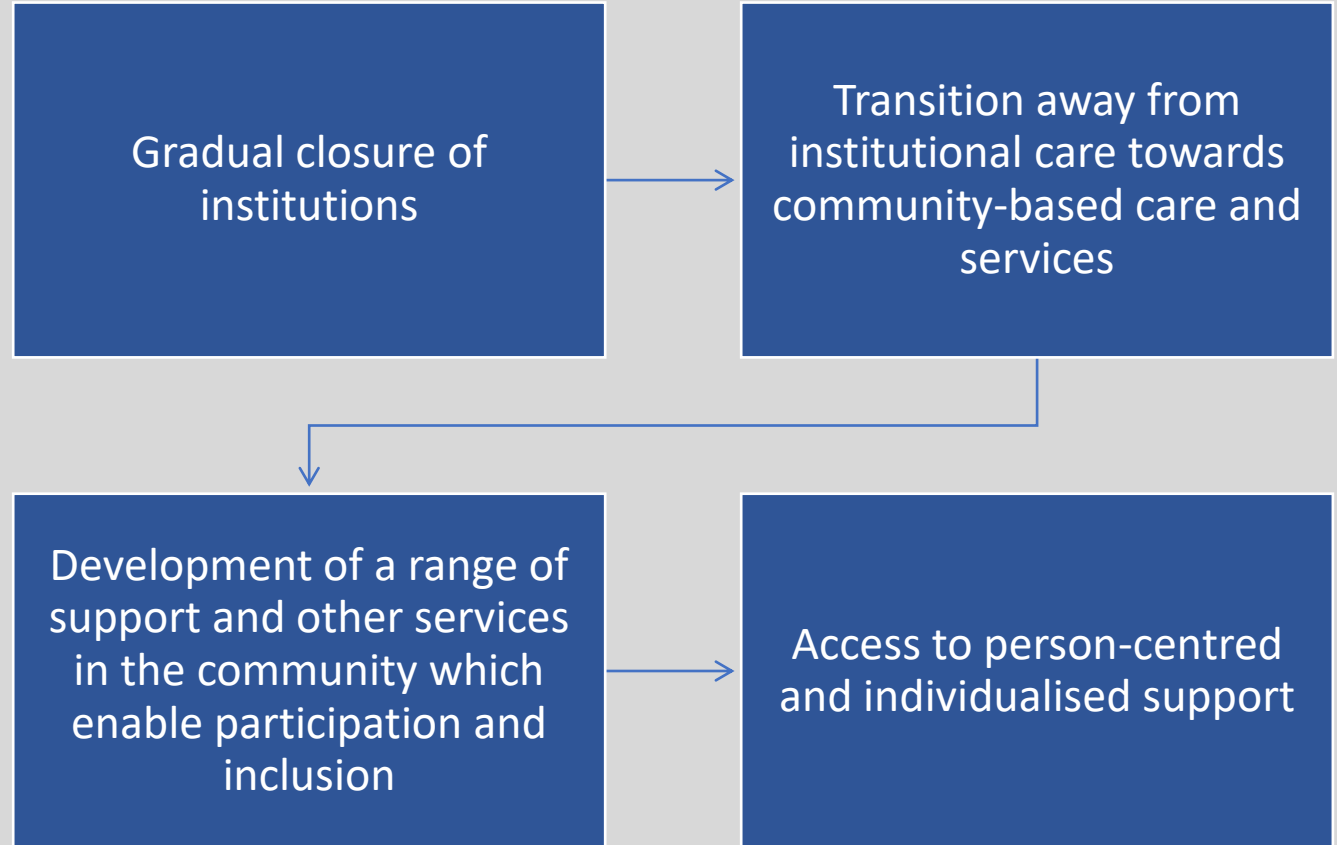
# 1.1 Definitions



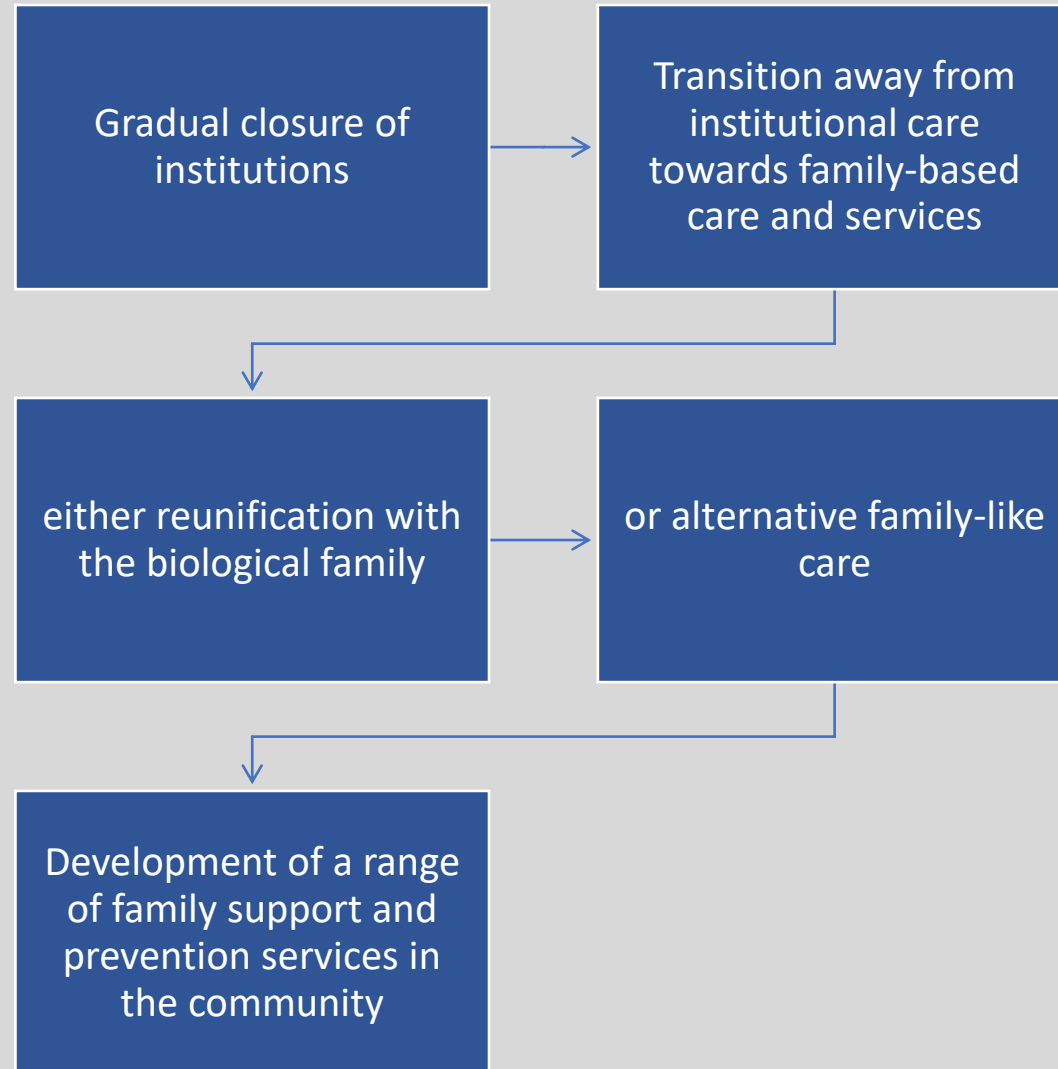
# Institution for children



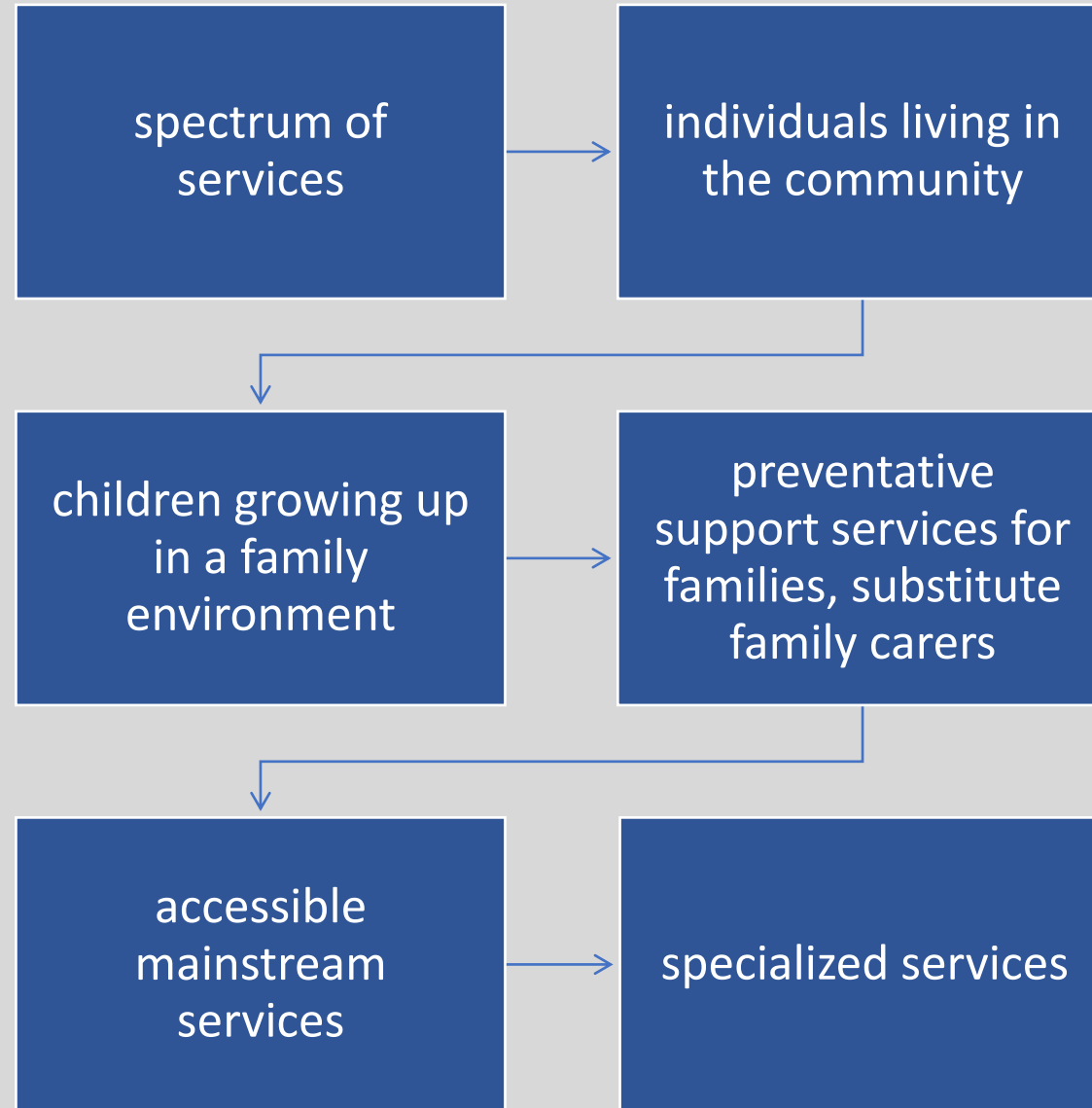
# Deinstitutionalisation



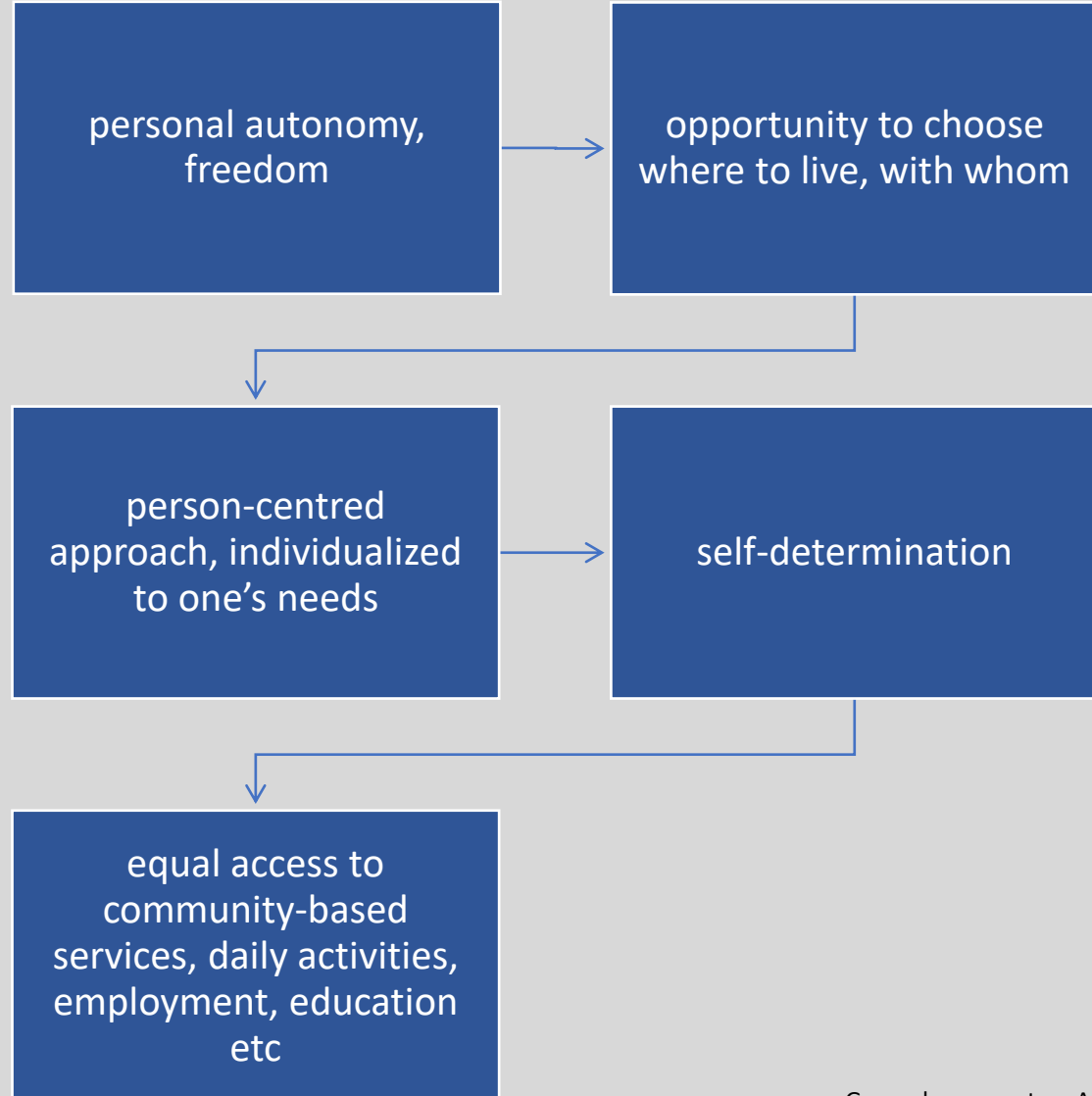
## Deinstitutionalisation for children



# Community-based care

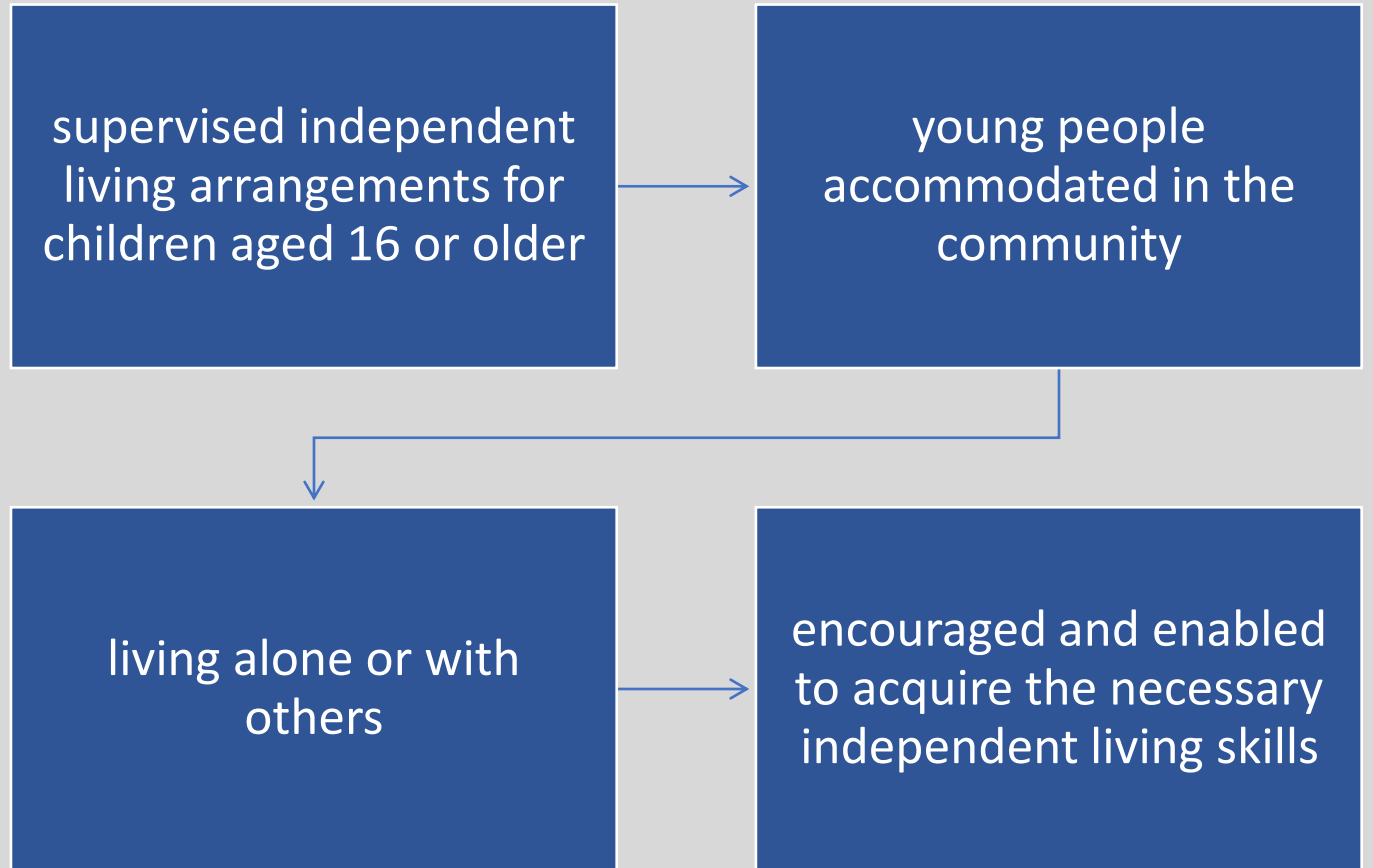


# Independent Living for PwD and elderly



General comment on Article 19 UN CRPD

# Independent Living for children



Cantwell, Nigel (2010) Refining definitions of formal alternative child-care settings: A discussion paper.

# 1.2 deinstitutionalisation in Europe



60% of EU countries have DI strategies or have at least adopted measures in a broader disability strategy.

**Lithuania** → Child Welfare Action Plan to help children grow up in a family environment.

**Bulgaria** → National DI strategy for children.

2010-2017: children in institutional care from 7,500 to under 1,000.

In 2017, 2,500 foster families caring for more than 2,300 children.





# Stories

Ronie

Jarko

# 1.3 Benefits of developing community-based services



EEG Guidelines (2012)



# 1.4 Domination of institutional care in Greece

## Group Discussion



Let's think about the setting we are working and compare it with a similar setting in the past.



Let's think about the values, beliefs, what the services looked like, how individuals were supported.

Let's discuss the following questions:

*When was the first institution founded?*



*What was it like in institutions 50 years ago? 20 years ago? Now? What has changed?*

*What are some of the most common perceptions about institutions?*

*When did the first DI efforts start and why?*

*What are the thoughts/ beliefs about DI among the staff working in institutions/ the people living in institutions/ their relatives?*

## 2. International and National Legal Frameworks



# Power Walk Activity



Stand up and form a line



During this exercise you will be the character described in the card given to you.



I will read a sentence and I want you to move one step forward if the statement is true for your character or stay where you are if it's not true.



After each movement we will analyse why the statement is true for some characters and for some others not.

## UN Convention on the Rights of the Child 1990

### Main Themes

1. Survival rights
2. Protection rights
3. Development rights
4. **Participation** rights

- **UN Convention on the Rights of Persons with Disabilities 2007**

- **Article 3 – General principles**

- a. Respect for inherent **dignity**, autonomy, freedom and **independence** of persons;
- b. Non-discrimination;
- c. Full and effective **participation** and inclusion in society;
- d. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- e. Equality of opportunity;
- f. Accessibility;
- g. Equality between men and women;
- h. Respect for right of children with disabilities to preserve their identities.

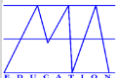
## UN Principles of Older Persons 1991

### The main categories

1. **Independence**
2. **Participation**
3. Care
4. Self-fulfilment
5. **Dignity**

### **IMPORTANT POINT!**

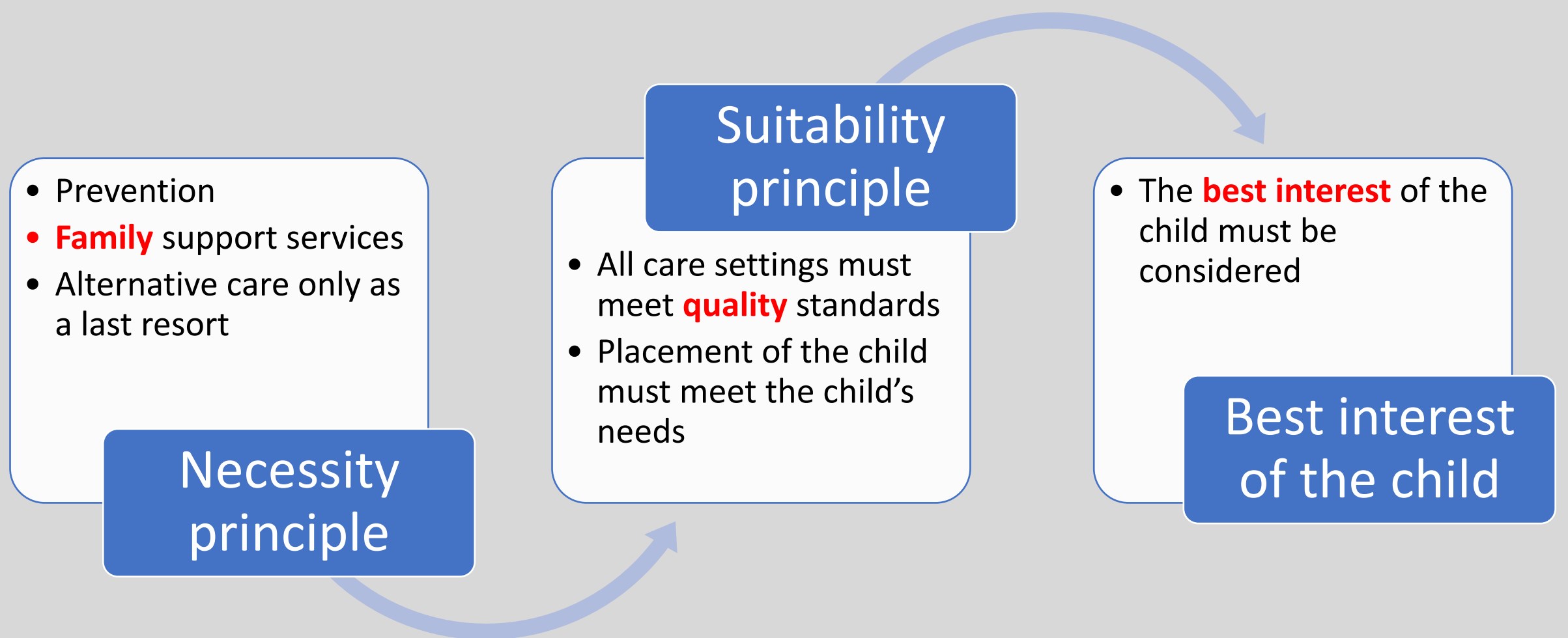
The UN CRPD addresses the needs of persons with disabilities and its principles concern also the needs of elderly with disabilities



Maarit.aalto@maeducation.fi



# UN Guidelines for the Alternative Care of Children



<https://www.alternativecareguidelines.org/>

# UN Convention on the Rights of Persons with Disabilities (UNCRPD) What does it mean on the society level?

## 1. IMPORTANT POINT!

The Convention sets out the legal obligations on States to promote and protect the rights of PwD.  
It does not create new rights

## 2. Important article in CRPD

Live Independently and be included in the community.

*Art. 19 UN CRPD*

## Call for:

- Re-sharing existing services
- Developing new ones
- Implementing a holistic and human-rights approach
- Inclusion



# UN Principles of Older Persons

for persons with disability and for persons who develop disability by ageing

## TO HAVE ACCESS TO:

- Food, clothing, community support etc.
- Work
- Education
- Live in a safe environment
- Stay in own home as long as possible

## TO PARTICIPATE:

- In the society
- what they are interested of and use there capabilities

## DIGNITY:

- To live in dignity and security and be free physical and mental abuse

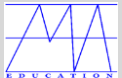
## TO SELFILMENT:

- Have opportunities for the full development of their potential.
- Have access to the educational, cultural, spiritual and recreational resources of society

## CARE

- Health care
- Family
- Have access to services

<https://www.ohchr.org/en/professionalinterest/pages/olderpersons.aspx>



# What does the Rights mean for Your professional role?

## CHILDRENs RIGHTS

### As carers we have an obligation to:

- Know, respect and fulfil children's rights
- Protect children from possible violations

### Children with Disabilities:

- full enjoyment of human rights on an equal basis with other children
- primary consideration the best interests of the child
- the right to express their views freely

Art. 7 UN CRPD

## PERSONs WITH DISABILITY RIGHTS

### New model of disability – new models of qualities of support:

- Reacting to changing needs and rights
- Person-centered approach
- Implement inclusion
- Make participation possible

## UN Principles of Older Persons:

- Practical and medical care
- Support an active life,
- Create opportunities to participation
  
- Professional work based on dignity

## 2.2 Greek legal context vs Greek reality- Group Discussion



Let's think about the people in Greece.

Let's discuss the following questions:

*Do the individuals you are supporting enjoy these rights?*



*Can they decide where to live and with whom? Do they have equal access to services?  
Are they equally included in the society?*

*Can you give us an example of a good model of services? How it can be improved?*

# The way forward

## DI strategy for Greece

- **Target groups:** children, children with disabilities, adults with disabilities and the elderly.
- Build framework of social care support systems to **create the conditions for all individuals to participate to society:**
  - allowing them to enjoy their fundamental rights
  - empowering them
  - promoting their active contribution as full citizens with equal rights

# The way forward

## Objectives of DI Strategy

- **Revision of legislation** of social care and support systems
- **Equip Greek state** with the instruments to pursue reforms
- Build a solid support system that can **prevent institutionalisation**
- Support individuals currently living in institutional settings to **move out and relocate** in community-based living settings

# The way forward

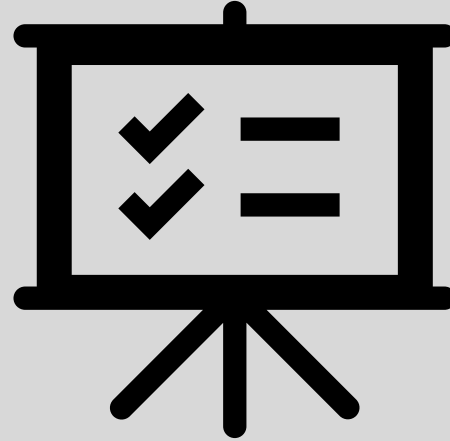
## Methodology:

- 1. Analysis of the situation**
  - Legal systems
  - Social care and support systems
- 2. Mapping of relevant stakeholders**
  - Local organisations
  - Policy makers and stakeholders
- 3. Identification of main issues:**
  - Civil society reports
  - Consultations, workshops and meetings
- 4. Drafting of DI Strategy**
- 5. Drafting of DI Action Plan**

# The way forward

## Index of DI Strategy

- **Chapter 1:** the case for DI / international legal frameworks
- **Chapter 2:** values and principles, terms, procedures and vision
- **Chapter 3:** strategic objectives for children (including children with disabilities)
- **Chapter 4:** strategic objectives for persons with disabilities
- **Chapter 5:** strategic objectives for elderly persons



## LEARNING OUTCOME 2

COMPREHEND THE COMMUNITY-BASED LIVING PRINCIPLES



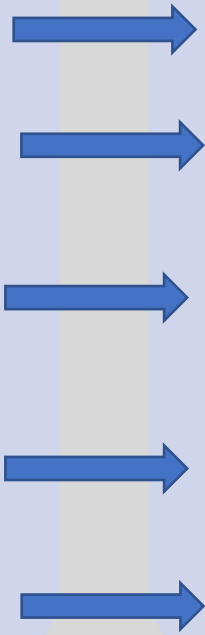
# 3. Institutional vs Community-Based Living

# 3.1 Institutional vs Community-Based Living

## Why did persons need to move in?

### Institutional living

- One size fits all –Categorizing people
- Isolation / social distance – the society closed there eyes for these persons existence
- Depersonalization – people was recognized as incompetent, ineducable and different
- Rigid routines combined with professionals who go and new ones comes
- Deprivation of autonomy



## Why move out from institutions to

### Community-based living?

- Spectrum of services Accessible mainstream services / Specialized services
- Inclusion in the community into all sectors
- Person-centred support
- Choice , continuity and control over one's life
- Autonomy / Self-determination

# Community-based living for Children

Preventative support services for families

Early Childhood Intervention

Family-based and family-like environment for children

Foster care / Adoption

Re-unification of children with their biological families

Respite care services

# Group Discussion

## 3.2 Effects of life in institutions vs Quality of Life in community-based living



Let's each one of us reflect on our childhood and identify how different it is from the childhood of a child raised in an institution.



For a moment let's be in the shoes of an adult in our age living in an institution and identify how his life is different from the life we are leading.



How will the child living in an institution be affected? How will that affect his/her adulthood?  
How will an adult with a disability be affected by living in an institution?

# 3.3 The paradigm shift from a medical to a human-rights/ social model

## Four plans for DI:

1. How to change the service structure (=DI)-plan?
2. How to support the shift of mindset =ex. plan for training?
3. How to develop new community based serviceforms?
4. How to redistribute financial and professional resources?

## Object

- From object of charity and social protection
- From seeing disability as a problem which needs medical attention, a problem to cure
- From dealing with objective needs
- From viewing PwD as passive recipients of services
- From an emphasis on providing medical care



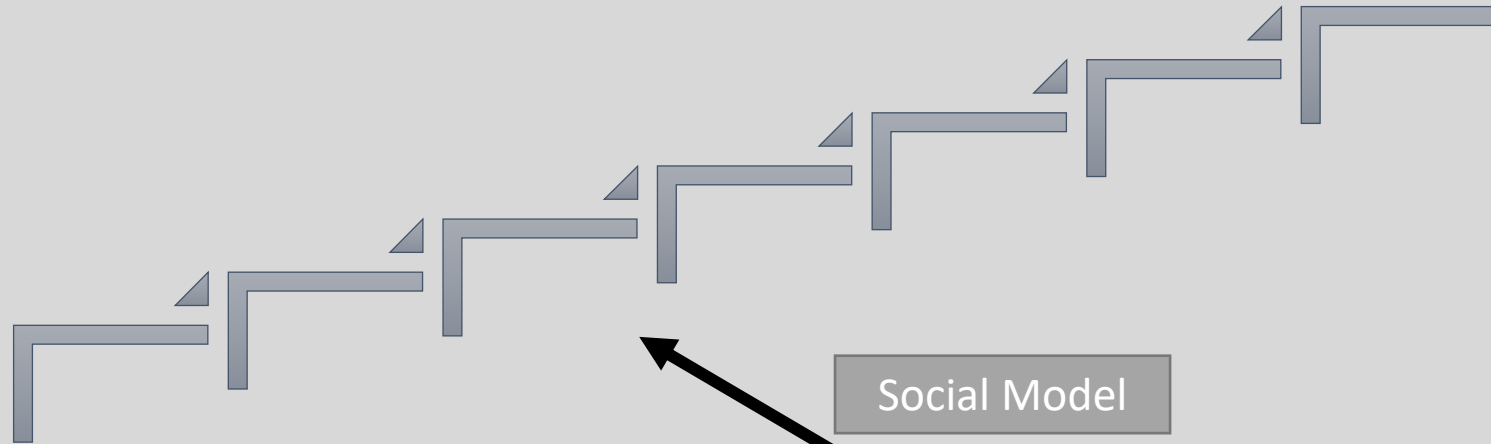
## Subject

- To Subject with rights
- To eliminating the barriers created by society or altering the physical environment
- To focusing on enjoyment of rights
- To involving PwD in the decision-making process
- To an emphasis on empowering individuals to make choices, be autonomous and participate equally

<https://www.un.org/>

Medical Model

He can't go to the interview because he is disabled.



Social Model

He can't go to the interview because there are stairs.



Human Rights based approach

Persons with disabilities have a right to get a job with salary.

## 3.4 Application of the human rights perspective in everyday practice

As professionals we develop a **NEW UNDERSTANDING** of **DISABILITY**:  
PwD are persons with their own **IDENTITY** and the **RIGHT** to

- Participate
- Be active
- Be involved
- Have emotions

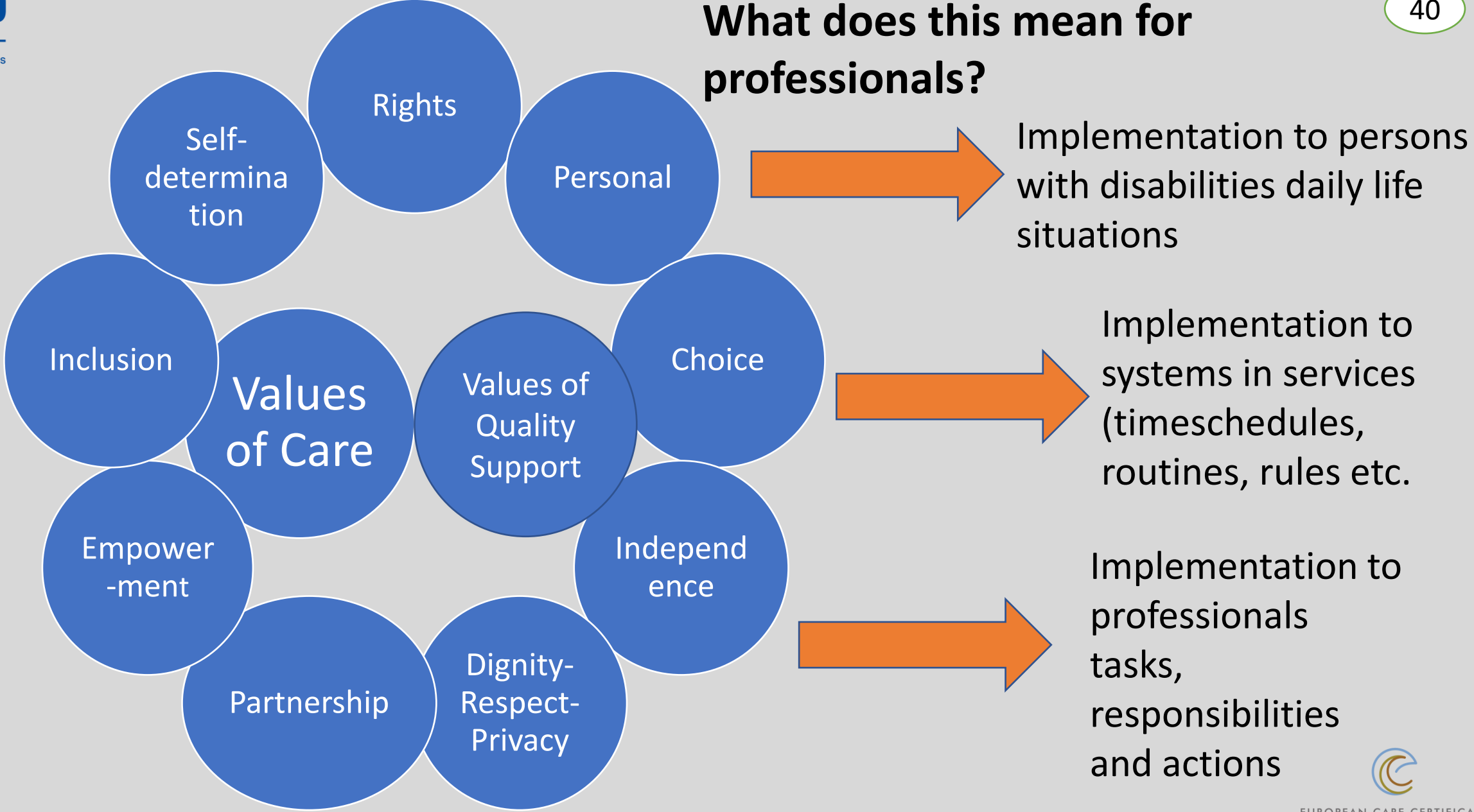
Who ever You are!

Shift in mindset

Instead of doing things for the individual

Support the individual in doing things independently

# What does this mean for professionals?





## 3.5 Promising practices on Community-based living

**A model of promising practices on community-based living refers to a setting based in the community which:**

- resembles typical life in the community,
- is offering individualized support and inclusion in the society,
- incorporates the principles of participation, inclusion, non-discrimination, equality, choice, control over life,
- respects the right to receive support adequate to individual needs.

## 3 examples of promising practices on community based living

- Children (Family support services and foster care – Amalthea, Czech Republic)
- Adults with disabilities (Supported living flats - Petagma Association, Greece)
- Elderly (Help at home program - Local Government, Greece)

# References

- Cantwell, Nigel (2010) *Refining definitions of formal alternative child-care settings: A discussion paper*.
- Cantwell, N.; Davidson, J.; Elsley, S.; Milligan, I.; Quinn, N. (2012). *Moving Forward: Implementing the 'Guidelines for the Alternative Care of Children'*. UK: Centre for Excellence for Looked After Children in Scotland.  
<https://www.alternativecareguidelines.org/Portals/46/Moving-forward/Moving-Forward-implementing-the-guidelines-for-web1.pdf>
- European Care Certificate <https://www.eccertificate.eu/>
- European Expert Group on the Transition from Institutional to Community-based Care (2012) *Common European Guidelines on the Transition from Institutional to Community-based Care*, <https://deinstitutionalisationdotcom.files.wordpress.com/2017/07/guidelines-final-english.pdf>
- United Nations (2006) *Convention on the Rights of Persons with Disabilities*, <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
- United Nations General Assembly (1989) *Convention on the Rights of the Child* <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- United Nations General Assembly (1991) *Principles for Older Persons* <https://www.ohchr.org/en/professionalinterest/pages/olderpersons.aspx>

# TRAINING FOR TRAINERS OF SOCIAL CARE WORKERS

## MODULE II

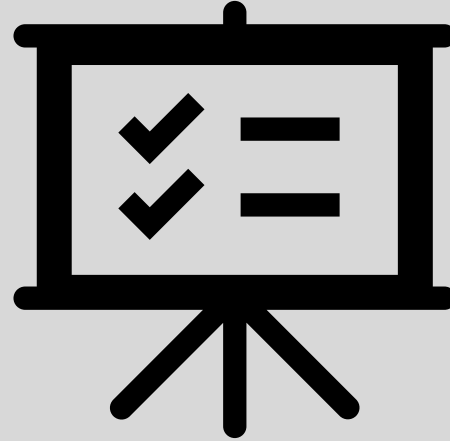
# Module II

## The way forward.

### A person-centred approach to deinstitutionalisation

# By the end of this module you will:

Understand	the key principles of person-centred planning
Learn	how to involve individuals in the design and service delivery in line with the UN Conventions
Apply	person-centred approaches and encourage supported decision-making
Learn	how to involve the family in the design of/and support planning



## LEARNING OUTCOME 3

APPLY HUMAN RIGHTS-BASED APPROACHES TO CARE AND SUPPORT

# 4. Human Rights-Based Approaches



# Activity – What makes us happy?



Write down in a post-it note what makes you happy and stick the note in the left side of the flip chart.



Write down in a post-it note what makes the persons you support happy and stick the note in the right side of the flip chart.



Are there any differences?

# Person-centred



**THINKING**



**PLANNING**



**ACTING**

# 4.1 Person-centered planning

is created by John Obrien to find inclusive solutions and consist of four connected parts

## 1. INTRODUCTION PART

- To start the use of PCP
- To make commitments
- To create continuity
- To create inclusion

## 2. DISCOVERING PART

To discover through 9 different aspects (maps) of life

1. How the person wants to live and
2. What is required to make it possible

## 3. FINDING SOLUTIONS

- Trough 1 and 2 learn to know the person
- ❖ Make priorities,
  - ❖ find solutions,
  - ❖ Create a timeschedule
  - ❖ Tell who is responsible
  - ❖ And Implement!

## 4. CAPASITY BUILDING

- ❖ Keep the direction
- ❖ Believe in the person
- ❖ Evaluate and continue

# 4.1 Person-centered planning

## Why is it important to use PCP?

Think of  
one person  
You know!

To strengthen the  
new  
understanding of  
disability

A new way of  
thinking and  
acting

A way to enable  
persons to lead  
their lives

Persons are in  
the center of  
everything we  
do

It ensures a  
better quality  
of life

Their voice  
is heard

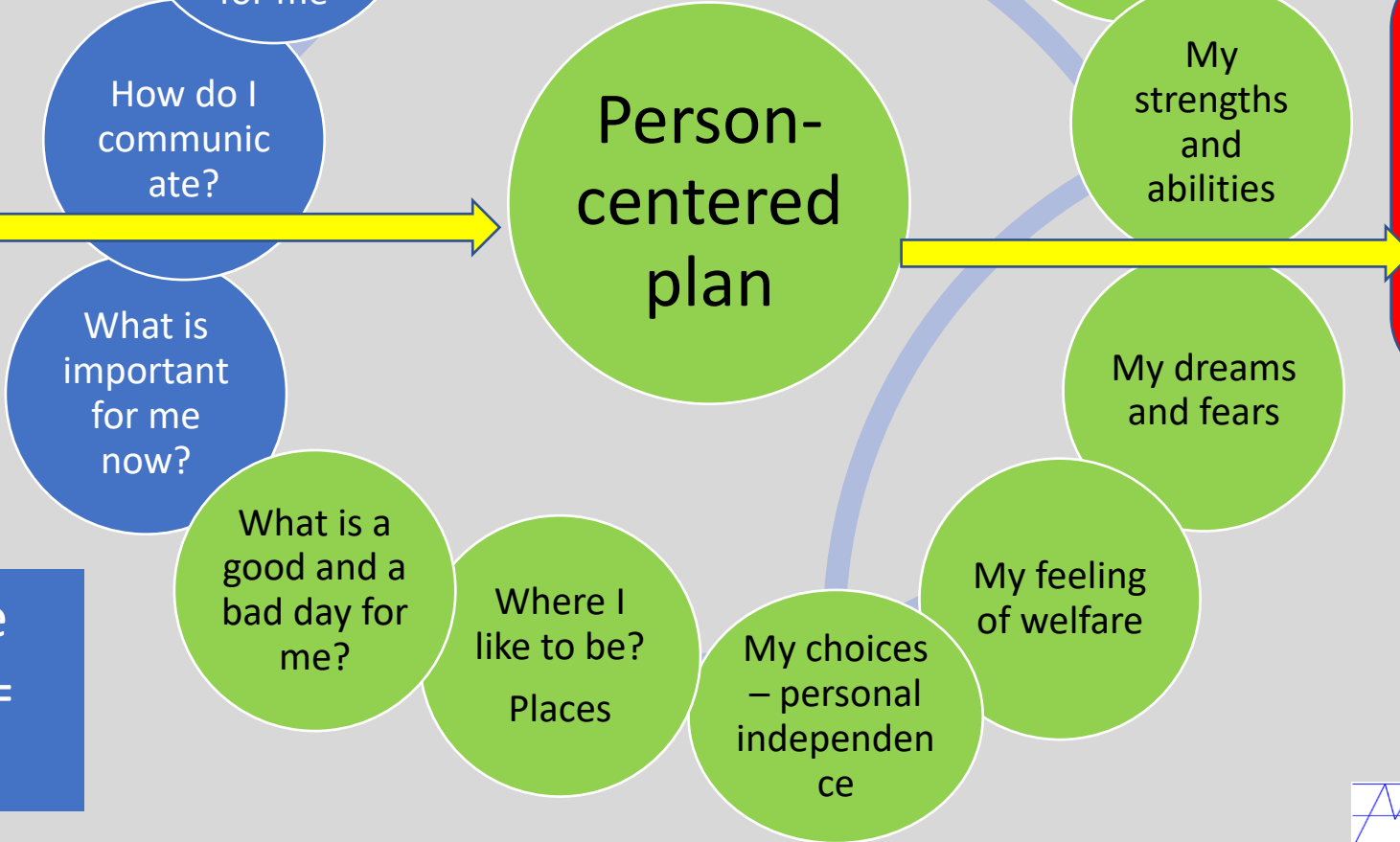
Their wishes  
and  
preferences  
are heard

Their rights  
are  
respected

Their own  
needs are  
supported

9 different views of quality life = the contents

**NOW**



**In the FUTURE**

Information of the ways to do things = HOW?



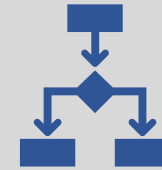
# 4.1.1 Person-centred toolkit



New way of thinking



Person in the centre of the planning



The person makes decisions



Person-centred tools are easy to use templates



You may use drawing, pictures, photos



Use of simple language, which is easily understood





Support needs are identified by the person



Cooperation with colleagues  
Family involvement

My perfect week	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



Good Day 	Bad Day 

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



Important to:

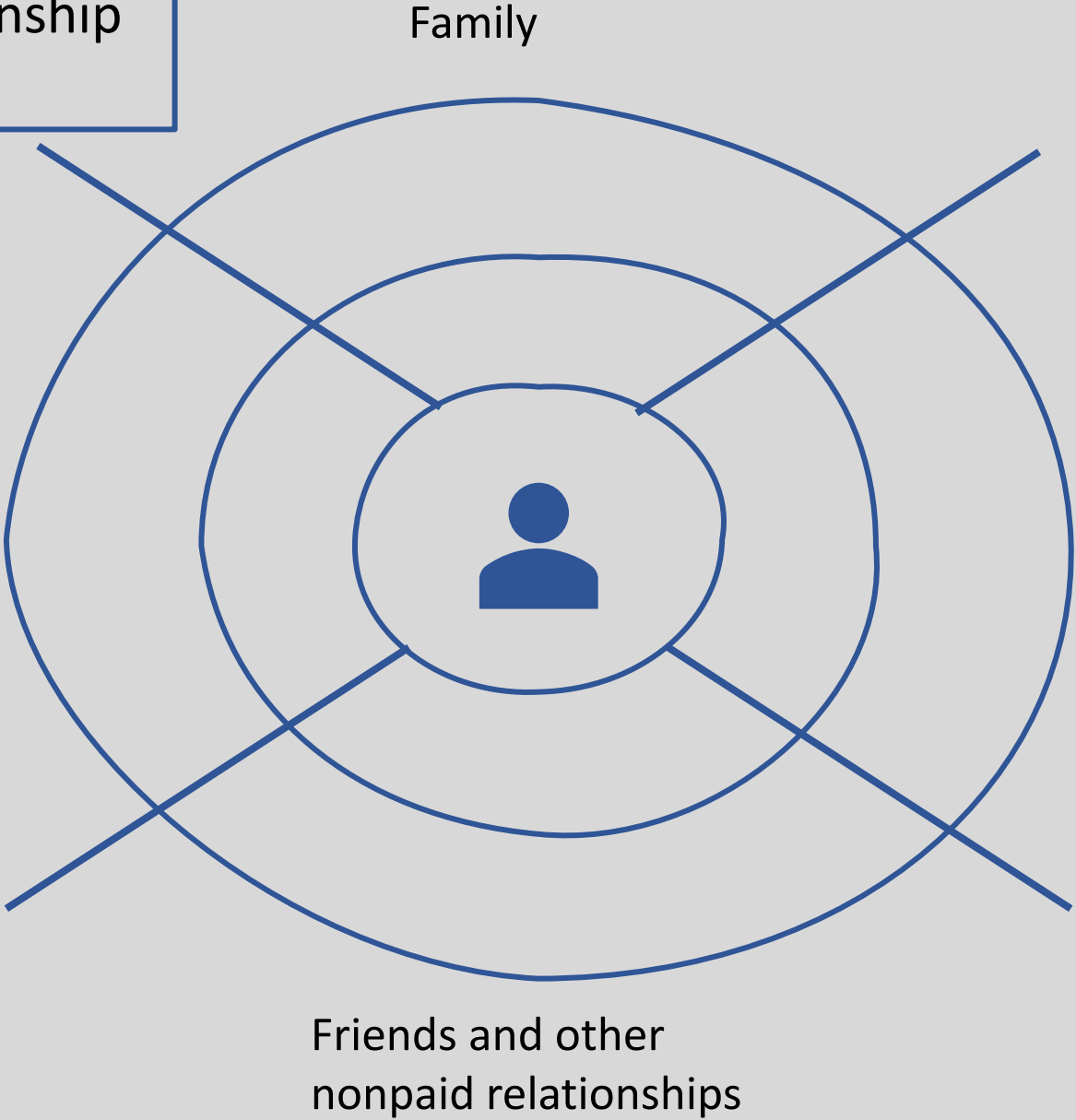
*what makes us happy/  
fulfilled*

Important for:

*what is important  
for our health and safety*



The relationship  
circle



Home and other paid  
supporters

Work/ Day services/  
School

Friends and other  
nonpaid relationships





What's working?



What's not working?

For the person

For the family

For the staff

What needs to happen next to build on what's working and change what's not working?



4+1 questions

What have we tried?

What have we learned?

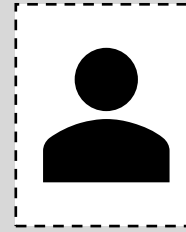
What are we pleased about?

What are we concerned about?

What do we need to do next?

### My One-Page Profile

Your Name Here  
Age and Occupation



### What people appreciate about me

Empty text box for writing what people appreciate about me.

### What is important to me

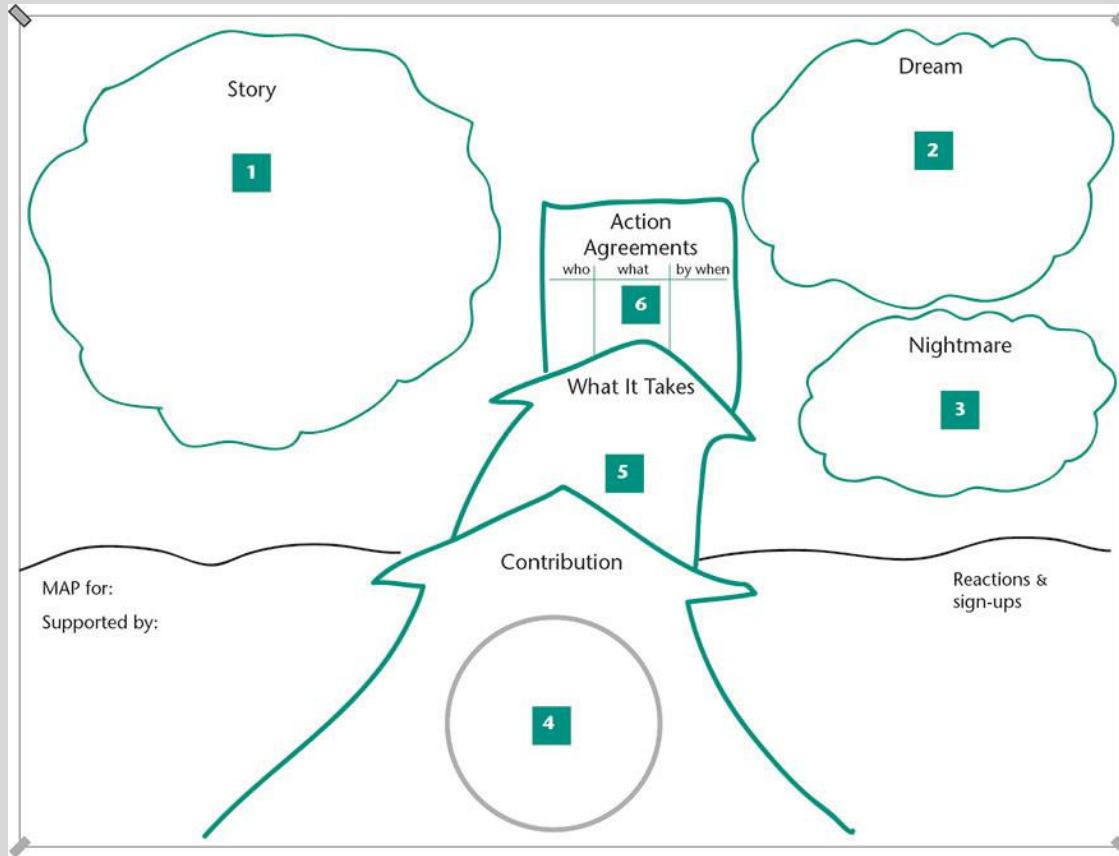
Empty text box for writing what is important to me.

### How to support me

Empty text box for writing how to support me.

# MAPS

## Making Action Plans



1. What's my history?
2. What are my dreams?
3. What are my nightmares?
4. Who is this person? (Strengths)
5. What does the person need?
6. Action Plan (who/ what/ by when?)

[https://inclusion.com/path-maps-and-person-centered-planning/maps\\_planning/](https://inclusion.com/path-maps-and-person-centered-planning/maps_planning/)

Example:

χαμογελαστή  
χαρούμενη  
τρυφερή  
ήρεμη

την παρία  
το διάγραμμα  
τη ζωγραφική

Κάντζα

Χαλάνδρι

Σχολείο "Παρμακάριστος"

Ιππασία

Κολυμητήριο

**Πλάνο Στάσης - Στόχοι**

- ψώνια στο σούπερ μάρκετ ελάβε Σάββατο πρωί με τα καρτελάκια μου.
- να συμπληρώσω το πλάνο μου με τη εικόσι μάκταου κάθε Πέμπτη και Κυριακή.
- να ηχαίρω:

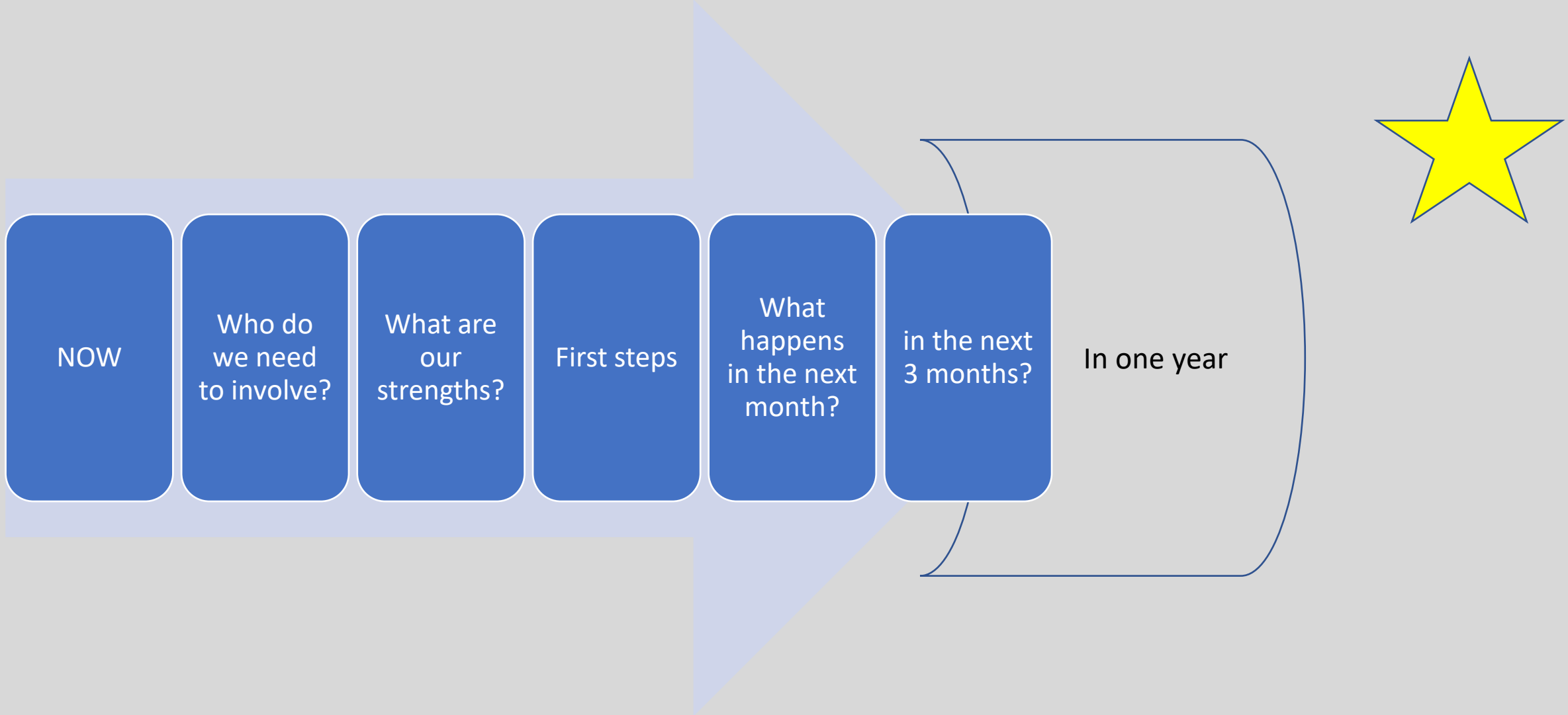
νιάμεται για τον άλλο

της αρύσει να βοηθάει

30/11/2012

# PATH

## *Planning Alternative Tomorrows with Hope*





# Activity - Let's use them



Split in groups of 3



Use 3 tools – one tool each one of you



How did you feel while using the tools?



Do you have any questions?



# Activity - Let's make a MAP



Split in groups of 2



Choose who will be the facilitator and who the recipient of the tool



Make a MAP



How did you feel while using the tool? As a facilitator? As a recipient?



Do you have any questions?

# Activity - Let's make a PATH



Form the same groups of 2 as previously



The facilitator of this tool will be the person who was the recipient during the previous activity



Make a PATH



How did you feel while using the tool? As a facilitator? As a recipient?



Do you have any questions?

## 4.2.5 Person-centred approach for children

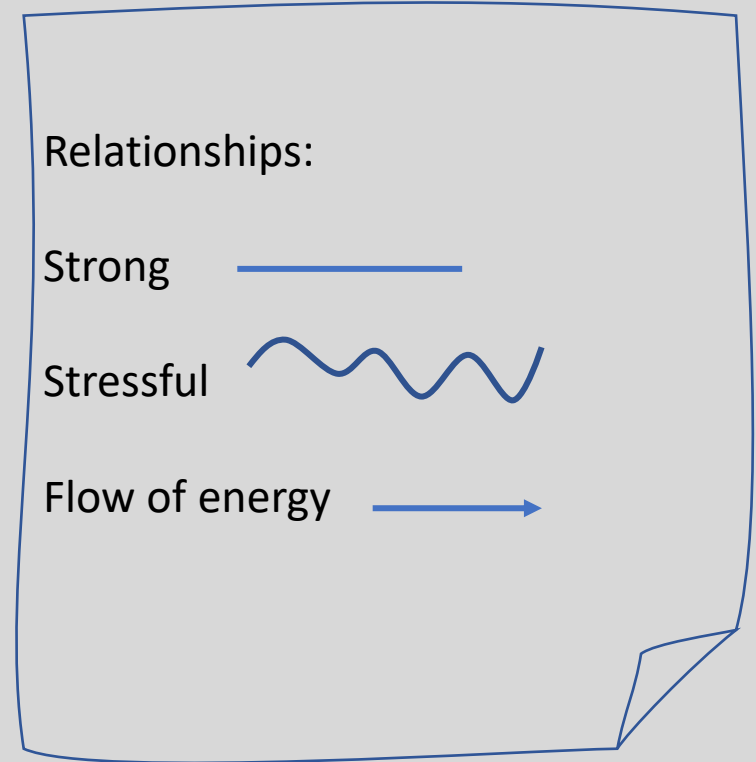
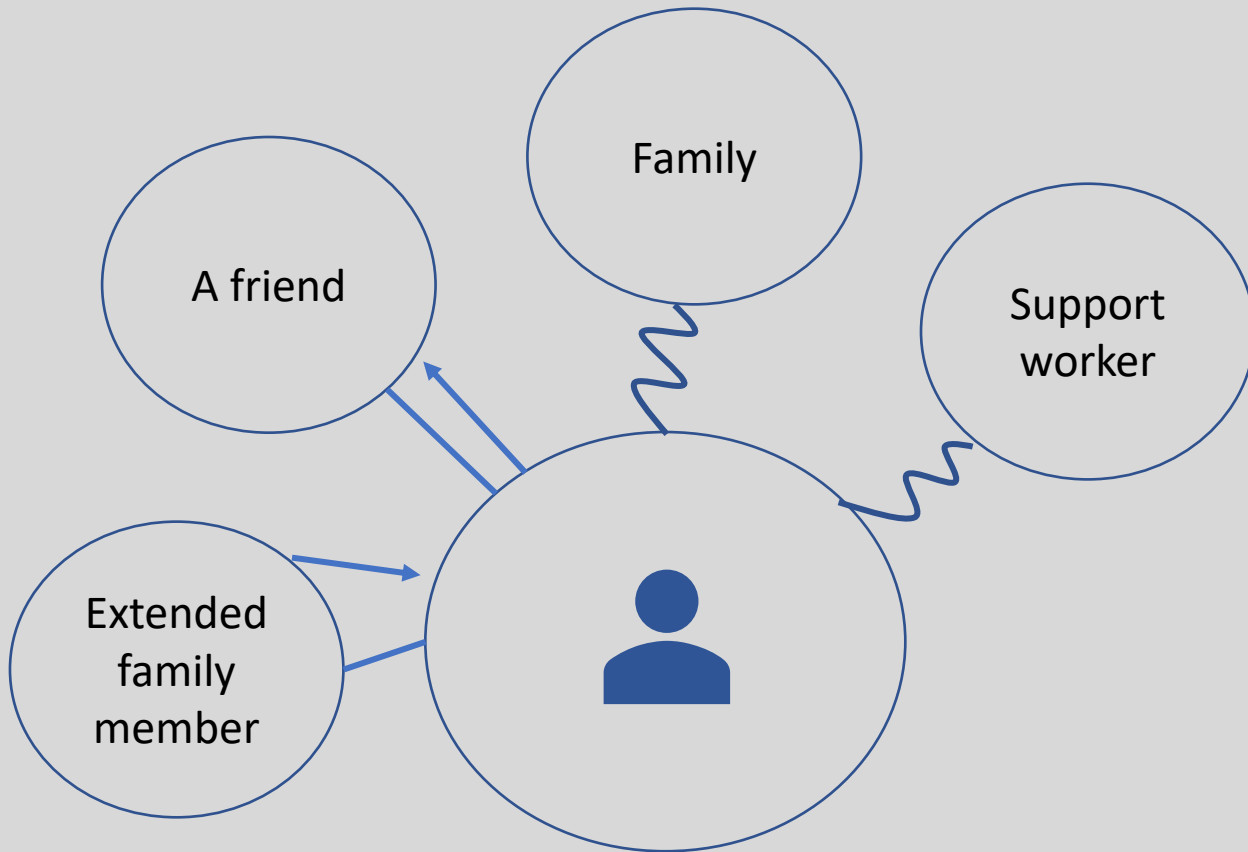
The same PCP tools may be used for children

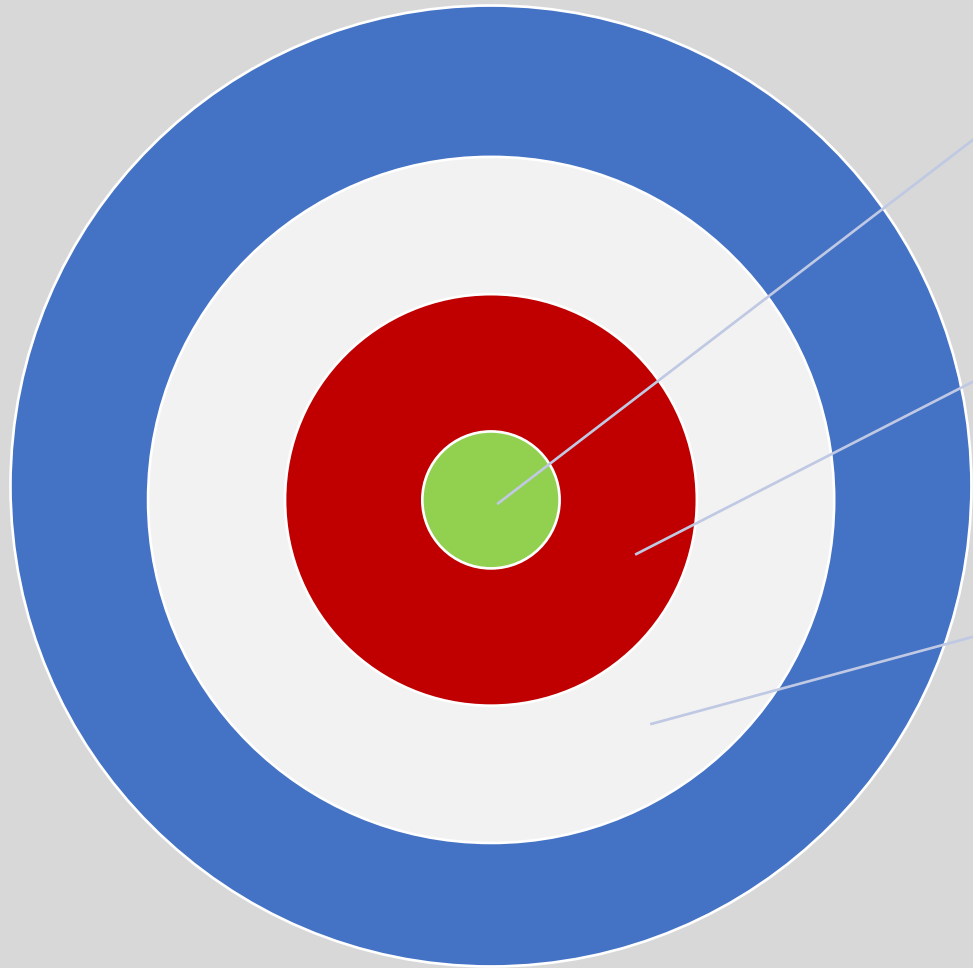
Children are in the centre of planning

- They are supported to express their views, feelings and wishes
- They know that they are heard
- They develop good relations with the social care workers
- The social care workers get to know the children they work with better

Helps children and their families to reach meaningful outcomes

# Eco-map





## The target of importance

Write or draw what is important to you

Children can write or draw things/ people which are important to them and place them in the relevant space in the target

## 4.3 Family-centred approach



An approach which acknowledge the centrality of the family and focuses on the strengths and capabilities of the family. ”

Trivette, Dunst, 2005

Families & their members are respected and treated with dignity at all times

Professionals are sensitive and responsive to family's cultural, ethnic and socio-economic diversity

Families are involved, make choices and decisions at all levels in the intervention process

Professionals share information that the families need to make fully informed choices in a sensitive, complete and undistorted way

The family's needs, preferences and priorities are the focus of intervention practice

Support, services and resources are offered in a sensitive, responsive and individualized manner

Informal, community and formal supports and resources are used for achieving the family's outcomes

Professionals build on strong points the child's skills and interests, as well as those of the parents and the family as the main paths to strengthen the family functions

A collaborative partnership is formed between professionals and families based on mutual trust and respect and shared problem-solving process

Professionals use help-giving support and strengthen the functioning of the family

Eurlyaid, 2019, p.71-72



# 4.4 Supported decision-making (SDM) - PCA in action

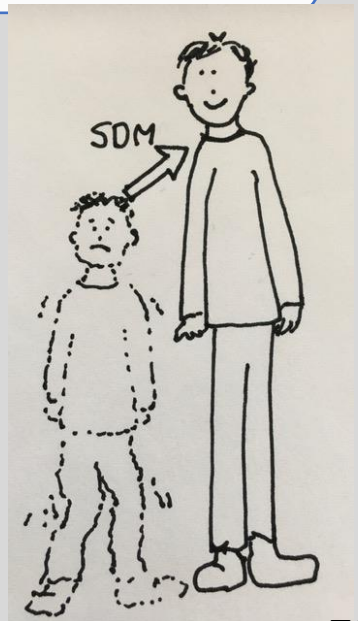
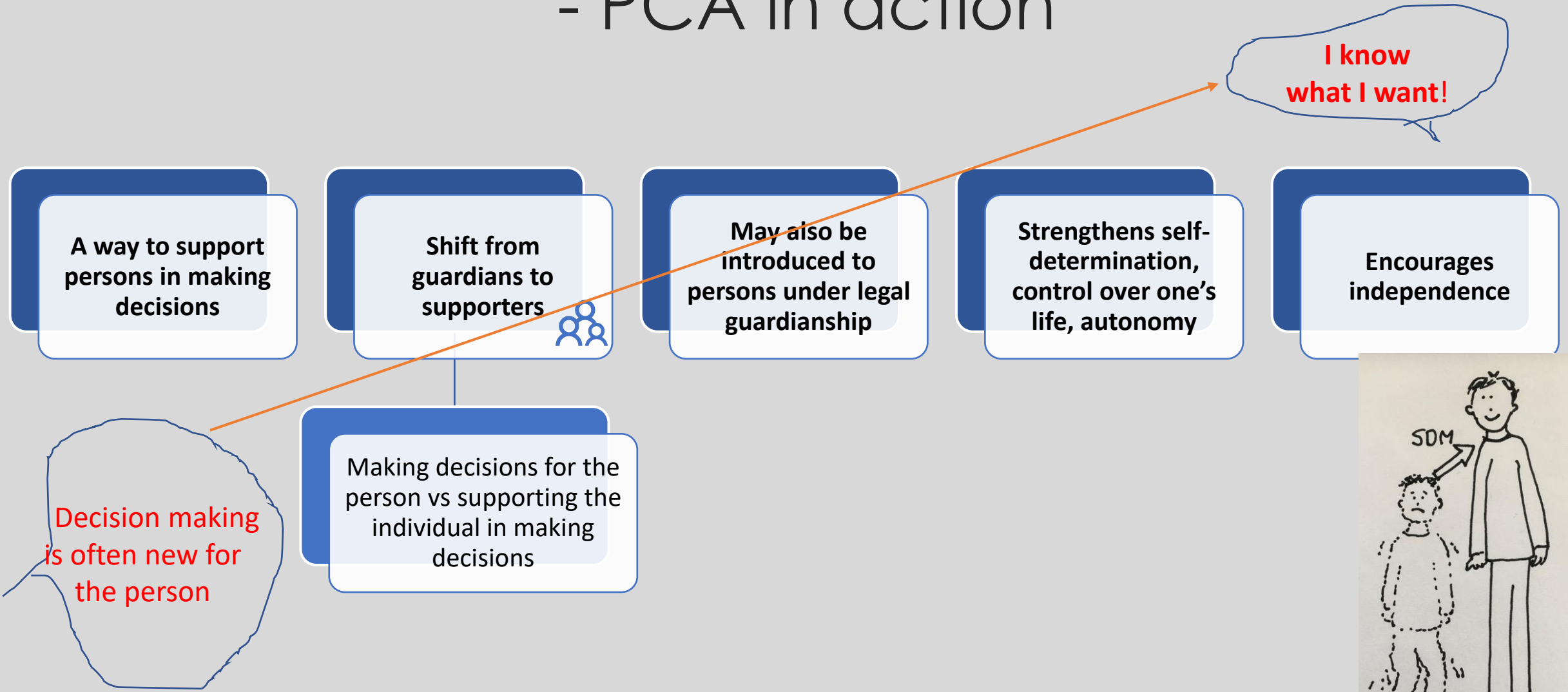
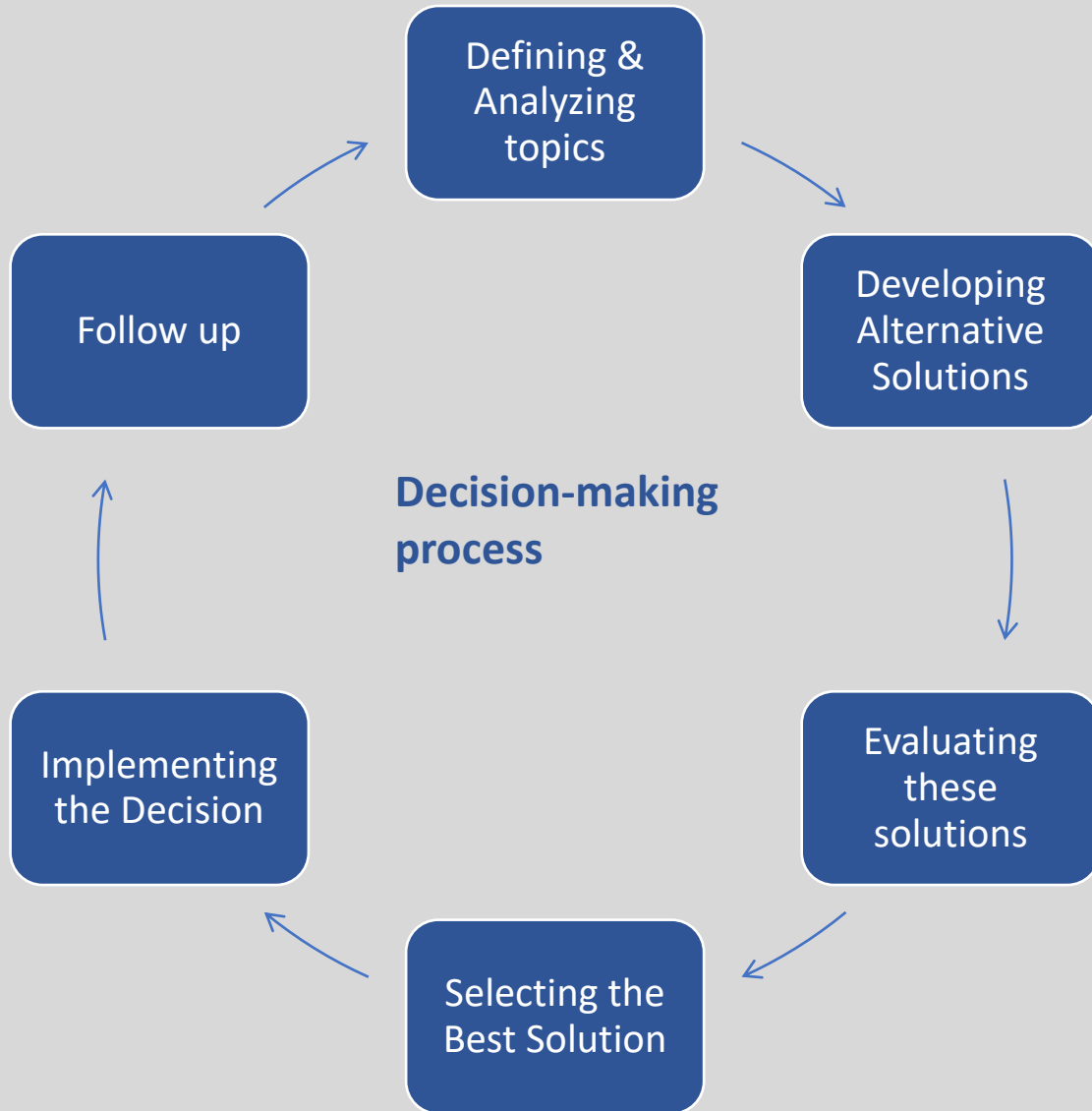


Image by [waldryano](#) from [Pixabay](#)



# To implement SDM - we need a process



A supporter should:

- Be well informed of the **different options** available for every issue
- Provide the person with all the **needed information**
- Provide the individual with **choices**, if needed
- Describe to the person the **pros and cons** of every choice/ decision
- Support the person in **making a decision**
- Support in the **Implementation of this decision**

**It is not only a question of decisions connected to problems!!!**

## 4.4.1 SDM tools

### 1. Decision-making profile

Try to find out in what way  
persons prefer to make decisions

How I like to get information?

How to present choices to me?

Ways you can help me understand

When is the best time for me to  
make decisions?

When is a bad time for me to make a  
decision?

### 2. Supported Decision-Making Agreements can be done in different ways:

Agreements supports a persons with a disability to **identify** the people who will supporting him in making decisions.

In for ex. a signed document the person may **choose the “supporter”**.

And a **“facilitator”**, the person who will ensure that the agreement is working.

And the person can **describe** the things where he needs support in making decisions.

Try to avoid extra “administration” (for ex. long lists with questionnaires).

Prefer to include agreements into your actions and support in relation with the person in a natural way – to make it more “alive”.

More information: This document is an example of a Supported Decision-making agreement of the I-DECIDE Methodology. I-DECIDE is an Erasmus+ EU-funded project (2017-2020).

## SDM SUMMERY – the idea is clear!

Who do the decisions? ----The person themselves

Who is the supporter?----- One of the professionals the person choose.

Who is the facilitator?-----One of the professionnals the person choose.

How to prepare the support?----Start together with a relaxing discussion (discussion does not mean only to be verbal, use alternative communication and concrete ways – touch, visit, feel etc. )

What to decide about?---- Personal life and daily life topics. Side by side make agreements and find solutions



## 4.4.2 Apply SDM in everyday practice



Split into three groups



Think of how you can apply supported decision-making in your everyday practice. Discuss and then write down one example! (ca 15 min.)



Present your example (ca 5 min./group)

# 4.5 The right of individuals to take risks

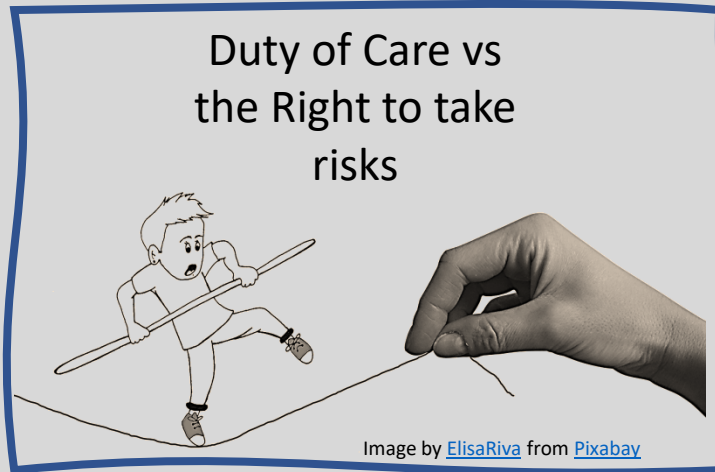


## IMPORTANT POINT!

Decisions may involve risks!



Do we lead lives  
which do not  
involve any risks?



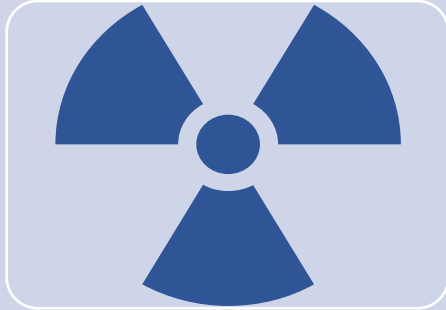
Which are the risk  
levels of decisions?

# Evaluating decisions



## Low risk

- Dressing up
- Choose my style (Hair, Clothes,...)
- Choose the time to go to sleep
- Choose the relatives I want to visit
- Decide to have a pet
- Decide what to do with my personal budget



## Medium risk

- Decide where to live
- Decide where to work or study
- Going out at night with friends
- Use of social media
- Having sexual relations
- Financial management (salary, pay the bills)

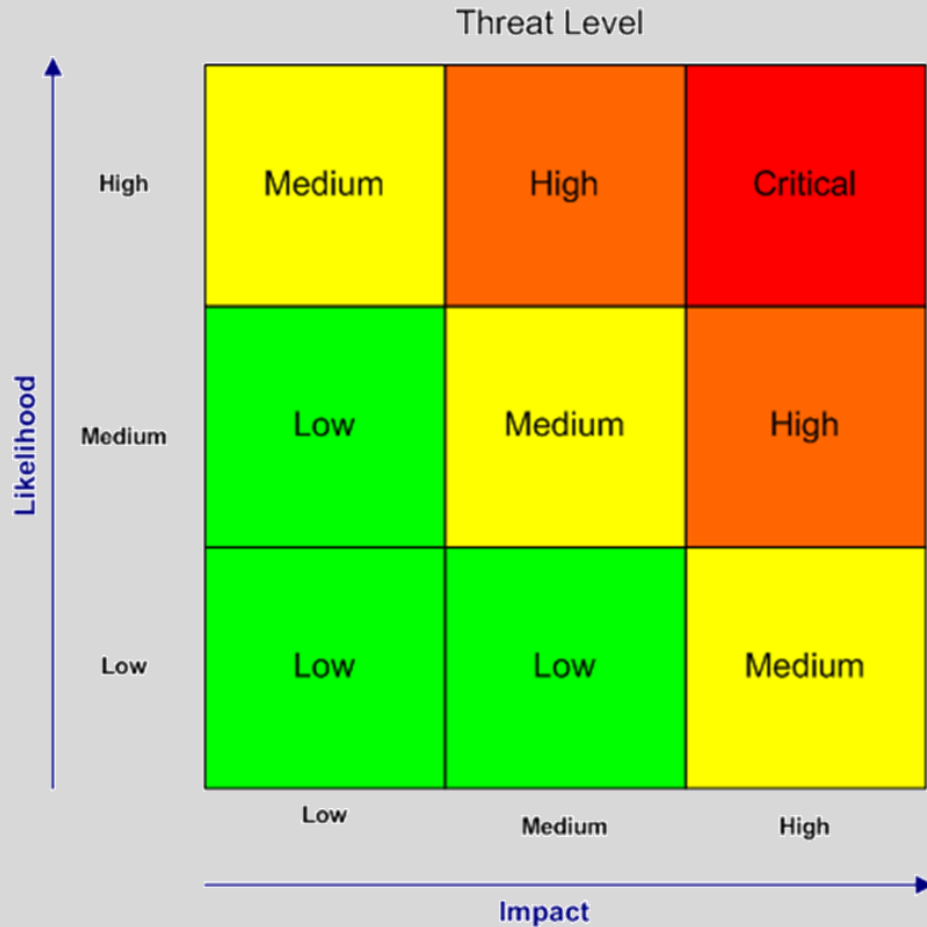


## High risk

- Get married or having a baby
- Taking or refusing to take medication
- Going to the doctor alone
- Living Independently
- Get a driving license
- Participation in religion

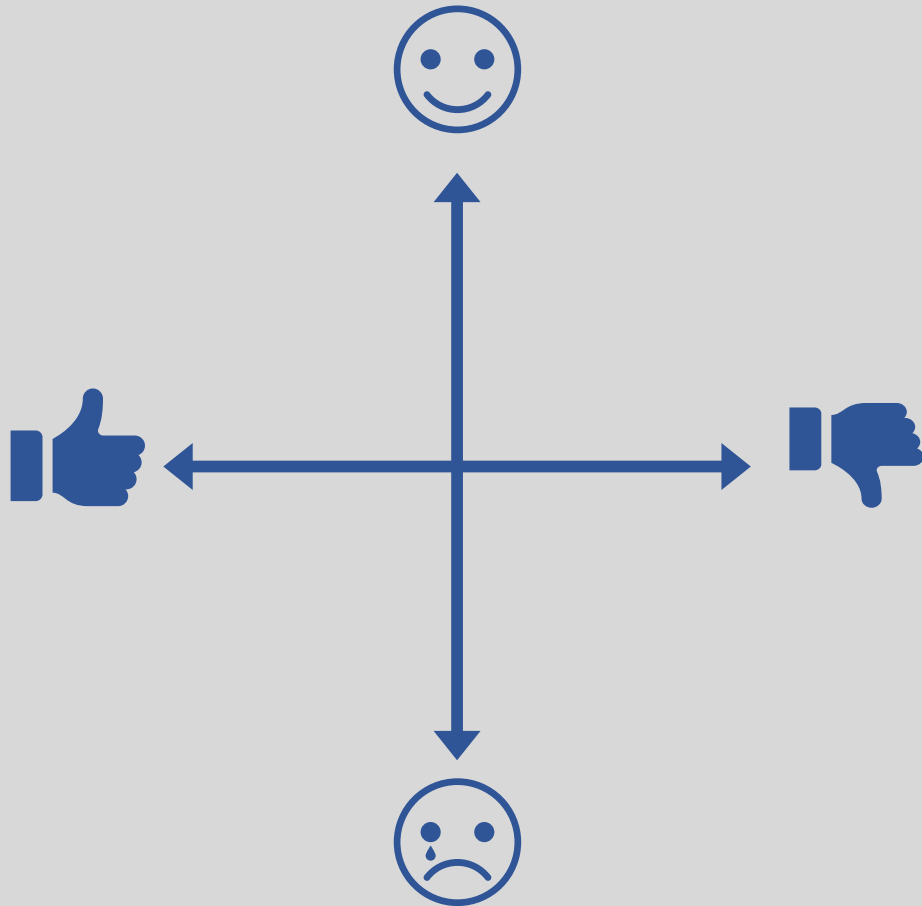
There are different risk levels of decisions

# Evaluating the risk



1. **Identify** the hazard
  - a. Who is presenting a risk to safety?
  - b. Whose safety is at risk?
  - c. What is the nature of the risk?
2. **Assess** the risk
  - a. What is the degree of risk?
3. **Evaluate** how the risk could be eliminated, reduced, mitigated or accepted
4. **Decide and manage** the situation
5. **Review and measure** the situation or the impact

# Evaluating choices



If the choice produces happiness to the person and it doesn't have any risks, it is the thing to do.



If the choice gives happiness to the person, but includes some risks, then it may be good to try out, but you may think how to minimize the risks.



If the choice causes harm/fear to the person and it includes risks, it is good to forget it and not to consider it at all.



If the choice causes harm/fear to the person, but it doesn't include any risks, you can talk about the choice with the person and explore why they are afraid to do it.



# Balancing rights while working with children

Every child may freely express his/ her views, in all matters affecting him/ her, and those views should be given due weight, according to the child's age and maturity.

*Art.19 UN Convention on the Rights of the Child*



Sometimes we need to prioritize certain rights without neglecting others completely.



Such as absolute rights, which cannot be limited or in-fringed under any circumstances.

# Activity – A valued life

## Part 1



Split into groups of 2 or more



Write down on the 1<sup>st</sup> template a typical week in your life



What do we have in common? What is unique to each one of us?  
What do we value most? What roles do we have?

# Activity – A valued life

## Part 2



Write down on the 2<sup>nd</sup> template a typical week of one of the individuals you support



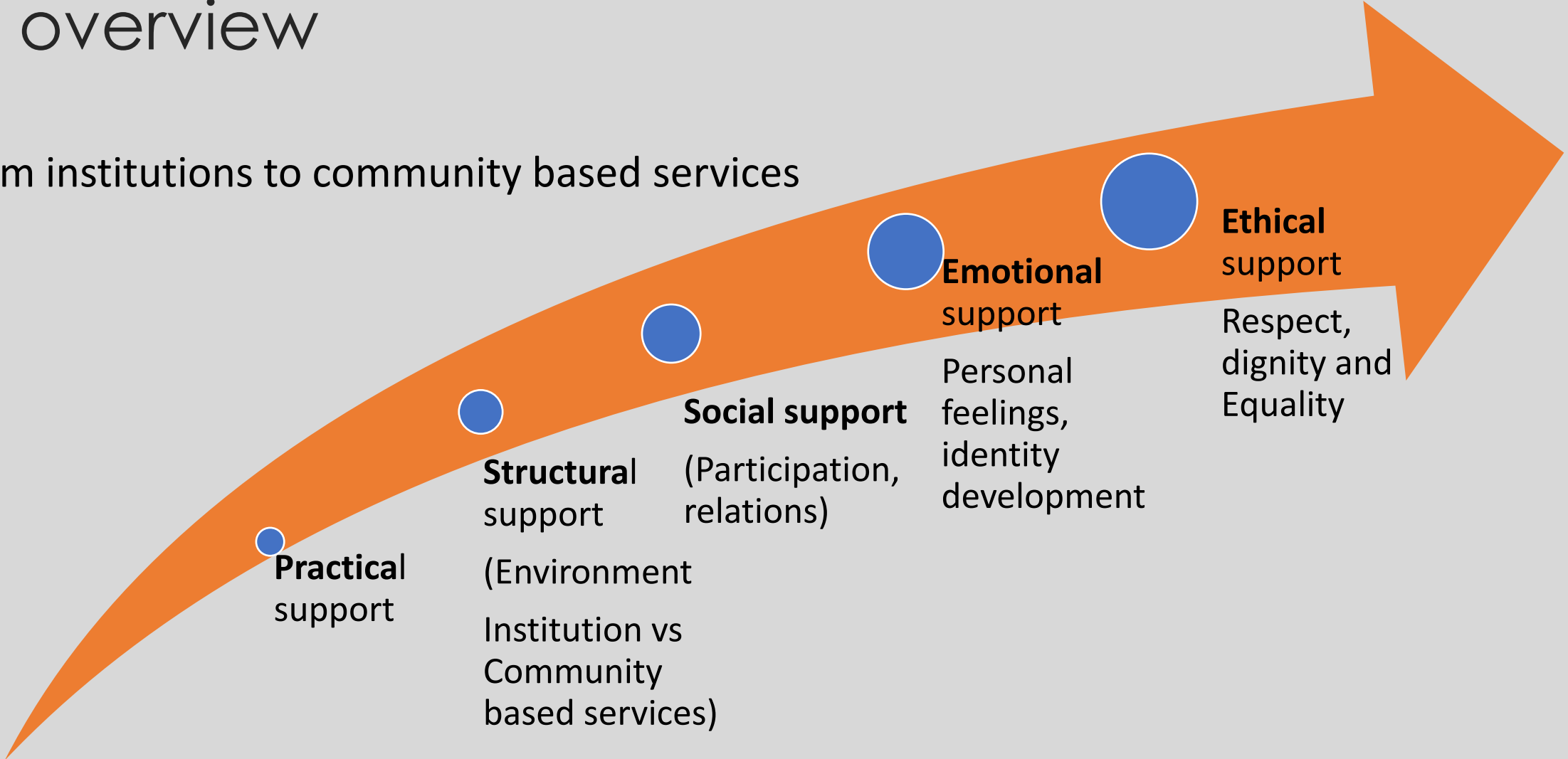
When you finish compare your week with the week of the person you support



Which parts of your week do not apply to the week of the person you support?  
What effect has that for the person? How would you feel if you were in their shoes?

# Identification of Qualities of support - an overview

From institutions to community based services



# 4.6 Active Support and SOC (KASAM) A Sense of Coherence – to put the PCA in action

## 1.

### Active support

A new way  
of working

Persons  
are  
engaged

Every  
day

Consistently

Meaningfully

## 2. SOC

Understandable

Manageable

Meaningsful

# Checklist of improving the support and new way of working

Persons are involved in everything what happens their in daily life



Persons participate in activities with others if he/she agree



The pace in doing things is adjusted to a pace that suits the person



They are involved in everything that happens throughout their day



The level and type of support provided matches needs, rights and wishes of the person



The person is enabled to have a full and constructive life



# Improving engagement in meaningful activities



Let's go back to the week of the individuals you support



Highlight one moment in that day where you could build in:

- Active Support
- Support in decision making
- Support for leisure activities/ for contact and friendships

Strategies



Task Analysis



Backward chaining



Graded assistance



# Task Analysis

 <b>Washing hands</b>	
	<b>Water on</b>
	<b>Hands wet</b>
	<b>Rub hands with soap</b>
	<b>Rinse</b>
	<b>Water off</b>
	<b>Dry</b>

<b>How to make a toast</b>
<b>Get sliced bread out of the fridge</b>
<b>Open packet and take out two slices</b>
<b>Place slices in toaster</b>
<b>Press down toaster</b>
<b>Pick up the slides once they pop up from the toaster</b>
<b>Put them in a plate</b>
<b>Get sliced cheese out of the fridge</b>
<b>Take one slice and put it on top of one slice of bread</b>
<b>Put the other slice of bread on top of the cheese</b>
<b>Eat toast</b>

You may use photos/  
video recordings.

Always in line with the  
support needs and  
preferences of each  
individual.


# Backward chaining

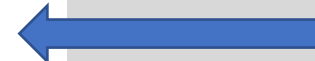


Every activity that we do is like a chain, where every activity can be broken down into smaller parts and one part is leading to the next part as in a chain.



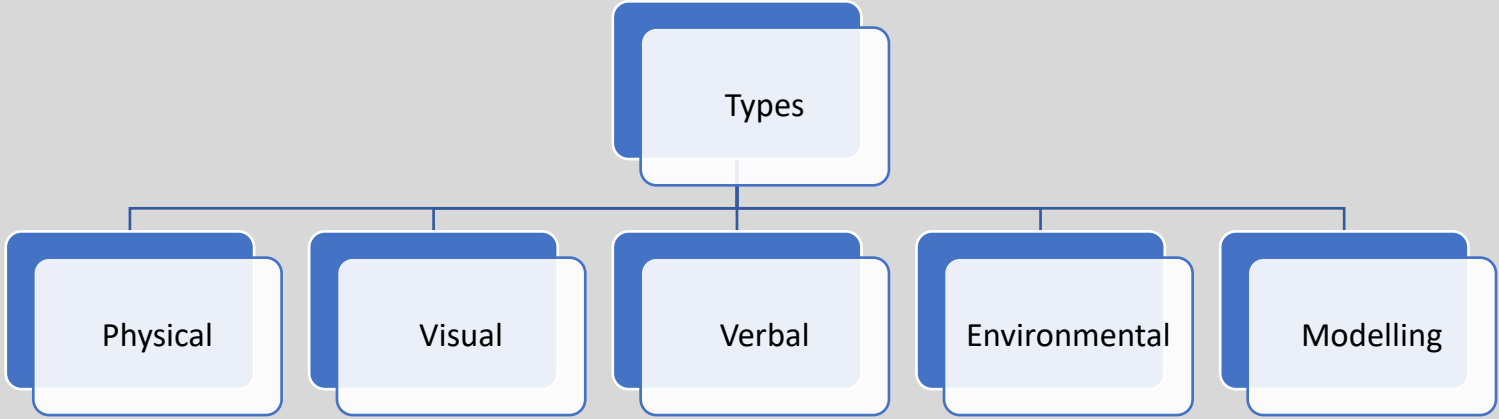
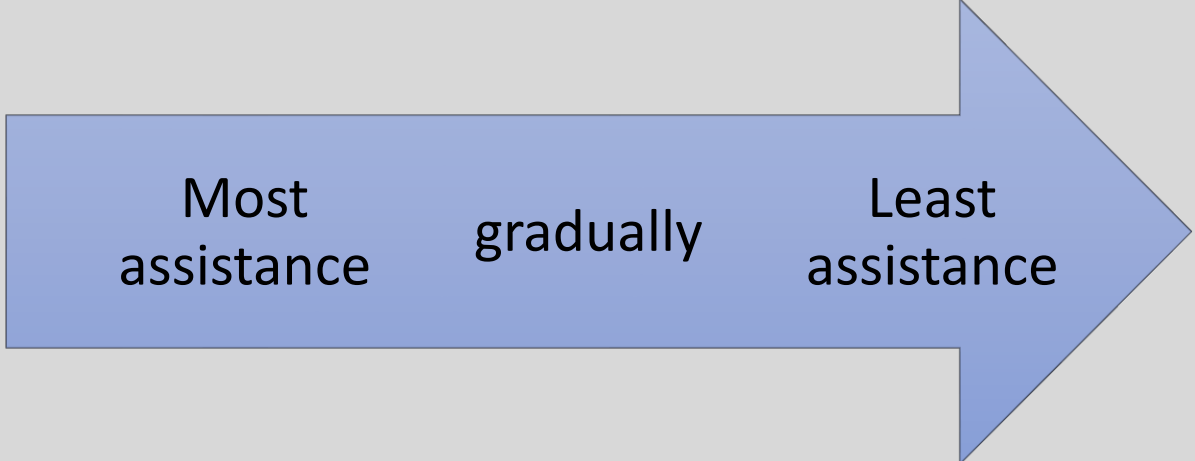
Backward chaining is when you start teaching an activity by first teaching the last part of the chain.

 Washing hands	
	Water on
	Hands wet
	Rub hands with soap
	Rinse
	Water off
	Dry



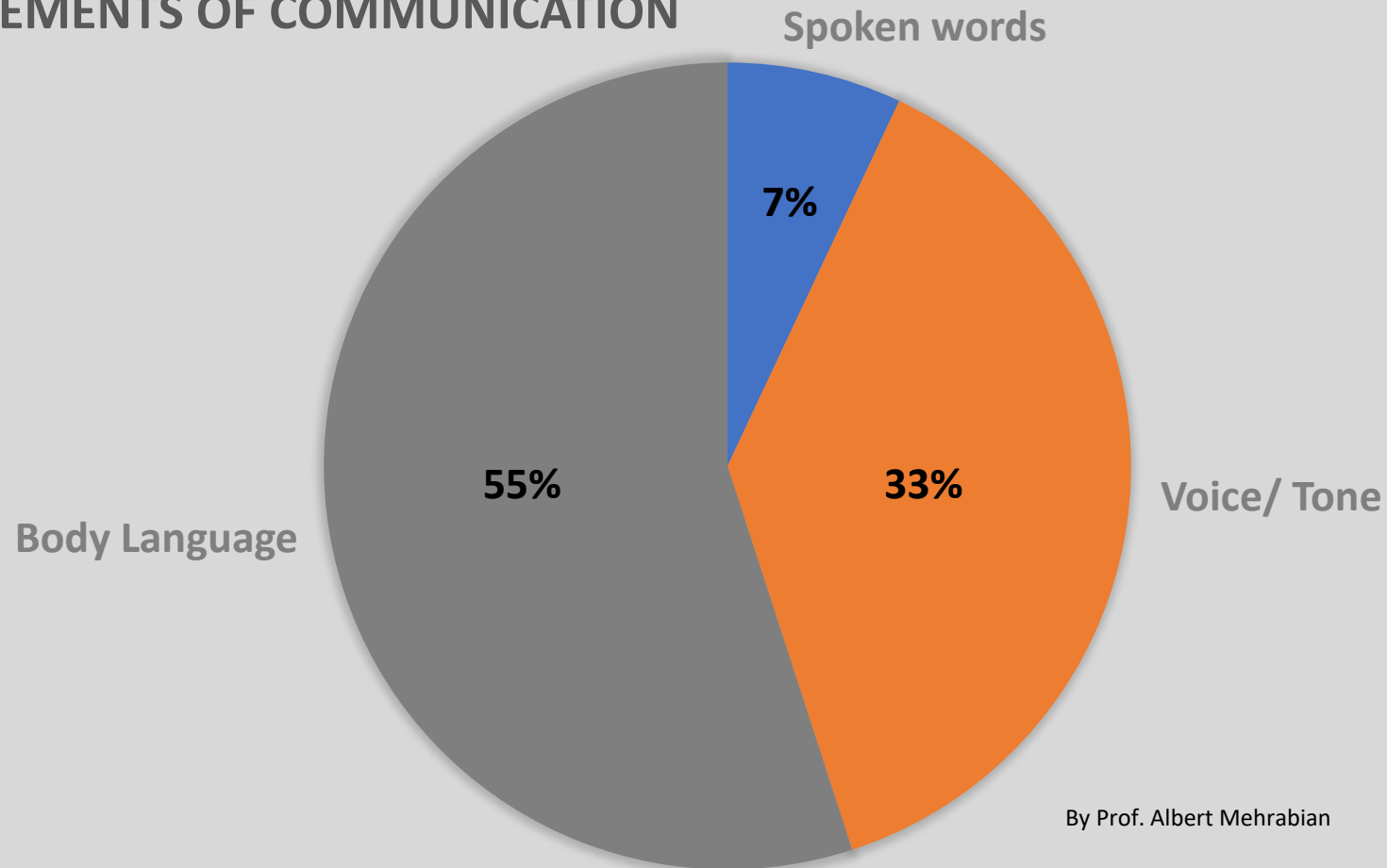
How

# Graded assistance



# 4.7 Communicating Positively

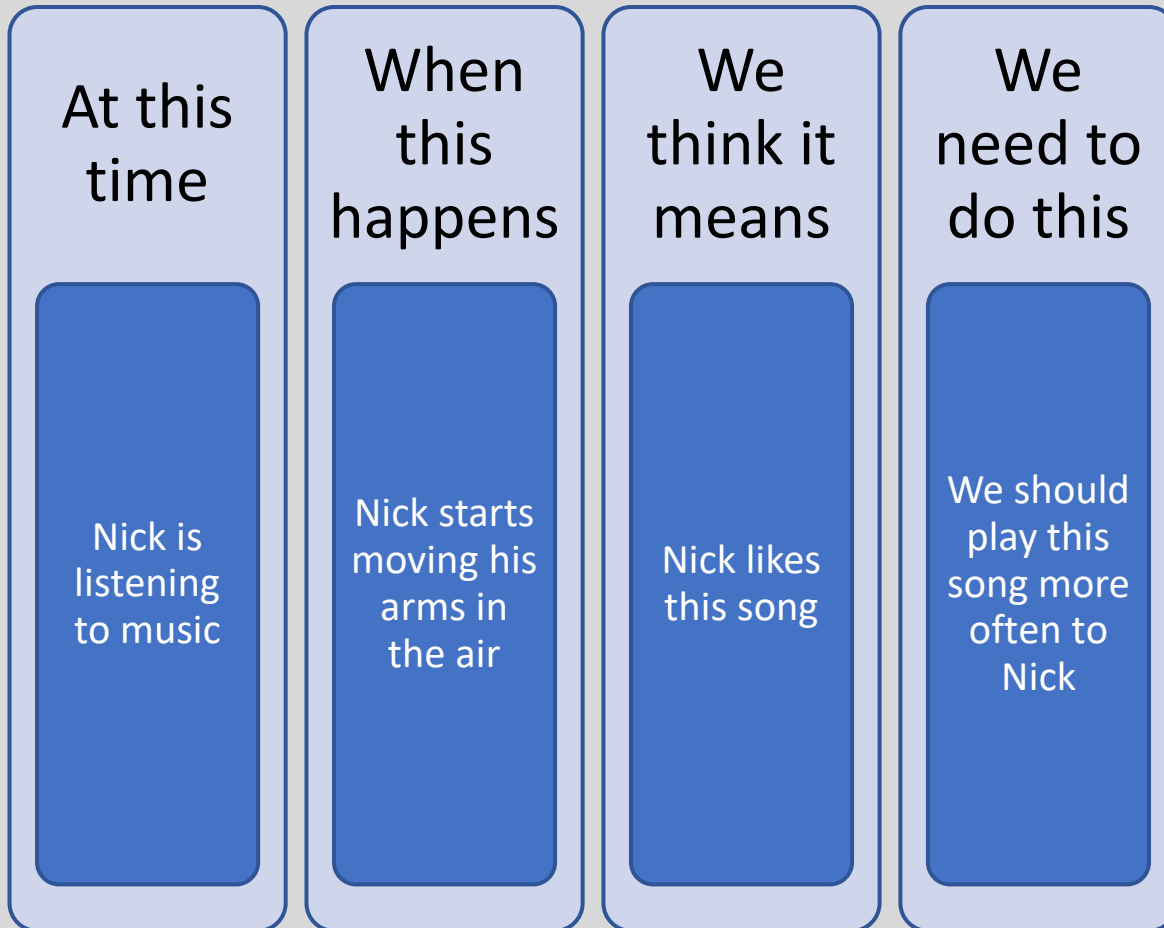
## ELEMENTS OF COMMUNICATION



By Prof. Albert Mehrabian

# Communication Chart

What am I communicating to you?



- Person-centred tool
- Ensures that individuals are understood and heard
- Supports social care workers to communicate better with the individuals they support.

**“ IMPORTANT POINT!**  
Behavior is also a form of communication **”**

<http://helensandersonassociates.co.uk/>



# Active Listener



Look at who is talking



Pay attention on what the person communicates to you.



Withhold your thoughts



Withhold judgement



Ask questions



Practice silence. Avoid interruption.



Repeat what was communicated

# Activity

## Non-verbal communication



Split into groups based on the people you support (children, PwD,...)



Think of any non-verbal behaviors which might have been interpreted as “challenging behaviors” in your work.



Can you think of what can be done to assist with this or improve on how can this be dealt with?

# 4.8 Recognize and Respond to Abuse and Neglect

## ABUSE

- **Abuse is the violation** of an individual's human rights by another person
- At the root of abuse is **the question of the power imbalance** between people
- **Power** may be **misused** by people in paid and non-paid caring roles, such as friends, family members, volunteers, advocates

## NEGLECT

- Is an on going failure to meet persons needs.
- Neglect can carry on into serious side effects as physical injuries, developmental trauma disorders, low self-esteem, violent behavior etc.
- Chronic neglect has longterm effects on persons physical, emotional and cognitive development.



Types  
of  
abuse

- Physical
- Sexual
- Emotional/  
Psychological
- Financial
- Institutional
- Neglect
- Medication
- Discrimination

### WHAT IS MY RESPONSIBILITY?

- obligation as a professional is being able to identify when an abuse is occurring.
- obligation as a professional is to inform about it to responsible persons in the service

Professionals should have opportunities to be prepared, be informed of restrictions what to do and supported during the process

# 4.8 Recognize and Respond to Abuse and Neglect

Persons with disabilities (PwD) are more at risk

**Because PwD are more depended of other people**

**Because PwD have more difficulties to tell of their experiences**

**Because PwD are not taken seriously**

**Because often the systems cover abuse/ neglet**

**Because other concepts has been used as upbringing, protecting, care.....etc.**

# What can you do?

**START:** - using human rights-based approaches you can prevent incidents of abuse from happening

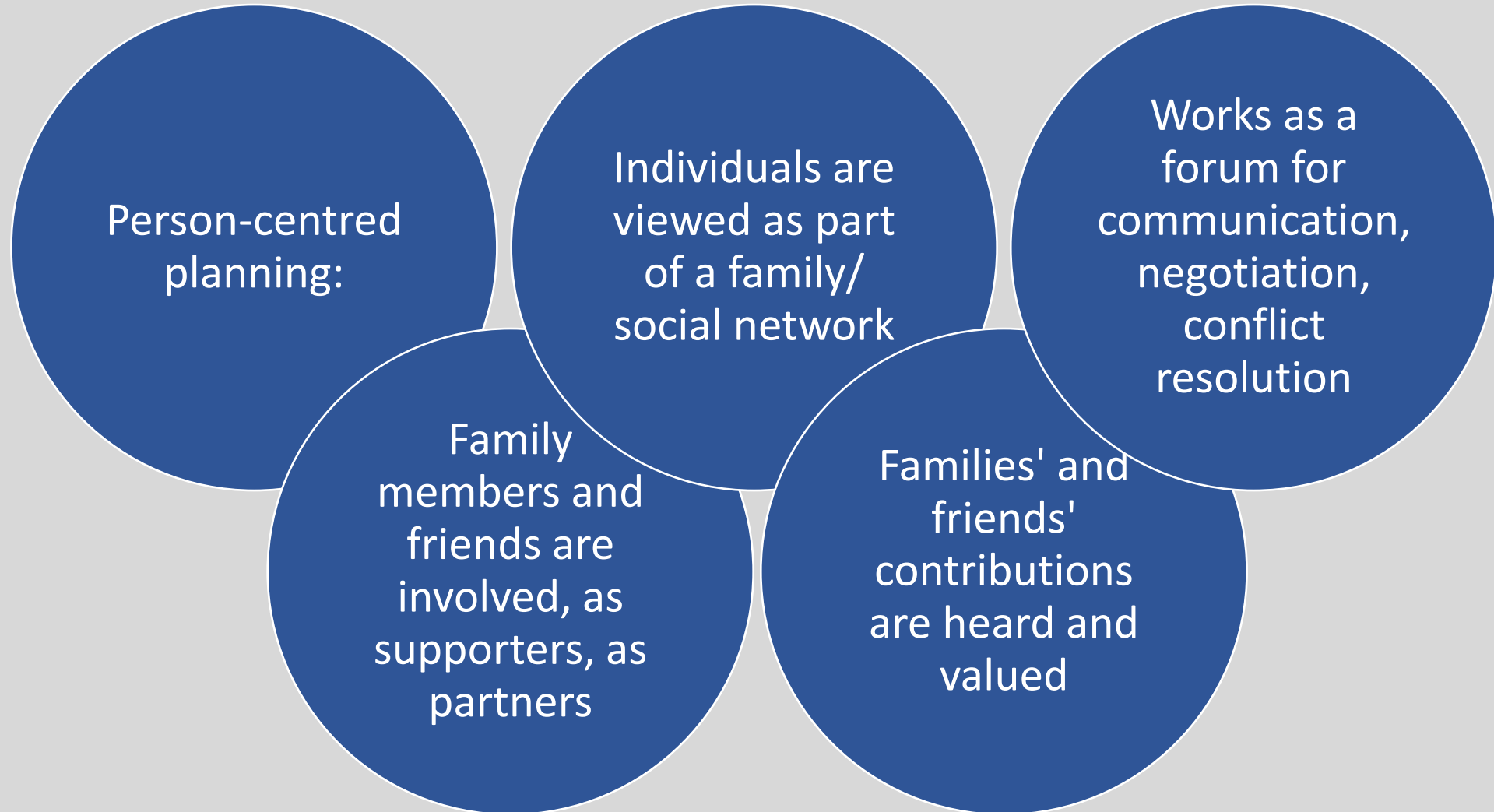
**USE / INCREASE:** - value-based actions for ex respect

**REGULATIONS:** - It's best to familiarize yourself with the procedures outlined in the regulations from your employer.

## Suggestions:

- Handle the situation in a calm manner
- You must treat every incident of abuse/ neglect seriously
- The safety of the individuals are of the outmost importance
- Know what to do if you were made aware of an incident
- Know where to seek support and to whom to report it to
- Record the incident and include any relevant information, such as the place, time and people involved

# 4.9 Involvement of family and social networks



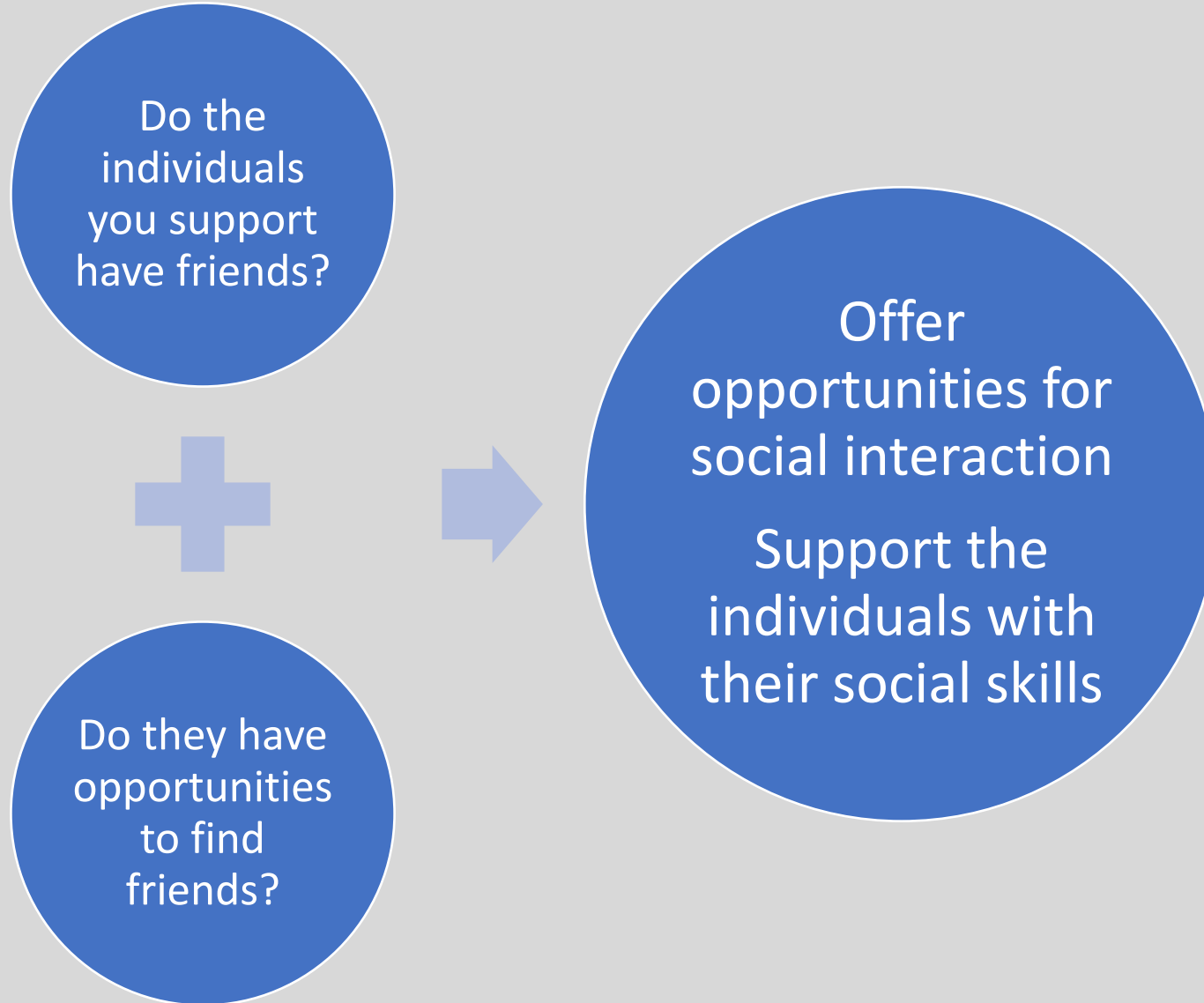
# Friendships

- Knowing who we are
- Affection & Security
- Sharing feelings, ideas
- Activities & Interest
- Practical help
- Advice, Information and guidance

**Why do we need friends?**

**Where can we find friends?**

- Residence/ Home
- Work/ Education
- Leisure/ Social/ Spiritual Activities
- Supportive services/ People



## 4.10 Guidelines on how to support individuals in community-based care systems

### **Person centred plan** focusing on the context of new home:

- Builds upon the individual's strengths and capacity to engage in community activities
- Honouring the individual's preferences
- Continuity from Transition to community plan
- Evaluation and monitoring based on the quality of life in the new environment

Understand your role as a support worker (responsibilities, limits, the importance of following procedures/ policies, legal frameworks)

# 4.11 The importance of developing as a worker

“ Changing the way we work  
can be challenging! ”



We need support and  
guidance to achieve the  
change.



# How can we do it?



## Reflective approach

Reflect on the way we do things

With support and guidance by our manager



## Stay Informed

Keep up to date with recent developments

Read articles, newsletters, search on the internet

Communicate with others what have we learned



## Personal Development

Attend training

Create a Personal Development Plan with the manager



## Supervision

Good practice

Offers support and guidance

# References

- Council of Europe (2009), Discover your rights - Children and young people in care <https://www.coe.int/>
- Eurlyaid – The European Association on Early Childhood Intervention (2019), Recommended Practices in Early Childhood Intervention: A Guidebook for Professionals, <https://indd.adobe.com/view/ce456704-8e75-46a4-a7e6-700b024ed409>
- European Care Certificate <https://www.eccertificate.eu/>
- STEPS (Sharing the European Pathways), <http://kezenfogva.hu/node/1629>
- LUMOS (2018). A short guide to assessment and preparation of children [https://lumos.contentfiles.net/media/documents/document/2019/01/Assesment\\_Guide\\_-\\_Eng.pdf](https://lumos.contentfiles.net/media/documents/document/2019/01/Assesment_Guide_-_Eng.pdf)
- Person-centred tools: <http://helensandersonassociates.co.uk/> and [https://inclusion.com/path-maps-and-person-centered-planning/maps\\_planning/](https://inclusion.com/path-maps-and-person-centered-planning/maps_planning/)

# TRAINING FOR SOCIAL CARE WORKERS

# Module III

## The transitional process from institutions to community-based care

# By the end of this module you will:

**Learn**

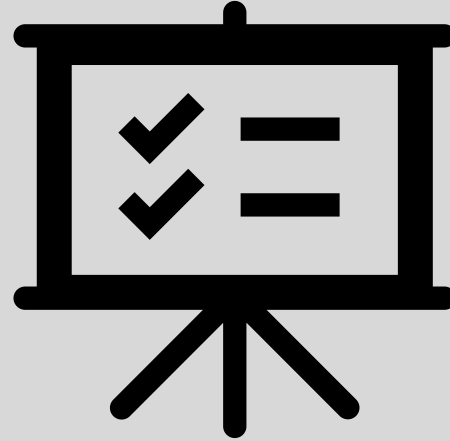
how to prepare individuals for the transition

**Apply**

good practices in needs assessment and support planning

**Understand**

how to build community capacity initiatives to ensure that individuals are welcomed to the receiving communities



## LEARNING OUTCOME 4

UNDERSTAND THE TRANSITION PROCESS FROM INSTITUTIONS TO  
COMMUNITY-BASED CARE

# 5. Transition planning



# Activity



Split into groups of 3



Think of the individuals you support



Discuss why should we prepare the individuals for the transition?



# 5.1 Prepare individuals for the transition to community-based settings

Why should we prepare individuals?

Highly traumatic experience

Negative previous experiences

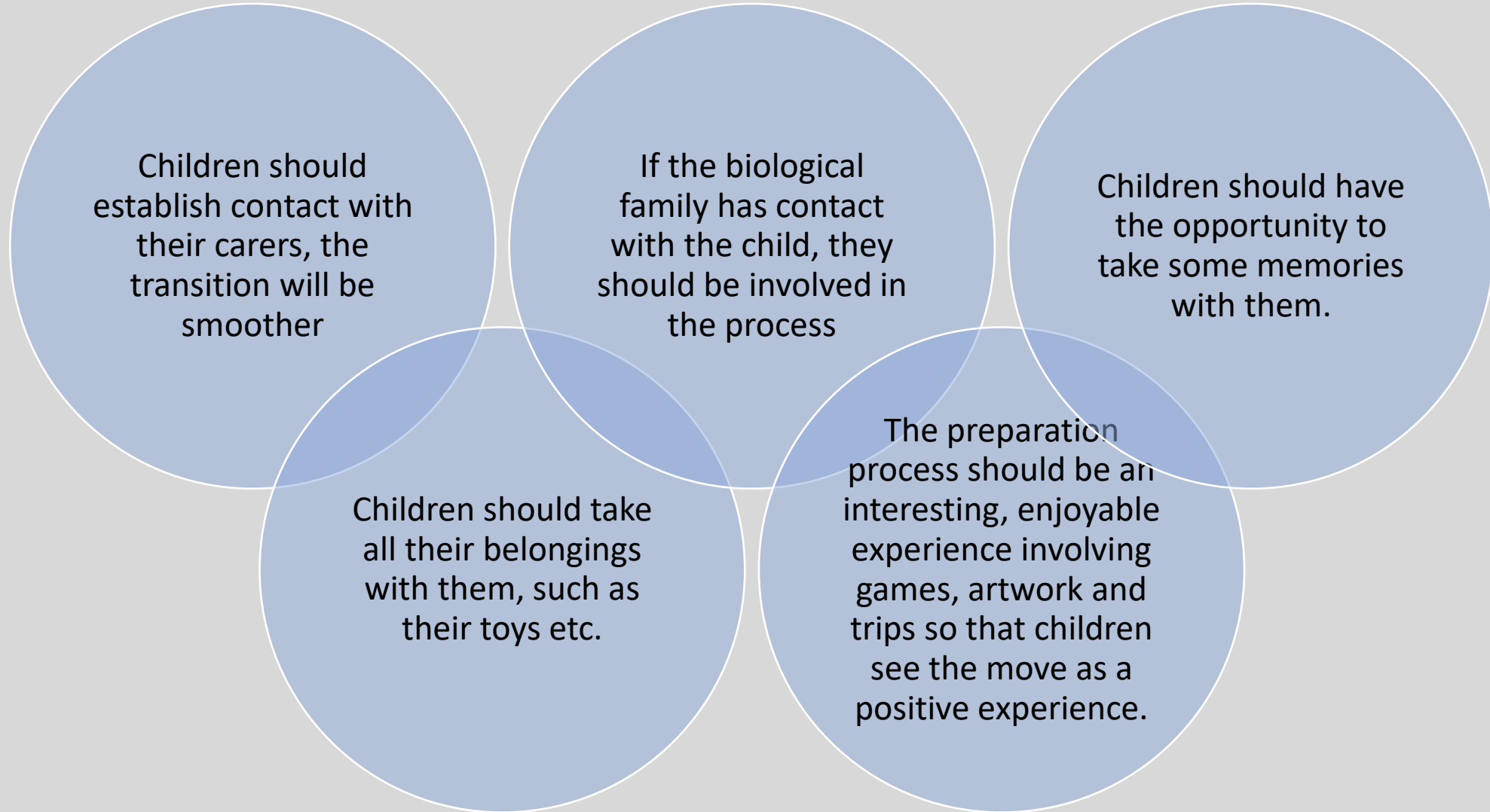
Fear, anxiety → challenging behaviors

Reduce of impact of the move on the child

Individuals are involved in the decision-making process

Individuals settle better in their new home and they get the chance to say goodbye to their previous home

# Common features of the preparation process



Children should visit their new home and the surrounding area before the move.

1:1 support to all children to help them understand their new situation and give them the opportunity to express worries ask questions.

Social care workers may give a positive message to the child regarding the new placement.

If people are moving into an independent living home, they should be involved in setting up the new home so that they feel ownership and involvement with it.

A life story book should be created with the children with words, pictures, photos and documents.

# Tools to prepare children

Communication  
passport

©CALL Centre, 2003

One-page profiles

Memories activities

©Lumos, 2014

Moving to my new  
home book

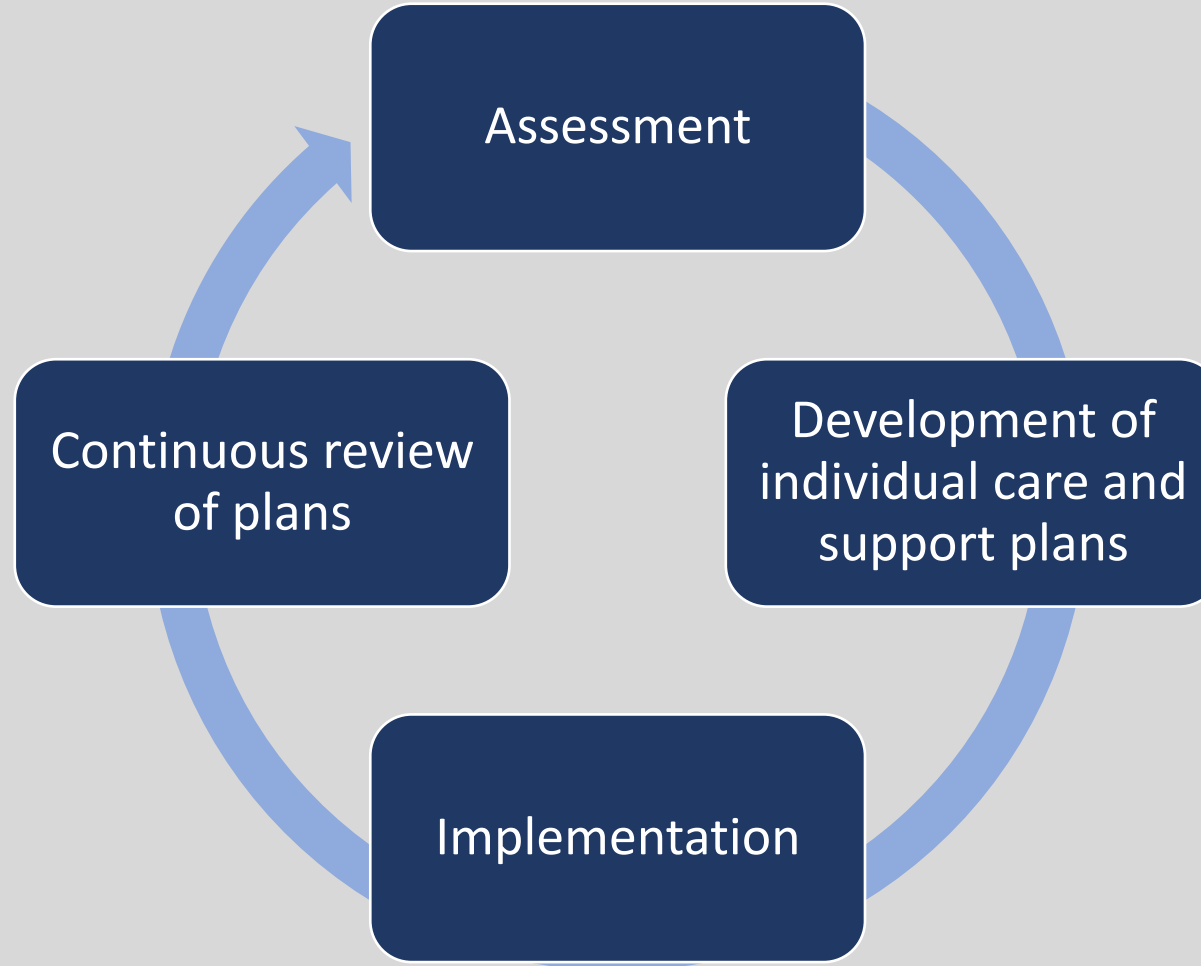
©Lumos, 2014

# Tools to prepare persons with disabilities

This is how I manage

Preparation toolkit

# Basic elements of the preparation:



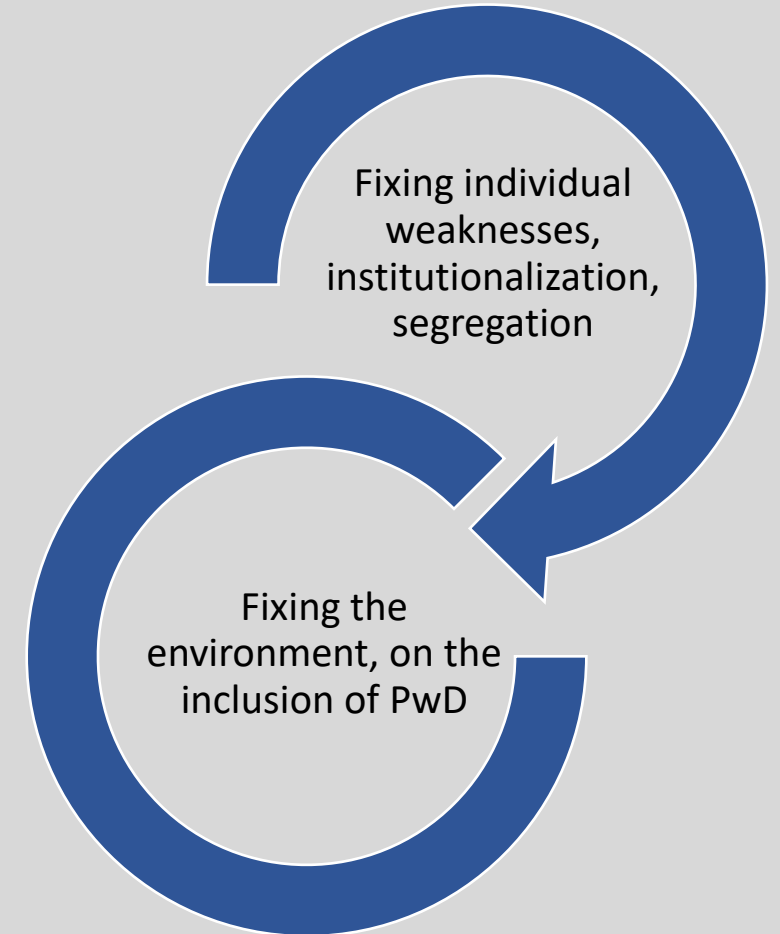
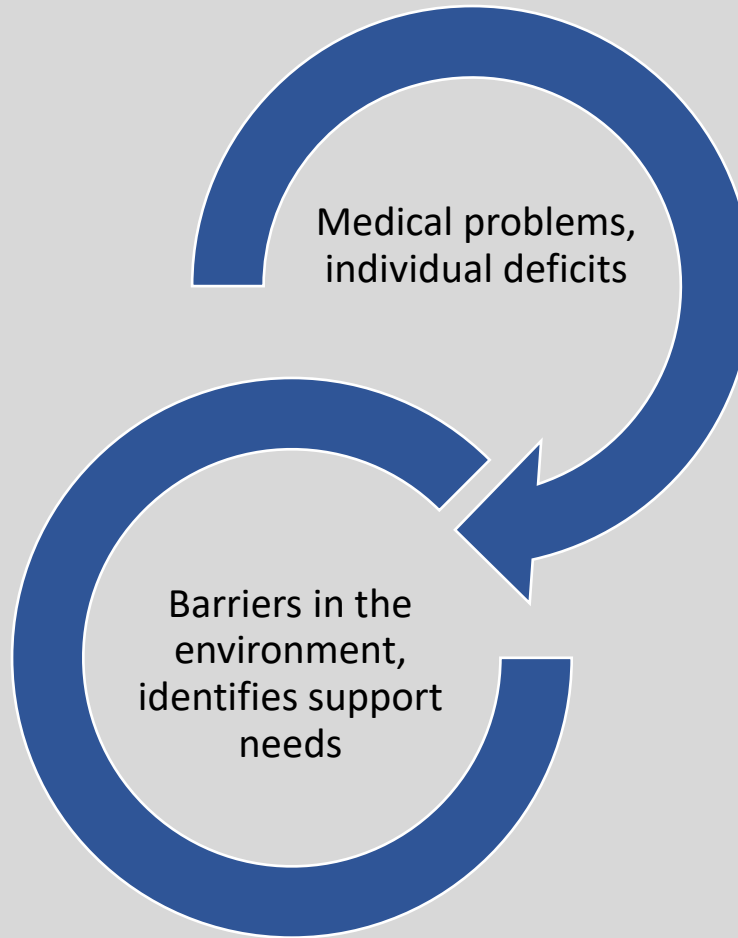
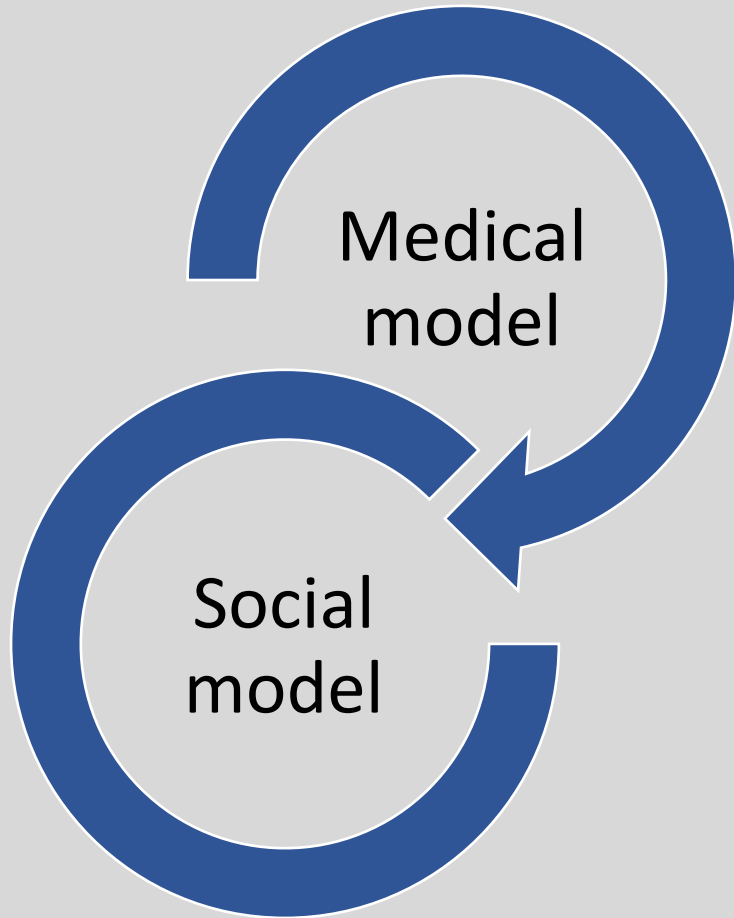
# How can social care workers support the transition?



## Model

## Assessment

## Solutions





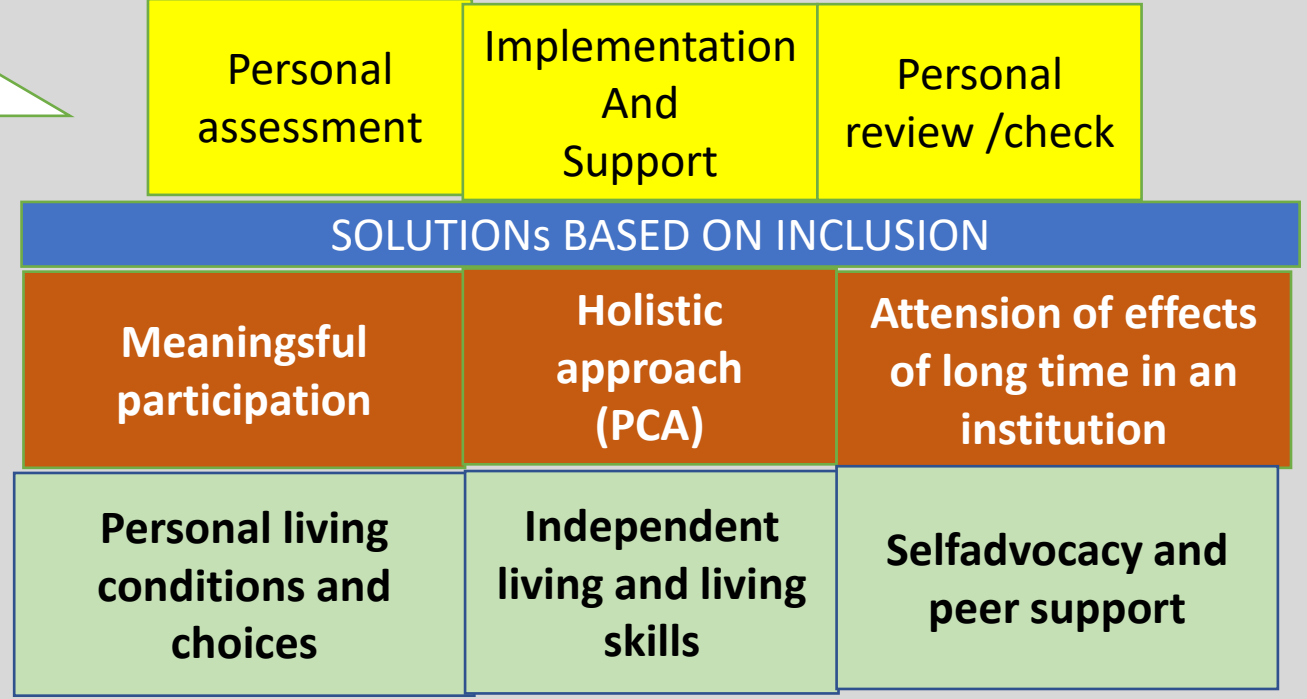
# 5.1.1 Guidelines on how to support and prepare persons for the transition to community-based settings.

Now we need practical advices!

## We need an overview

1. Available resources
  2. Systems for the transition
  3. Overview of existing Community- based services
- And need to:**
4. Create quality standards for the transition
  5. Develop support for users and professionals during the transition
  6. Plan for awareness raising during the transition process

We need a **personal plan** for everyone who moves "out"!



<http://enil.eu/wp-content/uploads/2016/09/Guidelines-01-16-2013-printer.pdf> (More information)



# Risks:

- Institutional culture move in to community-base services
- Reinstitutionalisation
- "Sneak"-institutionalisation



# THINA

Top House Individual Needs and Rights Assessment

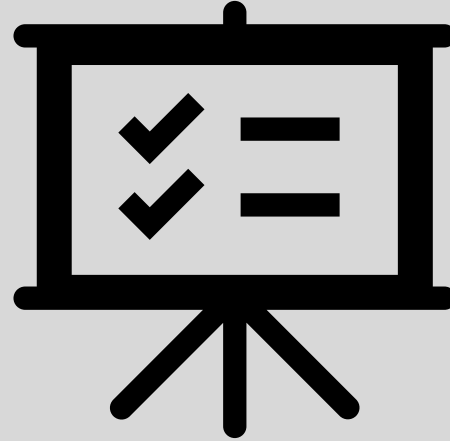
**THINA asks:**  
How do the SUPPORT satisfy the personal rights and identity development needs, out from five different aspects?

THINA is a tool for assessment of Quality of Support connected to:

UNCRPD  
(Rights)

Personal  
(identity) needs





## LEARNING OUTCOME 5

APPLY GOOD PRACTICE IN NEEDS ASSESSMENT AND SUPPORT  
PLANNING

## 5.2 Needs Assessment Protocol

Identify the needs  
and preferences of  
individuals

Linked with the  
development of  
services

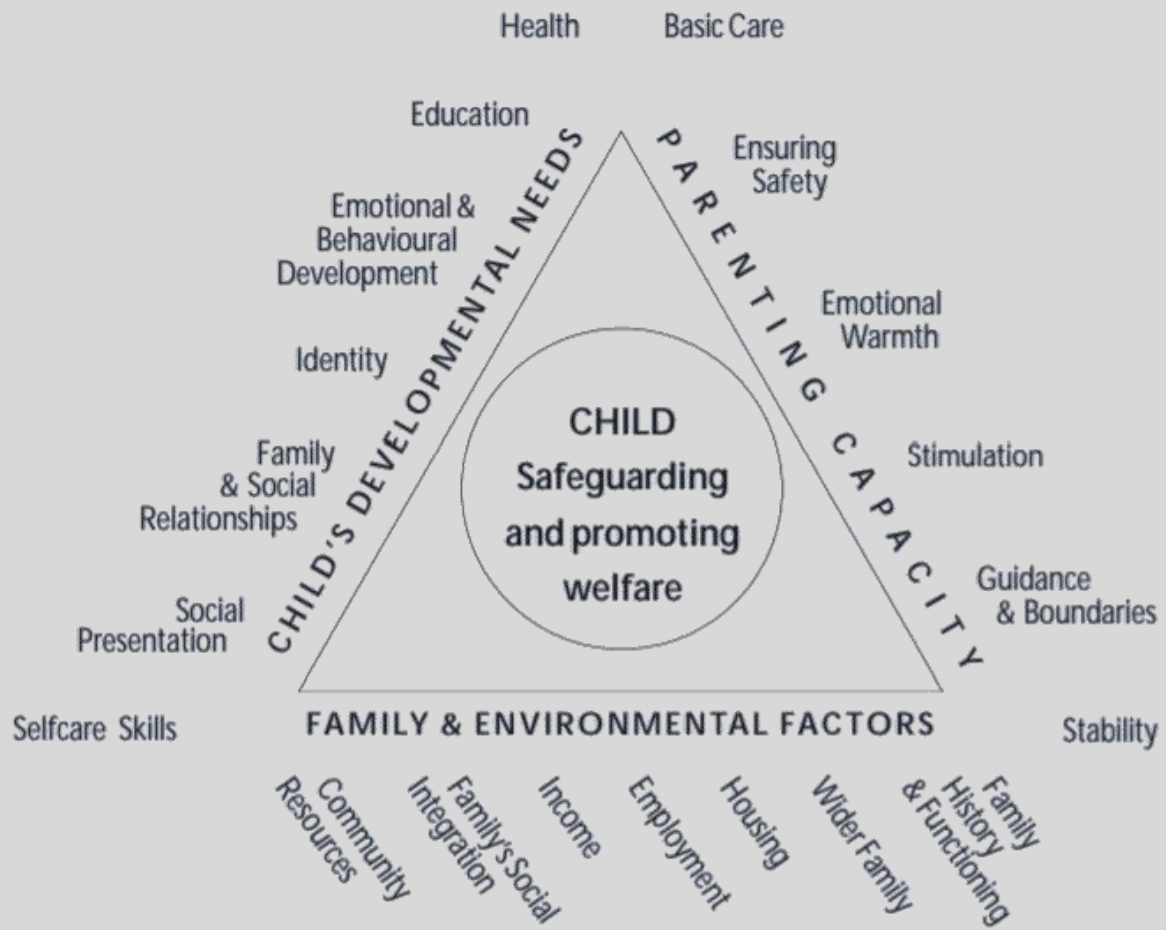
Involvement of users

Meaningful  
participation by the  
families or advocates  
of the users

Holistic approach

Consideration of an  
individual's strengths  
and resources

# Children



Joint process involving the child, their family and the professionals working with the child

Child-centred, build on strengths and identify difficulties

Gathering information, analyzing them and using them to develop a plan



## 5.3 Individualized plan for the transition to the community

Needs  
assessment  
protocol

Involvement  
of individuals

Involvement  
of their  
families

# References

- LUMOS (2018). A short guide to assessment and preparation of children  
[https://lumos.contentfiles.net/media/documents/document/2019/01/Assesment Guide - Eng.pdf](https://lumos.contentfiles.net/media/documents/document/2019/01/Assesment_Guide_-_Eng.pdf)
- Tools to prepare children:
  - [https://www.communicationpassports.org.uk/files/cm/files/A5\\_CALL\\_Passport\\_Template.pdf](https://www.communicationpassports.org.uk/files/cm/files/A5_CALL_Passport_Template.pdf)
  - <http://www.sheffkids.co.uk/adultsite/pages/onepageprofiletemplates.html>
  - [https://lumos.contentfiles.net/media/documents/document/2017/11/Book 2 lowres 21 Jan FINAL 0.pdf](https://lumos.contentfiles.net/media/documents/document/2017/11/Book_2_lowres_21_Jan_FINAL_0.pdf)
  - [https://lumos.contentfiles.net/media/documents/document/2018/01/Moving New Home Younger Children.pdf](https://lumos.contentfiles.net/media/documents/document/2018/01/Moving_New_Home_Younger_Children.pdf)
  - [https://lumos.contentfiles.net/media/documents/document/2017/11/Book 2 lowres 21 Jan FINAL 0.pdf](https://lumos.contentfiles.net/media/documents/document/2017/11/Book_2_lowres_21_Jan_FINAL_0.pdf)
- Tools to prepare adults:
  - [https://kvps.fi/wp-content/uploads/2020/04/This is how I manage.pdf](https://kvps.fi/wp-content/uploads/2020/04/This_is_how_I_manage.pdf)
  - <https://www.changepeople.org/Change/media/Change-Media-Library/Free%20Resources/Discharge-Toolkit-TABS-new-buttons.pdf>